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EXECUTIVE SUMMARY

The mission of KIPP West Atlanta Young Scholars (WAYS) Academy is simple, yet powerful: to prepare students for top quality high schools, colleges, and the competitive world beyond by instilling in each student a commitment to scholarship, teamwork, integrity, and other “WAYS to success.” As the old proverb reminds us, if we “train up a child in the WAYS he should go, when he is old, he will not depart from it.” At KIPP WAYS Academy, our training of students in the “ways” they should go has a unique focus on the long-term importance of their education, and we strongly believe that they will never depart from the values, knowledge, and skills we seek to instill in them. Armed with these skills and achievements, the students of KIPP WAYS Academy will recognize an outstanding education as the instrument to achieve personal success. The mission is not easily accomplished; the students of KIPP WAYS Academy will soon learn that there are no shortcuts to realizing these goals.

KIPP WAYS Academy came to Atlanta at a time when parents, teachers, community members, legislators, and business people were seeking true educational reform in the city’s school system and in the state. A great reform movement, initiated by Superintendent Beverly Hall and the Board of Education, was taking place within Atlanta Public Schools, and there were signs of progress within once failing schools. Since KIPP WAYS Academy’s inception, these APS reform initiatives have ushered in significant improvements in schools throughout Atlanta; however middle schools remain a challenge for the district and have recently become the focus of much attention. As such, KIPP WAYS Academy’s mission complements the district’s middle schools initiatives and provides an example of a middle school model that has consistently seen good results.

KIPP WAYS Academy provides an alternative to students and families in the West Side communities of Atlanta, including the West End, Washington Park, Westview, Mozley Park, Vine City, and English Avenue communities. Situated in the center of these historical communities is the Atlanta University Center, which is home to Morehouse College, Spelman College, Clark-Atlanta University, and Morris Brown College. Despite their proximity to such highly regarded institutions, these once thriving communities face the challenges of poverty, crime, drug and alcohol abuse, and inadequate health care that are plaguing inner city communities around the nation.

Responding to the demands for choice, KIPP WAYS Academy has been established as an academically intense college preparatory middle school. The school functions as a public charter school, serving upper elementary and middle school-aged students residing in some of the city’s most needy areas.

KIPP WAYS Academy does not select students based on their prior academic records; in fact, incoming students are admitted regardless of their test scores and socioeconomic background. While KIPP WAYS Academy accepts applications from students throughout the city, priority and recruiting focus is given to students who live in the neighborhoods surrounding the school. The only admission requirement for the school is the students’ and parents’ willingness to sign and uphold the KIPP WAYS Academy Commitment to Excellence Form. The form specifies that the students, parents, and teachers all have the desire, discipline and dedication to do everything in their power to support the education of the student. The KIPP WAYS Academy framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

KIPP WAYS Academy’s framework motivates students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours every Saturday, and for two - three weeks during the summer. All of these hours are focused on enhancing the academic, intellectual, and character skills of our students. Overall, KIPP WAYS Academy scholars spend two-thirds more time in the classroom than most of their peers, and as a result achieve remarkable academic and social progress within one year.

Although there are some after school programs available to students in West Atlanta, KIPP WAYS Academy successfully links regular classroom instruction and extended hours by housing the program in one place, providing instruction by one dedicated faculty, and implementing a curriculum interwoven throughout the day. Furthermore, by serving students in grades 5-8, KIPP WAYS Academy effectively bridges the crucial gap between elementary school and high school. This is a time when many poor, urban children replace academic
interests with involvement in influences like drugs, gangs, violence, and crime. KIPP WAYS Academy focuses on children at the young age of nine or ten and supports them through the turbulent years of early adolescence.

The incorporation of mandatory summer school, Saturday school, and extended hours during the week allows KIPP WAYS Academy to offer creative programming. During the summer, new students are initiated into the routines, procedures, and high expectations of the school while returning students participate in remediation and enrichment activities. The Saturday Academy has a unique focus on interdisciplinary project-based learning, as students apply the knowledge and skills acquired in their academic classes to cumulative and integrated projects. During the week, students engage in six to seven hours of instruction including reading, language arts, math, social studies, science, and technology. In addition, students participate in a variety of physical wellness activities through a strategic partnership with the Westside Branch of the YMCA.

The KIPP WAYS Academy framework succeeds not because of who teachers and students are, but rather, by what the students and teachers do:

- Students and teachers in KIPP WAYS Academy spend more time in the classroom than their counterparts in any other school in the district;
- Students in KIPP WAYS Academy focus on developing the academic, intellectual, and character skills necessary for success in high school, college, and beyond;
- KIPP WAYS Academy teachers work together to identify and recruit master teachers in order to refine, share, and develop effective teaching strategies;
- KIPP WAYS Academy teachers bridge the gap between school and community by meeting individually with all parents at the beginning of the school year and by making regular home visits throughout the year. Important parent activities such as checking homework and reading with the children occurs in KIPP WAYS Academy homes; and
- All teachers and staff at KIPP WAYS Academy are provided with a cellular phone, and students are encouraged to contact their teachers at night for homework assistance or in case of an emergency.

The goals of KIPP WAYS Academy are not modest. Not only does KIPP WAYS Academy contend that its students will score higher on district, state, and national tests than those from neighboring areas, but the school also envisions that all of its initial class of students will enter competitive universities throughout the country in the year 2011. By preparing students with the academic skills, intellectual habits, and character traits to achieve success throughout their academic years and in life, KIPP WAYS Academy serves as a model of educational excellence for the City of Atlanta.

The following progress chart provides a clear overview of the progress KIPP WAYS Academy has made over the past 4 years in meeting the goals and objectives it set forth in the initial charter petition. Naturally, there is still work to be done in a few areas. Overall, KIPP WAYS Academy contends it is providing an excellent education and its students’ overall academic performance exceeds that of the district and state averages.
# KIPP WAYS Academy

## Progress Toward Charter Goals

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<tbody>
<tr>
<td><strong>READING</strong></td>
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<tr>
<td>75% of all fifth graders who will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 81%</td>
<td>DID NOT MEET: 71% This group of students came in well below grade level, but has shown significant growth in all areas since 2005.</td>
<td>MET: 76%</td>
<td>MET: 85%</td>
</tr>
<tr>
<td>80% of all sixth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 83%</td>
<td>MET: 85%</td>
<td>MET: 93%</td>
<td></td>
</tr>
<tr>
<td>85% of all seventh graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 100%</td>
<td>MET: 89%</td>
<td></td>
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</tr>
<tr>
<td>90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 100%</td>
<td>MET: 89%</td>
<td></td>
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</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 5th grade Reading will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>PARTIAL: KIPP WAYS – 81% APS – 73% GA – 85% In only one year, it has been difficult for us to catch our students up past the state average in reading. We will continue to strive for this ambitious goal.</td>
<td>DID NOT MEET: KIPP WAYS – 71% APS – 85% GA – 89% This group of students came in well below grade level, but has shown significant growth in all areas since 2005.</td>
<td>PARTIAL: KIPP WAYS – 76% APS – 71% GA – 83% In only one year, it has been difficult for us to catch our students up past the state average in reading. We will continue to strive for this ambitious goal.</td>
<td>PARTIAL: KIPP WAYS – 85% APS – 80% GA – 85% In only one year, it has been difficult for us to catch our students up past the state average in reading. We will continue to strive for this ambitious goal.</td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 6th grade Reading will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by</td>
<td>PARTIAL: KIPP WAYS – 83% APS – 77% GA – 84% Although we did not pass the state average, we were much closer with this group in 2005. By 7th grade, this group had 100% pass rate on the CRCT.</td>
<td>PARTIAL: KIPP WAYS – 85% APS – 75% GA – 86% We are very pleased that we nearly closed the achievement gap in 2 years (last year this group only had 71% pass reading). By 7th grade, this group exceeded state</td>
<td>PARTIAL: KIPP WAYS – 93% APS – 81% GA – 89%</td>
<td></td>
</tr>
<tr>
<td>Class of 2011 (2006-2007 8th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>Did not meet: Over 4 years, the Class of 2011 cohort has grown 11.2 NCEs in Reading, which is 2.8 NCEs per year. Any growth in NCEs represents more than normal educational growth, although 11.2 NCEs is significant, we did not meet our ambitious goal.</td>
<td></td>
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<tr>
<td>CLASS OF 2012 (2006-2007 7th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>Did not meet: Over 3 years, the Class of 2012 has grown 3.9 NCEs, which is 1.3 NCEs per year. Any growth in NCEs represents more than normal educational growth, although 3.9 NCEs is significant, we did not meet our ambitious goal.</td>
<td></td>
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<tr>
<td>CLASS OF 2013 (2006-2007 6th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>Did not meet: Although the Class of 2013 grew 1 NCE in reading in 5th grade, they went backwards 3 NCEs in 6th grade. This is one of the few cases where we have seen a decline.</td>
<td></td>
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<tr>
<td>CLASS OF 2014 (2006-2007 5th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>Did not meet: The Class of 2014 cohort did not see significant growth in 1 year, staying consistent at</td>
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</table>
Each year, every student will: (a) read at least 10 substantial books (e.g., novels, biographies, collections of short stories), either chosen from the KIPP WAYS Academy literature list for his or her grade level, or otherwise approved by the language arts teacher; and (b) complete a book report or other substantial project about each book, thereby demonstrating his/her comprehension and analysis of the book.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
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<tbody>
<tr>
<td>75% of all fifth graders will “meet standards” or “exceed standards” in language arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
</tr>
<tr>
<td>MET: 93%</td>
</tr>
<tr>
<td>MET: 76%</td>
</tr>
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<td>MET: 83%</td>
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<td>MET: 90%</td>
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<td>80% of all sixth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in language arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
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<td>MET: 83%</td>
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<td>MET: 98%</td>
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<td>90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in language arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
</tr>
<tr>
<td>MET: 100%</td>
</tr>
<tr>
<td>90% of all eighth graders who have been enrolled in the school for at least two years will receive a score of 4</td>
</tr>
<tr>
<td>MET: 95% of all eighth graders met standards on the 8th grade writing assessment</td>
</tr>
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</table>
(experimenting), 5 (engaging) or 6 (extending) on the Georgia Writing Test.

<table>
<thead>
<tr>
<th>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 5th grade Language Arts will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</th>
<th>MET: KIPP WAYS – 93% APS – 79% GA – 85%</th>
<th>DID NOT MEET: KIPP WAYS – 76% APS – 84% GA – 88%</th>
<th>PARTIAL: KIPP WAYS – 83% APS – 83% GA – 85% Although we tied the district average, we were 2% points from the state average. This has improved over the past three years.</th>
<th>MET: KIPP WAYS – 90% APS – 87% GA – 88%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 6th grade Language Arts will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>MET: KIPP WAYS – 83% APS – 64% GA – 76%</td>
<td>MET: KIPP WAYS – 92% APS – 74% GA – 84%</td>
<td>MET: KIPP WAYS – 96% APS – 81% GA – 86%</td>
<td></td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 7th grade Language Arts will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>MET: KIPP WAYS – 96% APS – 72% GA – 83%</td>
<td>MET:</td>
<td>MET: KIPP WAYS – 99% APS – 83% GA – 89%</td>
<td></td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 8th grade Language Arts will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>MET: KIPP WAYS – 100% APS – 81% GA – 88%</td>
<td>MET: Over 4 years, the Class of 2011 has grown 18.8 NCEs, which is 4.7 NCEs per year. The cohort jumped from 52.6 to 71.4 in four years. This represents significant academic growth.</td>
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CLASS OF 2011 (2006-2007 8th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Language Arts, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

| MET: Over 4 years, the Class of 2011 has grown 18.8 NCEs, which is 4.7 NCEs per year. The cohort jumped from 52.6 to 71.4 in four years. This represents significant academic growth. |

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<th>Class of 2013 (2006-2007 6th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Language Arts, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</th>
<th>MET: Over two years, the Class of 2013 has grown over 11 NCEs, representing over 5 NCEs of growth per year.</th>
<th>2012 has grown 7 NCEs in Language Arts, which is 2.3 NCEs of growth per year. Although significantly significant growth, this did not meet our ambitious growth goal.</th>
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<tbody>
<tr>
<td>CLASS OF 2014 (2006-2007 5th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Language Arts, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>MET: In their first year, the Class of 2014 cohort grew 9 NCEs in one year, jumping from 52 to 61.</td>
<td>MET: Every student successfully wrote a research paper that was integrated with the Science and English classes (revised to 7th grade goal).</td>
<td>MET: Every student successfully wrote a research paper that was integrated with the Science and English classes (revised to 7th grade goal).</td>
</tr>
<tr>
<td>Every eighth grader will write a research paper of at least 2,000 words that: (a) includes a title page, outline, bibliography, and endnotes; (b) clearly states a central idea that is supported with specific evidence drawn from a variety of sources; and (c) cites sources appropriately using both direct quotes and summarization.</td>
<td>MET: Every student successfully wrote a research paper that was integrated with the Science and English classes (revised to 7th grade goal).</td>
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**MATH**

<table>
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<tr>
<th>75% of all fifth graders will “meet standards” or “exceed standards” in Math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</th>
<th>MET: 86%</th>
<th>DID NOT MEET: 71%</th>
<th>MET: 87%</th>
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<tr>
<td>80% of all sixth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 81%</td>
<td>MET: 81%</td>
<td>MET: 93%</td>
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85% of all seventh graders who have been enrolled in the school for at least two years will "meet standards" or "exceed standards" in Math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

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<table>
<thead>
<tr>
<th>MET: 100%</th>
<th>MET: 90%</th>
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Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 5th grade Math will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT:

<table>
<thead>
<tr>
<th>MET: KIPP WAYS – 86%</th>
<th>MET: KIPP WAYS – 71%</th>
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<tbody>
<tr>
<td>APS – 74%</td>
<td>APS – 77%</td>
</tr>
<tr>
<td>GA – 84%</td>
<td>GA – 87%</td>
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</tbody>
</table>

This group of students came in well below grade level, but has shown significant growth in all areas since 2005.

<table>
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<th>PARTIAL: KIPP WAYS – 87%</th>
<th>MET: KIPP WAYS – 92%</th>
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<tbody>
<tr>
<td>APS – 85%</td>
<td>APS – 85%</td>
</tr>
<tr>
<td>GA – 89%</td>
<td>GA – 88%</td>
</tr>
</tbody>
</table>

Although we exceeded the district average, we fell short of the state average. The following year, this same group significantly outperformed the state and district.

<table>
<thead>
<tr>
<th>MET: KIPP WAYS – 81%</th>
<th>MET: KIPP WAYS – 81%</th>
<th>MET: KIPP WAYS – 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS – 57%</td>
<td>APS – 57%</td>
<td>APS – 67%</td>
</tr>
<tr>
<td>GA – 74%</td>
<td>GA – 74%</td>
<td>GA – 81%</td>
</tr>
</tbody>
</table>

Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 6th grade Math will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT:

<table>
<thead>
<tr>
<th>MET: KIPP WAYS – 81%</th>
<th>MET: KIPP WAYS – 81%</th>
<th>MET: KIPP WAYS – 93%</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS – 57%</td>
<td>APS – 57%</td>
<td>APS – 49%</td>
</tr>
<tr>
<td>GA – 74%</td>
<td>GA – 74%</td>
<td>GA – 65%</td>
</tr>
</tbody>
</table>

Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 7th grade Math will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT:

<table>
<thead>
<tr>
<th>MET: KIPP WAYS – 100%</th>
<th>MET: KIPP WAYS – 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS – 67%</td>
<td>APS – 74%</td>
</tr>
<tr>
<td>GA – 81%</td>
<td>GA – 57%</td>
</tr>
</tbody>
</table>

Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 8th grade Math will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT:

<table>
<thead>
<tr>
<th>MET: KIPP WAYS – 100%</th>
<th>MET: KIPP WAYS – 90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>APS – 69%</td>
<td>APS – 74%</td>
</tr>
<tr>
<td>GA – 81%</td>
<td>GA – 57%</td>
</tr>
<tr>
<td>CLASS OF 2011 (2006-2007 8th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Math, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td></td>
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</tr>
<tr>
<td>CLASS OF 2012 (2006-2007 7th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Math, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>DID NOT MEET: The Class of 2012 has grown 9.7 NCEs in three years, representing 3.2 NCEs of growth per year. Although significant, this growth is short of the 5 NCE growth goal per year.</td>
</tr>
<tr>
<td>CLASS OF 2013 (2006-2007 6th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Math as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>DID NOT MEET: The Class of 2013 cohort has grown 8 NCEs in two years, representing an average of 4 NCEs per year.</td>
</tr>
<tr>
<td>CLASS OF 2014 (2006-2007 5th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Math as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
<td>MET: The Class of 2014 cohort grew 4.7 NCEs in their first year.</td>
</tr>
<tr>
<td>90% of eighth graders completing Algebra I will pass the End of Course Test in Algebra I</td>
<td></td>
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</tbody>
</table>

**SCIENCE**

<table>
<thead>
<tr>
<th>75% of all fifth graders will &quot;meet standards&quot; or &quot;exceed standards&quot; in Science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</th>
<th>MET: 86%</th>
<th>MET: 77%</th>
<th>MET: 81%</th>
<th>NEW GPS STANDARDS – 68%</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of all sixth graders who have been enrolled in the school for at least two years will &quot;meet</td>
<td>MET: 83%</td>
<td>NEW GPS STANDARDS – 44%</td>
<td>NEW GPS STANDARDS – 47%</td>
<td></td>
</tr>
</tbody>
</table>
12

<table>
<thead>
<tr>
<th>Standards” or “Exceed standards” in Science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT):</th>
<th>MET: 92%</th>
<th>DID NOT MEET: 77%</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of all seventh graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td></td>
<td>The Science teacher is revising his instructional plan. A mentor science teacher has been paired up with the teacher to ensure improvement.</td>
</tr>
<tr>
<td>90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);</td>
<td>MET: 100%</td>
<td></td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 5th grade Science will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>PARTIAL: KIPP WAYS – 86% APS – 78% GA – 86%</td>
<td>DID NOT MEET: KIPP WAYS – 77% APS – 79% GA – 89% This group of students came in well below grade level, but has shown significant growth in all areas since 2005.</td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 6th grade Science will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>PARTIAL: KIPP WAYS – 83% APS – 73% GA – 83% We significantly outperformed the district, but tied the state average. This group of students beat the state and district averages by 7th grade.</td>
<td>PARTIAL: KIPP WAYS – 44% APS – 37% GA – 61% Although we beat the district, we are not satisfied with not outperforming the state. In 2007-2008, 6th graders will have twice as much time in science and social studies.</td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 7th grade Science will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;</td>
<td>MET: KIPP WAYS – 92% APS – 45% GA - 63%</td>
<td>MET: KIPP WAYS – 77% APS – 52% GA – 70%</td>
</tr>
<tr>
<td>Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 8th grade Science will exceed the percentage of students in</td>
<td></td>
<td>MET: KIPP WAYS – 100% APS – 56% GA – 74%</td>
</tr>
</tbody>
</table>
the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT.

**CLASS OF 2011 (2006-2007 8th graders):** Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Science, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

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**CLASS OF 2014 (2006-2007 5th graders):** Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Science, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

**Every seventh grader will write a well-organized lab report, demonstrating that he or she has successfully:**

(a) formed a hypothesis about a scientific question;
(b) designed a scientific experiment to test the hypothesis;
(c) conducted the experiment (d) gathered, organized, and analyzed data; and (e) drawn appropriate conclusions.

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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>DID NOT MEASURE:</strong> The KIPP Foundation does not require annual assessment of growth on the ITBS in Science because the test is not aligned with the Georgia Performance Standards. As such, the data is not a useful measurement tool and is not used.</td>
</tr>
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</tr>
<tr>
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<tr>
<td><strong>MET: 7th graders completed independent science project with lab report.</strong></td>
<td><strong>MET: 7th graders completed independent science project with lab report.</strong></td>
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</tr>
</tbody>
</table>
### SOCIAL STUDIES

#### Fifth Grade
- 75% of all fifth graders will “meet standards” or “exceed standards” in Social Studies as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
  - MET: 92%
  - DID NOT MEET: 71%
  - This group of students came in well below grade level, but has shown significant growth in all areas since 2005.

#### Sixth Grade
- 80% of all sixth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Social Studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
  - MET: 85%
  - MET: 83%

#### Seventh Grade
- 85% of all seventh graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Social Studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
  - MET: 100%
  - MET: 99%

#### Eighth Grade
- 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Social Studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
  - MET: 100%

#### KIPP WAYS Academy
- Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 5th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
  - MET: KIPP WAYS – 92%
  - APS – 73%
  - GA – 89%

- Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 6th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
  - PARTIAL: KIPP WAYS – 83%
  - APS – 69%
  - GA – 83%
  - We significantly outperformed the district average and tied the state average. By 7th grade, these students were beating both district and state averages.

- Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 7th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
  - PARTIAL: KIPP WAYS – 81%
  - APS – 75%
  - GA – 83%
  - We significantly outperformed the district average, but fell short with the state. In 2007-2008 6th grade students will get twice as much time per day in social studies.

- Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 8th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
  - MET: KIPP WAYS – 100%
  - APS – 76%
  - GA - 86%

- Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in 9th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
  - MET: KIPP WAYS – 99%
  - APS – 77%
  - GA – 86%
standards in 7th grade Social Studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT:

<table>
<thead>
<tr>
<th>CLASS OF 2011 (2006-2007 8th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Social Studies, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</th>
<th>MET: KIPP WAYS – 100% APS – 75% GA – 85%</th>
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<tr>
<td>CLASS OF 2012 (2006-2007 7th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Social Studies, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
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<td>CLASS OF 2013 (2006-2007 6th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Social Studies, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</td>
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<tr>
<td>CLASS OF 2014 (2006-2007 5th graders): Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in Social Studies, as measured by the</td>
<td>DID NOT MEASURE: The KIPP Foundation does not require annual assessment of growth on the ITBS in Social Studies because the test is not aligned with the</td>
</tr>
</tbody>
</table>
**Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years:**

<table>
<thead>
<tr>
<th>Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;</th>
<th>Georgia Performance Standards. As such, the data is not a useful measurement tool and is not used.</th>
<th>MET: Students mastered their 50 states and capitals during the first quarter of the school year.</th>
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<th>MET: Students mastered their 50 states and capitals during the first quarter of the school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: in fifth grade, a map of all fifty states and their capital cities;</td>
<td>MET: Students mastered their 50 states and capitals during the first quarter of the school year.</td>
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</tr>
<tr>
<td>Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: in sixth grade, a map of all countries, major rivers, and mountain ranges, in North America, South America, and Europe;</td>
<td>MET: Students mastered geography for all relevant regions.</td>
<td>MET: Students mastered geography for all relevant regions.</td>
<td>MET: Students mastered geography for all relevant regions.</td>
<td>MET: Students mastered geography for all relevant regions.</td>
</tr>
<tr>
<td>Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: in seventh grade, a map of all countries, major rivers, and mountain ranges, in Asia, Africa, and Australia;</td>
<td>MET: Students mastered in units by continent and performed successfully on cumulative assessment.</td>
<td>MET: Students mastered in units by continent and performed successfully on cumulative assessment.</td>
<td>MET: Students mastered in units by continent and performed successfully on cumulative assessment.</td>
<td>MET: Students mastered in units by continent and performed successfully on cumulative assessment.</td>
</tr>
<tr>
<td>Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: in eighth grade, a map of all major cities, rivers, lakes, mountains, and historic sites in the state of Georgia.</td>
<td>MET: Students demonstrated mastery of Georgia geography.</td>
<td>MET: Students demonstrated mastery of Georgia geography.</td>
<td>MET: Students demonstrated mastery of Georgia geography.</td>
<td>MET: Students demonstrated mastery of Georgia geography.</td>
</tr>
</tbody>
</table>

**CHARACTER**

By the end of their fifth grade year, 100 percent of all students will be able to adequately define each of the five “Ways to Success” and will be able to describe examples of times when each has been demonstrated in theWAYS Academy community.

<table>
<thead>
<tr>
<th>By the end of their fifth grade year, 100 percent of all students will be able to adequately define each of the five “Ways to Success” and will be able to describe examples of times when each has been demonstrated in theWAYS Academy community.</th>
<th>MET: This is a focus of the school’s 5th grade summer program and is integrated throughout the life skills curriculum in 5th grade.</th>
<th>MET: This is a focus of the school’s 5th grade summer program and is integrated throughout the life skills curriculum in 5th grade.</th>
<th>MET: This is a focus of the school’s 5th grade summer program and is integrated throughout the life skills curriculum in 5th grade.</th>
<th>MET: This is a focus of the school’s 5th grade summer program and is integrated throughout the life skills curriculum in 5th grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 8th grade students will complete an independent community service project of their choice and will write a final essay reflecting on what he/she learned from the experience and how each of the “Ways to Success” were employed through the project.</td>
<td>DID NOT MEET: Students participated in community service projects that were planned by the school, but did not complete independent projects. We quickly realized this goal was too ambitious for 6th grade scholars.</td>
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</tr>
</tbody>
</table>
Each year, 90% of students and staff will indicate that each of the school's values are practiced at least “most of the time” on an end of the year survey in which the options of never, sometimes, often, most of the time, and always are provided to the question of how often each value is practiced at the school.

| DID NOT MEASURE: Although anecdotal evidence suggests consistent implementation of the school's values, a consistent measurement tool was not implemented to evaluate progress towards this goal. |
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**PARTICIPATION**

| Average daily attendance at KIPP WAYS Academy will be 90% in year one and will remain at or above that level throughout the life of the charter. | MET: 95.25% | School began measuring attendance according to NCLB standards (% of students absent 15 or more days). In 2004-2005 school year, 4.1% of students were absent 15 or more days. | School began measuring attendance according to NCLB standards (% of students absent 15 or more days). In 2005-2006 school year, 3.8% of students were absent 15 or more days. | School began measuring attendance according to NCLB standards (% of students absent 15 or more days). In 2006-2007 school year, 2% of students were absent 15 or more days. |

**For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.**

| MET: Homework completion is consistently at or above 90% due to the school’s consistent and strict homework enforcement policy. | MET: Homework completion is consistently at or above 90% due to the school’s consistent and strict homework enforcement policy. | MET: Homework completion is consistently at or above 90% due to the school’s consistent and strict homework enforcement policy. | MET: Homework completion is consistently at or above 90% due to the school’s consistent and strict homework enforcement policy. |
I. ACADEMIC DESIGN

A. MISSION

Mission

It is the mission of KIPP West Atlanta Young Scholars (WAYS) Academy to prepare students for top quality high schools, colleges, and the competitive world beyond by instilling in each student a commitment to scholarship, teamwork, integrity, and other “WAYS to success.”

KIPP WAYS Academy opened its doors in July of 2003 with a founding class of 80 fifth grade “scholars” excited to begin their journey to college. Each year, a new class of 5th grade “scholars” was added and in 2006-2007, KIPP WAYS Academy served at capacity with approximately 300 students in grades five through eight. Over the past 4 years, our students have consistently outperformed their peers across the state and district on the Georgia Writing Test and Georgia Criterion Referenced Competency Tests (CRCT).

Unique Element and Organizational Innovation

KIPP WAYS Academy is one of 57 KIPP Schools in existence around the nation. KIPP, the Knowledge is Power Program, was created to ensure the pipeline to college is filled with students from educationally underserved areas, who possess the skills necessary to succeed in college and the competitive world beyond. KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth grade public school program in inner-city Houston, TX, after completing their commitment to Teach For America. In 1995, Feinberg remained in Houston to lead KIPP Academy Middle School, and Levin returned home to New York City to establish KIPP Academy in the South Bronx.

Since their founding, the original KIPP Academies have sustained track records of high student achievement. While fewer than one in five low-income students typically attend college nationally, KIPP’s college matriculation rate stands at nearly 80 percent for students who complete the eighth grade at KIPP. In addition, KIPP alumni have earned more than $12 million in college scholarships.

Our school philosophy can be explained through KIPP’s Five Pillars:

1. High Expectations. KIPP WAYS Academy has explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based upon the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

2. Choice & Commitment. Students, parents and the faculty of KIPP WAYS Academy make a choice to be at the school. No one is assigned or forced to attend the school. Everyone makes and upholds a commitment to KIPP WAYS Academy and to each other to put in the time and effort required to achieve success.

3. More Time. KIPP WAYS Academy knows that there are no shortcuts when it comes to helping educationally disadvantaged students succeed academically. A longer school day, a longer school year, and summer school mean more time for students at KIPP WAYS Academy to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.

4. Power to Lead. The Principal of KIPP WAYS Academy is an effective academic and organizational leader who understands that there are no great schools without great principals. The Principal has control over the school budget and personnel, allowing him/her to move dollars swiftly or to make staffing changes necessary to be more effective in helping students learn.
5. **Focus on Results.** KIPP WAYS Academy focuses unrelentingly on results. Student achievement on tests and other objective measures substantially outperform district averages, does not make excuses based on demographics, and enables students to compete at the nation’s best high schools and colleges.

At KIPP, we believe that there are no shortcuts to academic success. Outstanding educators, more time in school, a rigorous college-preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains so that they may continue to excel in high school and college.

**School Values**

The students and staff of the KIPP WAYS Academy shall uphold the following values or “ways to success”:

**Scholarship** - The methods, discipline, and attainments of scholars who are engaged in the pursuits of learning

**Teamwork** - Cooperative effort by the members of a group or team to achieve a common goal

**Integrity** - Steadfast adherence to a strict moral or ethical code

**Perseverance** – The act of going on resolutely or stubbornly in spite of opposition; never giving up

**Fun** – Finding pleasure in all learning opportunities and enjoying the simple things in life

Students will understand that these “ways to success” are essential qualities that they must value if they are to obtain success in reaching their goals. When students and staff both practice these “ways to success”, the following school climate will develop:

All students and staff will be putting forth their best effort on all tasks (perseverance); helping their teammates along the way (teamwork); achieving significant academic gains (scholarship); while enjoying themselves (fun) and operating with the utmost respect and honesty (integrity).

With such a school climate, KIPP WAYS Academy shall make great strides toward its mission of ultimately preparing students for competitive high schools and colleges. When students have internalized these “ways to success” and practice them on a regular basis, they will be equipped with both the academic and life skills to excel in any rigorous academic environment.

KIPP WAYS Academy has short-term, intermediate, and long-term goals.

The short-term goal is to provide an enjoyable and rigorous educational experience. KIPP WAYS Academy will impress upon students the level to which they can enhance their self-esteem by learning and making great personal and academic strides during a single year of dedicated hard work.

The intermediate goal is to help students carry this sense of commitment and accomplishment through middle school and into high school.

The long-term goal is to instill in our students the belief that they will all be able to attend college.

Together, these goals will prepare our students for top quality high schools, colleges, and the competitive world beyond by instilling in each student a commitment to scholarship, teamwork, integrity, and other “WAYS to success.”

Through their commitment to KIPP’s Five Pillars and by dedicating approximately 60% more time to mastering subject area competencies, students will be empowered to achieve the following:
Student Goals

1. KIPP WAYS Academy scholars will acquire the necessary reading skills to effectively understand and analyze various types of literature.

2. KIPP WAYS Academy scholars will become proficient writers and confident speakers of the English language.

3. KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of mathematical computation and problem solving as it relates to real world situations.

4. KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of scientific knowledge and reasoning.

5. KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of history, geography, civics, economics, and other core social studies skills.

6. KIPP WAYS Academy students will be engaged scholars who attend school regularly and complete required assignments.

Non-Academic Outcome Goals

KIPP WAYS Academy also believes that for its students to become successful and contributing members of society they must achieve non-academic goals. During their tenure at KIPP WAYS Academy, all students will develop specific social skills necessary to succeed in society, including but not limited to:

- Making and maintaining eye contact;
- Shaking hands in a proper manner;
- Addressing adults and peers appropriately and respectfully; and
- Understanding where and when responses are appropriate.

All students will learn to approach their required work with attitudes and skills necessary to be successful in life, including but not limited to:

- Perseverance;
- Attention to detail;
- Completeness;
- Accuracy; and
- Neatness.

All students will develop academic skills needed to be successful in subsequent schools, including but not limited to:

- Research techniques;
- Reading for a variety of reasons;
- Note-taking skills;
- Organization skills;
- Effective written and oral communication; and
- Critical thinking skills.

All students will develop the character traits and skills that will allow and encourage them to become concerned and active citizens of their communities, nation, and the world beyond. KIPP WAYS Academy’s core values include but are not limited to:

- Scholarship;
- Teamwork;
- Integrity;
- Perseverance; and
- Fun.
Stakeholder Goals

1. KIPP WAYS Academy parents will express satisfaction and will be active participants in their child’s education.
   - Each year, 85% of parents will indicate that they are at least “satisfied” with the overall quality of their child’s education on a mid-year survey in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied.

2. KIPP WAYS Academy faculty members will demonstrate a commitment to constant learning and professional growth.
   - Each year, every teacher will set and achieve individual professional development goals.
   - Each year, every teacher will participate in at least one professional conference or other significant professional development opportunity.
   - Each year, every teacher will conduct and receive peer evaluations with every other teacher in his/her grade level.

3. Members of the KIPP WAYS Academy Board of Directors will support the Academy’s mission by being actively involved in overseeing the school’s performance and in assisting with resource development.
   - On average, board members will attend 80% of monthly meetings.
   - Board members will spend an average of 6 hours per month on school governance activities.

Organizational Goals

1. KIPP WAYS Academy will maintain strong organizational viability by demonstrating sound financial practices and effective, responsible decision-making.
   - Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.
   - Yearly balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.
   - Yearly submission of audited financial statements will demonstrate that the school is responsible and prudent with public resources.

2. KIPP WAYS Academy will maintain a healthy work environment in which employees feel valued and remain committed to the school’s mission.
   - On average, 75% of faculty and staff members who are offered a contract extension will return for another year of employment.

Educational Need and Academic Concentration

Clearly, in today’s society a college education matters. Data from the US Census Bureau indicates that college graduates will earn far more money over their lifetime than non-college graduates. Increased attention at the national and state level on increasing high school completion rates as well as college completion rates is a focus in educational policy discussions today. KIPP WAYS Academy, as all KIPP Schools across the nation, exists to ensure the pipeline to college is filled with students who possess the knowledge and skills necessary to compete and succeed in high schools, college and the competitive world beyond.

Target Student Population

KIPP WAYS Academy provides a free public education that is non-sectarian, non-religious and non-profit in nature as an alternative to students and families in the West Side communities of Atlanta, including the West End, Washington Park, Westview, Mozley Park, Vine City, and English Avenue communities. Situated in the center of these historical communities is the Atlanta University Center, which is home to Morehouse College, Spelman College, Clark-Atlanta University, and Morris-Brown College. Despite their proximity to such highly regarded institutions, these once thriving communities, now face the challenges of poverty, crime, drug and alcohol abuse, and inadequate health care that are plaguing inner city communities around the nation.
The only admission requirement for the school is the students’ and parents’ willingness to sign and uphold the KIPP WAYS Academy Commitment to Excellence Form (Please see Appendix A). The form specifies that the students, parents, and teachers all have the **desire, discipline and dedication** to do everything in their power to support the education of the student. The KIPP WAYS Academy framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

**Student Enrollment and Grade Structure and Rationale**

KIPP WAYS Academy serves students in fifth through eighth grade. Providing a smaller school environment allows all our teachers and staff to have an intimate knowledge of our students and their families. We provide a middle school configuration with grades 5-8, instead of grades 6-8 because the KIPP experience is based on a 4 year model. We have found many of our entering 5th grade students to be below grade level upon entering. The time in 5th grade allows us to catch up these students by the end of the 5th grade. Grades 6 and above can be used to accelerate our students’ academic growth to fully prepare them for college preparatory high schools.

KIPP WAYS Academy’s projected enrollment by grade is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Enrollment</td>
<td>80</td>
<td>80</td>
<td>75</td>
<td>70</td>
<td>305</td>
</tr>
</tbody>
</table>

Because the KIPP experience is based upon a 4-year model, students are expected to commit to KIPP WAYS Academy beginning in 5th grade. In order to make the school available to as many students as possible, KIPP WAYS Academy will continue to admit new students in 6th grade if slots are available. New students will be allowed to enroll in upper grades (7th or 8th) if enrollment drops below 80% of the projected enrollment outlined above.

**Non-Discrimination**

KIPP WAYS Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender or disability.

**Assurances**

KIPP WAYS, as a charter school, is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

**Accreditation**

KIPP WAYS Academy is *Accredited with Quality* by the Georgia Accreditation Commission. The school intends to maintain this accreditation throughout the life of the charter.

**B. EDUCATIONAL PROGRAM**

**Middle School Model Implementation**

KIPP WAYS Academy follows all elements of the middle school model, as defined by the State Board of Education Rule 160-4-2-.05. These elements include:

- a full-time principal who serves as the instructional leader and oversees the implementation of the middle school program criteria;
- teachers organized into academic teams;
- at least 55 consecutive minutes per day of common planning time for each academic team;
- a minimum of five hours of instruction in academic classes by the academic team or a minimum of four and one-half hours if the State Board of Education has granted a waiver of the five-hour requirement;
- at least one connections class per term for every middle school student;
- connections classes that count toward promotional requirements; and
- the requirement that all academic and connections classes be graded using a letter-graded scale.

Each year, KIPP WAYS Academy will provide Atlanta Public Schools with all requested documentation and other evidence demonstrating its implementation of the middle school model.

**Unique Element**

KIPP WAYS Academy is modeled after the nationally acclaimed and research-based Knowledge Is Power Program. KIPP has been evaluated in numerous studies, including an independent study by the Educational Policy Institute, which found that KIPP schools “post substantially greater academic gains on the Stanford Achievement Test (SAT) than what is considered normal, a finding consistent with prior research on KIPP schools.” See Appendix B for the report summary.

KIPP WAYS Academy spends more time on task, which is critical to bringing students up to grade level and beyond. Students are required to attend school from 7:30 a.m. to 5:00 p.m. each weekday, for four hours during Saturday enrichment classes, and for three weeks during the summer. Students typically have two to three hours of homework each night to practice skills taught in class each day. Students also have the option of staying, or may be required to stay, after school to receive additional help or instruction. Furthermore, the school’s teachers provide their cell phone numbers to all students so that students can be in contact with teachers at night for assistance with homework or in the case of an emergency.

KIPP WAYS Academy works closely with parents and community members to make sure that all the students are achieving the results and goals we know they can attain. The school fosters a supportive family environment inside the classroom as well as throughout the school and community. KIPP WAYS Academy students have pride in themselves, their school, their family, their heritage, and their community.

**Correlation with State Standards**

KIPP WAYS Academy's focus is not to change what the state feels are the appropriate academic outcomes, but rather, to ensure that all students master all areas of the Georgia Performance Standards (GPS). KIPP WAYS Academy correlates its curriculum objectives to the GPS and focuses on the necessary remediation of basic skills coupled with an emphasis on higher order thinking processes in all content areas. KIPP WAYS Academy provides the basic age-appropriate curriculum for the core courses of mathematics, English/language arts (including reading and writing), science, and social studies. These courses are supplemented by KIPP WAYS Academy's enrichment classes, which provide extra time for critical thinking skills and advanced curriculum.

KIPP WAYS Academy combines the Georgia Performance Standards with the proven methodologies that have been successful in the existing KIPP Academies. We present material to the students in an effective manner so that all children can achieve success. Clear and specific academic objectives will be mastered at each grade level as students move through the curriculum at KIPP WAYS Academy's intensified pace. This accelerated pace is necessary to prepare students for the rigorous and challenging curriculum they will encounter in high school Honors and Advanced Placement programs.

**Curriculum Overview and Core Academic Skills**

As indicated, all students will maintain progress toward the achievement of standards through demonstration of proficiency on benchmarks in each subject area. Benchmarks, based on state curriculum standards, will be supplemented with additional KIPP WAYS Academy standards and benchmarks, and through the addition of even more challenging content and materials. In addition, curriculum in accordance with ninth grade state standards will be employed after the students have mastered the appropriate grade-level material. The following is an overview of the KIPP WAYS Academy curriculum by grade level:
5th Grade Overview

Reading
- listening & speaking: conversation, literary response, performing literature, summary
- reading: decoding, vocabulary, oral reading, main idea, details, sequence, purpose, point of view, characterization, story development, prediction, fact & opinion, prefix & suffix, word endings, synonym & antonym.
- literature: response to questions about purpose, techniques, characterization, plot structure; literary forms; fact & opinion.

Language Arts
- listening & speaking: conversation, planned presentation, summary
- writing: spelling, penmanship, stories, literary response, letters, expository writing, grammar, parts of speech, writing process, organization.
- reference/study: alphabetization, reference tools & sources, citation, research process, writing outlines, study techniques.
- grammar: sentence types; parts of speech & their forms & uses; sentence parts; capitalization; punctuation.

Mathematics
The mathematics curriculum focuses on encouraging students to have confidence in their mathematical ability so that they can become successful problem solvers. There are six goals of mathematics that are based upon the National Council of Teachers of Mathematics (NCTM)'s Principles and Standards.
The six goals are that students will:
- Become mathematical problem solvers
- Learn to communicate mathematically
- Learn to reason mathematically
- Make mathematical connections
- Learn how to use mathematics in their daily life
- whole # computation: rounding; mental math; estimation
- numeracy: addition, subtraction, multiplication & division of 4-digit #s, fractions, & decimals; equivalent fractions; place value; factors & multiples; divisibility; properties of addition & multiplication.
- geometry: rays, lines, angles, etc.; parallel, perpendicular, etc.; geometric shapes; coordinate geometry; measurements of length, area, volume, temp., time; units of measurement (customary & metric); money.
- algebra: relationships; sequencing.
- statistics: randomness; interpretation of charts & graphs; mean, median, mode; basic probability; data collection.

Science
- science skills: inquiry, experimentation, analysis, and reporting of data; use of secondary sources; safety procedures; lab skills.
- physical science: atomic structure; molecules, elements (periodic table), compounds; scientific measurements and measuring tools; physical & chemical changes; modern materials; potential & kinetic energy; inertia; force, acceleration, velocity; gravity.
- life science: animals & protective adaptations; kingdoms; basic genetics; major human organs & systems; nutrition.
- earth & space: effect of temperature, chemicals, erosion, plate tectonics on Earth’s surface; environmental forces; use of technology to control forces; topography of the ocean; currents, waves, & tides; ocean’s resources & the threats thereto.

Social Studies
- civics: branches of govt; checks & balances; rights; democratic system
- economics: roles in the econ. system; div of labor
- geography: migration, effects of environment on history; ecology
- history: U.S. from post-Civil War to present
- S.S. skills: using primary & secondary sources; artifacts; multiple interpretations; main idea; predictions & comparisons; sequence of events; cause & effect; graphic aids; writing outlines; fact & opinion; collecting evidence; problem solving; respect; group work; conflict resolution; debate; civic & community action; time units & zones; map reading.
6th Grade Overview

Reading
- **listening & speaking**: conversation, literary response, performing literature, persuasive and propaganda techniques, summary, taking notes
- **reading**: decoding, fluency, vocabulary development, oral reading, main idea, details, sequence, purpose, point of view, characterization, story development, prediction, fact & opinion, prefix & suffix, word endings, synonym & antonym.
- **literature**: reading for critical analysis, characteristics of various genres, response to questions about purpose, techniques, characterization, plot structure; literary forms; fact & opinion.

Language Arts
- **listening & speaking**: conversation, planned presentation, summary
- **writing**: narrative writing, expository, technical writing, persuasive, response to literature, spelling, penmanship, sentence structure, writing process, organization.
- **reference/study**: alphabetization, reference tools & sources, citation, research process, writing outlines, study techniques.
- **grammar**: sentence types; parts of speech & their forms & uses; sentence parts; capitalization; punctuation.

Mathematics
- **number & operations**: rounding; mental math; estimation; addition, subtraction, multiplication & division of 4-digit #s, fractions, & decimals; equivalent fractions; place value; factors & multiples; divisibility; properties of addition & multiplication.
- **measurement**: using proportional relationships to convert within systems of measurement; length, perimeter, area, volume, surface area of solid figures.
- **geometry**: rays, lines, angles, etc.; parallel, perpendicular, etc.; geometric shapes; solid figures.
- **algebra**: ratio; relationships; sequencing, exponents.
- **problem solving**: multi-step word problems; problem-solving strategies.
- **data analysis**: randomness; interpretation of charts & graphs; mean, median, mode; basic probability; data collection.

Science
- **science skills**: inquiry, experimentation, analysis, and reporting of data; use of secondary sources; safety procedures; lab skills; scientific measurements and measuring tools
- **earth science**: views of universe and how they evolved; positions of Earth, moon, and sun; importance of water in earth processes; climate; weather; formation of earth’s surface; energy use and conservation.

Social Studies
- **civics**: forms of government in the Americas, Europe, and Oceania and the history of their development
- **economics**: different economic systems and their development in Americas, Europe, and Oceania
- **geography**: geographical aspects of Americas, Europe, and Oceania
- **history**: historical development of and the influence of geographic factors on the development of Americas, Europe, and Oceania
- **S.S. skills**: using primary & 2ndary sources; artifacts; multiple interpretations; main idea; predictions & comparisons; sequence of events; cause & effect; graphic aids; writing outlines; fact & opinion; collecting evidence; problem solving; respect; group work; conflict resolution; debate; civic & community action; time units & zones; map reading.

7th Grade Overview

English
- **listening & speaking**: conversation, literary response, performing literature, paraphrasing, offering opinion, asking relevant questions, initiates new topics in discussion, clarifies or expands on responses.
- **reading**: theme, characterization, setting, historical context, plot, foreshadowing, sound, figurative language, form, graphics, organizational structures in writing; context clues; roots and affixes; rhythm.
- **literature**: reading for critical analysis, characteristics of various genres, response to questions about purpose, techniques, characterization, plot structure; literary forms; fact & opinion.
- **writing**: narrative writing, expository, technical writing, persuasive, response to literature, spelling, penmanship, sentence structure, writing process, organization.
reference/study: alphabetization, reference tools & sources, citation, research process, writing outlines, study techniques.

grammar: simple, compound, complex, and compound-complex sentences; adjective and adverb clauses; subject-verb and pronoun-antecedent agreement; verb tenses; comparative and superlative forms of adjectives and adverbs; punctuation; spelling; capitalization.

Mathematics: Pre-Algebra

number & operations: addition, subtraction, multiplication, and division in computation and problem-solving with whole numbers, fractions, and decimals; integers; mental computation strategies; fractions, decimals, percents; number theory; divisibility; real numbers.

measurement: using proportional relationships to convert within systems of measurement; length, perimeter, area, volume, surface area of solid figures.

gometry: angles; quadrilaterals; triangles; geometric figures; transformations; graphing integers; prisms; cylinders; circles; polygons; geometric solids; formulas; angle measurement; customary and metric units.

algebra: evaluating algebraic expressions; algebraic equations and inequalities; order of operations; proportion; graphing inequalities; variables; relationships; exponents.

problem solving: multi-step word problems; problem-solving strategies; scientific calculators; proportions; percent; charts, tables, graphs, and distributions; measures of central tendency and spread.

data analysis: randomness; interpretation of charts & graphs; mean, median, mode; basic probability; data collection.

Science

science skills: inquiry, experimentation, analysis, and reporting of data; use of secondary sources; safety procedures; lab skills; scientific measurements and measuring tools

life science: classifying living organisms; structure and function of cells, tissues, organs, and organ systems; biological traits; dependence of organisms in environments; survival of successive generations of offspring.

Social Studies

civics: forms of government in the Asia, the Middle East, and Africa and the history of their development

economics: different economic systems and their development in Asia, the Middle East, and Africa.

geography: physical and cultural geographical aspects of Asia, the Middle East, and Africa.

history: historical development of and the influence of geographic factors on the development of Asia, Middle East, and Africa.

S.S. skills: using primary & 2nd ary sources; artifacts; multiple interpretations; main idea; predictions & comparisons; sequence of events; cause & effect; graphic aids; writing outlines; fact & opinion; collecting evidence; problem solving; respect; group work; conflict resolution; debate; civic & community action; time units & zones; map reading.

Spanish I

communication: basic greetings; expressing likes and dislikes, emotions, agreement, and disagreement; making requests; asking for clarification; giving and comprehending simple directions; using sequenced information; asking questions and providing responses based on topics such as self, family, and school; using formal and informal forms of address; identifying main ideas and some details when reading and listening; differentiating between statements, questions, and exclamations. cultural perspectives: knowledge of contributions of target cultures; identifying commonly held viewpoints of cultures; describing customs and traditions; identifying geographical locations and major countries, cities, etc.

connections, comparisons, and communities: connecting examples of vocabulary, phrases, etc. used in other subjects; demonstrating awareness of elements of students’ own culture; recognizing similarities and differences in sound, systems, writing systems, cognates, gender, etc; understanding current events in target culture.

8th Grade Overview

English

listening & speaking: demonstrating an understanding of listening, speaking, and viewing skills for a variety of purposes; listening critically and responding appropriately to oral communication in a variety of genres and media; speaking in a manner that guides the listener to understand the important ideas; paraphrasing; responding to and asking relevant questions; offering opinions forcefully and with reasons to support opinion
expressed; shows appropriate change in delivery with gestures, expression, tone, pace, visuals, etc.; uses multimedia for presentations.

- **reading**: determining meanings, alternate word choices, or etymologies of words; contextual vocabulary; reading, recalling, and analyzing details from various texts including essays, articles, subject-area texts, and reference sources; demonstrating functional and media literacy.
- **literature**: comprehending literary works by identifying and analyzing elements of texts including short stories, dramas, folk tales, legends, and descriptive narratives; analyzing the structural elements of the plot; evaluating the effects of sound, form, figurative language, and graphics; tone and mood.
- **writing**: narrative writing, expository, technical writing, persuasive, response to literature, spelling, penmanship, sentence structure, writing process, organization.
- **reference/study**: alphabetization, reference tools & sources, citation, research process, writing outlines, study techniques.
- **grammar**: pronoun usage; sentence types; misplaced and dangling modifiers; usage errors; punctuation; capitalization; spelling; structures of sentences including basic sentence parts, noun-adjective-adverb clauses and phrases; parts of speech with tenses, phrases, and forms.

**Mathematics: Algebra I**

- **number & operations**: using and recognizing the fundamental characteristics of numbers and number systems including ordering and their relationship to fractional and decimal parts, understanding development and use of place value in the base ten system, using and recognizing the general descriptive properties of numbers.
- **measurement**: changing linear measures on geometric figures; measuring and drawing angles with a protractor; selecting and using appropriate customary and metric units of measure including length, area, volume/capacity, angle measure, weight/mass, time, temperature; converting one metric/customary unit to another metric/customary unit.
- **geometry**: angles; quadrilaterals; triangles; geometric figures; transformations; graphing integers; prisms; cylinders; circles; polygons; geometric solids; formulas; angle measurement; customary and metric units.
- **algebra**: evaluating algebraic expressions; solving linear equations, systems of linear equations, and inequalities in one variable; order of operations; ratio and proportion; Pythagorean Theorem; graphing inequalities; variables; relationships; using equations, tables, and graphs to analyze and interpret linear functions; square roots; scientific notation; exponents.
- **problem solving**: multi-step word problems; problem-solving strategies; scientific calculators; proportions; percent; charts, tables, graphs, and distributions; measures of central tendency and spread; determining sales tax, sales price, commission, and discounts.
- **data analysis**: randomness; interpretation of charts & graphs; mean, median, mode; use and understand set theory and simple counting techniques; basic and theoretical probability; data collection.

**Science: Physical Science**

- **science skills**: inquiry, experimentation, analysis, and reporting of data; use of secondary sources; safety procedures; lab skills; scientific measurements and measuring tools
- **physical science**: collecting, using, and analyzing data related to physical science; demonstrating a basic conceptual understanding of the laws of physical science related to conversation of matter, conservation of energy, and energy transformation; using their observations to explain the difference between physical and chemical changes; investigating relationships between force, mass, and the motion of objects; replicating investigations related to the laws of physical science and compare and contrast different results.

**Social Studies**

- **civics**: describing the roles and responsibilities of Georgia citizens, of the three branches of GA government, and of local governments.
- **economics**: explaining, evaluating, and giving examples of economic factors affecting GA, including factors related to revenue of state and local government
- **geography**: explaining the impact of location, climate, physical characteristics, natural resources, and modes of transportation on GA
- **history**: major historical developments leading up to GA statehood; political, social, and economic history of GA; GA's role in significant historical events affecting the US, including GA's role before, during, and after major wars.
- **S.S. skills**: using primary & 2ndary sources; artifacts; multiple interpretations; main idea; predictions & comparisons; sequence of events; cause & effect; graphic aids; writing outlines; fact & opinion; collecting
Spanish II
- communication: expressing needs and preferences; requesting help and clarification; giving descriptions, giving and following directions and instructions; asking questions and providing responses about plans and events and based on topics such as self, others, and the immediate environment; using simple paraphrasing to convey and comprehend simple messages; identifying main ideas and essential details; giving brief oral presentations; proficiency in pronunciation and intonation.
- cultural perspectives: participating in real or simulated cultural events, identifying patterns of behavior typically associated with culture; examining the influence of the geography of countries studied on culture elements of food, clothing, dwelling, transportation, language, and art.
- connections, comparisons, and communities: identifying influence of Spanish on other subject areas, such as Spanish words in English language; comparing and contrasting traditions, social conventions, geography, vocabulary usage and structural patterns, etc.; using appropriate idiomatic expressions in Spanish; understanding major current events in target culture.

Additional Courses

Character Education
In addition to focusing on academic skills, teachers at KIPP WAYS Academy place a strong emphasis on character building. Students learn how to behave in large group settings, listen to guest speakers and presenters, participate in student competitions (e.g., spelling or geography bees), and present student-run productions or demonstrations. Students have more opportunities for character building through the Saturday enrichment program, where they participate in community service projects and other enrichment activities. Students also have the opportunity to help their community through volunteer programs and activities.

Life Labs/Advisory
Beginning in 5th grade, students at KIPP WAYS Academy complete a “Life Labs” course in which they obtain a variety of life skills. The course focuses on such topics as hygiene, dealing with peer pressure, conflict resolution, addressing problems in the community, and many other relevant issues. This course continues in 6th grade on a weekly basis. In 7th and 8th grade, students begin an Advisory course in which they are broken into advisory groups by gender. This course provides students a forum to address a variety of adolescent issues that often distract middle school students – sexuality, healthy relationships, drugs, gangs, criminal activity, etc.

Fine Arts
Students at KIPP WAYS Academy have the opportunity to participate in a fine arts class each day. Scholars can choose between a variety of course offerings including visual arts, theater arts, and band. Students are encouraged to select one area of focus and to develop a skill that can be showcased at a variety of venues.

Physical Education
Because physical fitness is a key component of a healthy lifestyle that supports individual success in all areas, physical education is an essential element of the curriculum at KIPP WAYS Academy. All students at KIPP WAYS Academy participate in PE class. KIPP WAYS Academy enjoys a strong partnership with the Westside Branch of the Butler Street YMCA and that provides us access to their facilities. In addition, KIPP WAYS Academy, along with 5 other charter and non-traditional schools in Atlanta, participate in an organized sports league called LUKE Sports. This sports league offers a healthy, competitive league for flag football, basketball, soccer, and cheerleading throughout the school year. This sports league gives the students at KIPP WAYS Academy, as well as at the other participating schools, a unique opportunity to engage in an organized sports program.

Promotion Requirements
Mastery of the objectives at each grade level is the basis for promotion. Teachers assess a student’s progress on a quarterly basis in order to gauge whether the student is mastering the objectives throughout the year.

To be considered for promotion to the next grade, students must meet at least two of the following three criteria for ALL of the core skill classes:
● Have a final yearly grade of 70 or above in the academic subject
● “Meet Standards” or “Exceed Standards” on the Georgia Criterion Competency Referenced Test in the academic subject
● Receive a grade of 70 or above on the final exam for the academic subject

Students who meet 2 of the 3 criteria in all core skill classes, but have a final yearly grade of 69 or below in 2 or more classes may still be considered for retention (even if they passed the final exams and CRCT tests for all classes). If a student does not meet the above criteria for promotion to the next grade, he or she may only be promoted at the discretion of the Principal. In addition to the rigorous academic standards, students at KIPP WAYS Academy who are absent 15 or more days are also considered for retention. Students who have Individual Education Plans (IEPs) will be promoted to the next grade based on successful completion of the goals on the IEP.

**Methods of Instruction and Materials to be used**

There are many educational theories and practices that have proven to be effective in the classroom environment; KIPP WAYS Academy does not subscribe to only one approach. KIPP does not believe that there is one “silver bullet” approach to ensuring student success. KIPP schools believe in allowing successful teachers to teach in an environment that supports their own successful practices and strategies. The advantage of having more time for learning means that multiple instructional techniques can be combined and integrated throughout the day. Creating a network of schools with well-trained leaders who can successfully implement KIPP’s Five Pillars helps create a school culture that will set students up for academic success. That KIPP WAYS Academy is a KIPP School and upholds the Five Pillars makes it unique in the sense that it is the only KIPP School operating in the City of Atlanta. That KIPP WAYS Academy’s students outperform the district and state averages on the CRCT and post significant gains in achievement as measured yearly on the ITBS test proves that this approach to schooling can work. Independent studies such as the Educational Policy Institute’s August 2005 report titled Focus on Results: An Academic Impact Analysis of the Knowledge is Power Program, point to the fact that at a larger level the KIPP approach is effective. (See Appendix B for Executive Summary of report).

Examples of instructional techniques that KIPP WAYS Academy implements include whole-class instruction, small group instruction, individualized instruction, cooperative learning, peer tutoring, computer activities, educational excursions, multi-sensory instruction such as songs, chants and dances, phonetic-based instruction, balanced literacy, project-based learning and discovery learning.

KIPP WAYS Academy teachers teach at all levels of learning. Students whose needs have not been met through traditional teaching methods benefit from a number of alternative instructional techniques, which include call and response, hands-on learning, role-playing, team-teaching and other techniques. Additionally, teachers at KIPP WAYS Academy continuously work together to enhance student learning by sharing, developing and refining effective teaching strategies.

**Programs, books, and materials**

**KIPP WAYS Academy Academic Program Description**

The teachers at KIPP WAYS Academy are entrusted with the freedom to employ a variety of instructional methods that are researched based and that have proven results with urban students. While such freedom is granted to teachers, their instructional methods are required to be aligned with the school’s mission of preparing students for a college preparatory program and with the school’s values of scholarship, teamwork, integrity, perseverance, and fun. While teachers are provided a great deal of freedom in implementing a variety of instructional methods, they are provided with a structure within which they are expected to teach. The school has adopted the following instructional methods as a working framework for teaching the core academic subjects:
<table>
<thead>
<tr>
<th>Subject</th>
<th>Instructional Methods Guidelines</th>
<th>Alignment with Values</th>
</tr>
</thead>
</table>
| **Reading** | - Reading workshop model is used that includes:  
  - Shared reading and read-alouds with skills focused mini-lessons  
  - Extensive independent reading time with leveled novels and focused teacher/student conferences  
  - Book club activities for students to share their independent reading  
  - Phonics based instruction for students lacking phonemic awareness through such programs as SRA  
  - Rigorous vocabulary development  
  - Shared reading comprehension practice with common stories | Scholarship: Focus is on getting students to fall in love with books and reading and to challenge them to be independent readers.  
Teamwork: Students work often in guided reading teams and share with their reading partners.  
Integrity: The reading of proverbs, fables, and other texts that teach morals and values are used often for shared texts.  
Perseverance: Students set reading goals and work hard to develop stamina in reading independently.  
Fun: The reading workshop model is especially fun for students and provides for a number of creative learning opportunities. |
| **Language Arts/Writing** | - Writing workshop model is used that includes:  
  - Focused writing assignments that emphasize the writing process  
  - Peer editing and review  
  - Conferencing with the teacher for guidance  
  - Skills based mini-lessons  
  - Multi-Sensory Grammar methodology is used to develop an understanding of the parts of speech in 5th grade.  
  - Step Up To Writing program is used in 5th & 6th grades to teach students a basic structure for organizing their writing  
  - Handwriting and spelling are specifically focused on | Scholarship: Writing is contextualized and always serves a purpose; therefore students develop a deep respect for writing and understand that scholars must have effective written communication skills.  
Teamwork: Students work often in peer editing teams, and writing workshop approach encourages sharing and celebration of quality writing.  
Integrity: Workshop approach encourages independence, where students are trusted to write about a relevant topic of choice. Engaging writing topics on ethical and moral decisions encourage written expression of integrity.  
Perseverance: Emphasis on the writing process requires that students create several drafts of the same paper. Students must always use their best handwriting and spell words correctly, which requires perseverance to reach a final product.  
Fun: The writing workshop approach is engaging for students, as they write on topics that interest them. Multi-Sensory Grammar program addresses several different learning modalities, which engages students in grammar. |
| **Mathematics** | - Manipulatives and hands-on math activities are used to model real-life math examples  
  - Chants, raps, and rapid drills are used to memorize math facts and problem solving strategies  
  - Math exploratory activities and word | Scholarship: Students see themselves as true mathematicians because they are able to apply their learning to real-life situations and word problems.  
Teamwork: Students become the teachers and work closely with one another to master individual areas of weakness.  
Integrity: Students are trusted to operate with... |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
</table>
| Math             | - Problems are taught extensively. Students complete Pre-Algebra course in 7th grade and high school Algebra I course in 8th grade. Issues around corporate mishandling of funds and other ethical dilemmas involving math are discussed in real-life exploratory problems.  
  **Perseverance**: Memorization of all math facts and rapid drills require students to have perseverance to master. Pre-Algebra and Algebra I courses are very rigorous and require a great deal of perseverance.  
  **Fun**: Use of exploratory activities and manipulatives engage students in math. Fun chants, raps, and silly techniques are used to liven up the subject. |
| Science          | - Investigative approach, where students are constantly posing questions and seeking answers.  
  - Use of models and weekly laboratory work.  
  - Project based learning is integrated.  
  **Scholarship**: Students work to become scientists, where they are proposing questions and researching/conducting experiments to find the answers.  
  **Teamwork**: Lab partners and project teams are used extensively.  
  **Integrity**: Relevant scientific ethical issues are discussed and debated. Operating with integrity in all research techniques is modeled and expected.  
  **Perseverance**: Project based learning requires students to conduct experiments and to continue to research until they discover the answer to their questions.  
  **Fun**: The use of models and labs keeps students engaged in learning. |
| Social Studies   | - Memorization of basic geography facts with frequent map tests on geographical regions of focus.  
  - Focus on research skills.  
  - Extensive and purposeful integration of reading and writing.  
  - Explicit integration of students’ cultural heritage within the context of history being taught.  
  - Use of technology for researching.  
  - Project based learning is integrated.  
  - Use of debates and presentations  
  **Scholarship**: Formal debates and presentations on current events from a historical perspective. Culturally relevant reading and writing assignments.  
  **Teamwork**: Debate partners and project teams are used often.  
  **Integrity**: Historical events are evaluated and questioned from an ethical perspective and students are challenged to form opinions about the integrity of historical figures and their decisions.  
  **Perseverance**: Memorization of maps requires patience and perseverance. Students also conduct extensive research projects.  
  **Fun**: Use of these instructional methods makes history “alive” and relevant. |

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**NOTE**: Although the above chart indicates some specific programs and approaches that the school is currently using, these programs are subject to change based upon the needs of the students.

KIPP WAYS Academy recognizes that there are a variety of effective instructional methods beyond the scope of this framework. The methods laid out in this framework are constantly evolving, as teachers bring their experiences and expertise to the school and provide alternative ways for getting the same results. The “measuring stick” for adopting an instructional method at KIPP WAYS Academy is that the method must align with KIPP’s “Focus on Results” pillar as well as the school’s mission and values. Methodologies adopted by the school are researched based and have a proven track record for improving student performance.
While the adoption of effective instructional methods is important, these methodologies do not replace the need for quality teachers. Moreover, the implementation of this framework requires that teachers be well trained on the expected instructional methods and be open to considering other instructional practices. To this end, the school has implemented daily common planning time, wherein teachers are constantly challenged to reflect on their instructional methods and to consider alternative approaches. Extensive professional development and peer evaluations are implemented to ensure that teachers are well trained on a variety of instructional methods. Research articles and books on instructional methodologies are also provided in the staff room, where teachers are encouraged to seek feedback from their peers and to engage in discussions on best practices. Teachers are also encouraged to use resources and to network with their peers from other highly successful schools, including KIPP schools in the Atlanta region.

**Instructional Technology**

Technology offers many tools to support high academic achievement in KIPP schools. While technology is not a core curriculum to be mastered for its own sake, modern technology tools are employed to achieve specific curricular goals. Just as a calculator can assist with higher-level math equations, 21st century technologies are utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature.

Examples of specific Outcomes:
1. Utilize technology tools to enhance & improve instructional methods.
2. Enhance individual achievement through assessment technologies.
3. Enable teachers and students to effectively collaborate with others.
4. Enable new forms of student expression.
5. Build higher order thinking skills by allowing students to interact with information in multiple ways.
6. Facilitate professional development opportunities and enhance instructional support.
7. Organize and distribute teacher lesson plans

While it is the goal of KIPP WAYS Academy for all of its students to have full command of basic hardware and software for publishing, presentations, and research, the school will not rely on the technology to teach the core subjects; technology will be one of many instructional tools that allow the teachers to possess a larger arsenal of instructional strategies to teach their respective subjects.

KIPP WAYS Academy’s philosophy on technology in the classroom is that technology is a useful instructional tool that allows a great teacher more flexibility and resources for successful delivery and assessment of lessons. Teachers at KIPP WAYS Academy have mounted LCD projectors in each classroom, providing them the opportunity to complement their lessons with visual aids that engage today’s generation of learners. Each classroom is also equipped with 3-4 desktop computers which are integrated into lessons. Teachers and students also have access to computers in the school’s media center, a computer lab of desktop computers, as well as a mobile computer lab made up of a class-set of laptop computers. A full-time technology teacher provides instructional support to teachers as they seek to integrate technology into their instruction. 7th & 8th grade students also participate in explicit technology instruction, providing them the opportunity to become proficient in Microsoft Office (Word, Excel, PowerPoint, Access, etc.) as well learn how to conduct successful searches and navigations of the Internet. Students also receive explicit instruction in typing, allowing them to publish their written work.

**Remediation Services & Supplemental Education**

The Remediation Services & Supplemental Education Program at KIPP WAYS Academy is implemented to help support the ambitious academic goals set forth for all of its students. The school believes that ALL students are capable of making significant academic gains if provided with the right structure and support system. The program supports the best practices that KIPP WAYS Academy already has in place for its “at-risk” population of students and provides additional services beyond the scope of the traditional school program.

*Description of Strategies*
KIPP WAYS Academy’s Remediation Services & Supplemental Education programs provide services to students in 5th-8th grades in all academic areas, with a focus on Reading and Math. The following strategies are used to ensure that the needs of all students are being met:

- Small group instruction for struggling readers and math students by certified teachers and/or paraprofessionals
- In-class and pull-out tutoring to assist low-performing students by volunteers, teachers, and/or paraprofessionals
- Implementation of the Early Intervention Program (EIP) in 5th grade to provide students with smaller class sizes to meet their individualized learning needs during certain periods of the day
- Implementation of the Remedial Education Program (REP) in 6th – 8th grades to provide students with additional resources to ensure their mastery of basic math, reading, and writing skills
- Daily Decoding Reading program for all 5th & 6th grade students based upon their reading level
- Implementation of a HOTS (Higher Order Thinking Skills) curriculum to support the development of critical thinking skills in all students.

The following strategies will be used to increase the quality and amount of learning time for students needing additional support:

- After school tutorials in each academic subject
- Lunch meetings with teachers to focus on students with significant academic needs
- Saturday Academy with additional tutoring
- “Wall Street” after school program for students needing additional academic assistance with homework

The following strategies will be used to support the Remediation Program:

- Quarterly reading assessments to track growth in reading levels for struggling readers, allowing the school to determine if the needs of its students have been met
- Use of hands-on manipulatives and games to reach kinesthetic learners
- Integration of technology and instructional software to support academic growth
- Pull-out phonics based instruction for students with poor word-attack skills
- Academically oriented student field lessons that emphasize the integration of reading and math skills (Washington D.C. field lesson with thematic unit, North Carolina Mountains trip, & New York City trip)
- Implementation of the KIPP Parent University to be held each Saturday with academic instruction provided to parents for the support and growth of their children
- Incentives for academic growth and progress

**Needs of Special Education Students and ESOL**

**Special Education Students**

KIPP WAYS Academy provides services to special education students according to their Individualized Education Plan (IEP). KIPP WAYS Academy complies with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act. Should Atlanta Public Schools currently hold an IEP for any student who will attend KIPP WAYS Academy, KIPP WAYS Academy will work with Atlanta Public Schools to transfer such documentation in a timely manner.

KIPP WAYS Academy has a full-time special education director who is responsible for individual case management of all special education students and for arranging the provision of services required by their IEP. Before school opens and during the first semester, the special education director collects all student records from the school district. A file demonstrating the school’s compliance with providing special education is maintained. KIPP WAYS Academy seeks to offer an inclusion program, in addition to more time on task. Students with special needs may also receive one-on-one tutoring from one of the school’s learning specialists.

The Special Education Director is required to::
• Ensure that all aspects of the IEP are followed;
• Provide direct services to students requiring services within the classroom or pull-out services for students needing assistance outside the classroom;
• Manage the school’s paraprofessionals and learning specialists who provide direct services to students;
• Arrange for the teachers of the child to attend the team meetings;
• Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;
• Consult quarterly with the Principal to ensure that the objectives and goals of students with IEPs are being met;
• Complete the requisite paperwork, update and file necessary information for initial referrals, oversee triennial evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP;
• Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines;
• Provide a report of student progress on the same schedule as students in general education.

As required by IDEA, the school will collect and maintain the following information on students with disabilities:

• The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
• The number of students provided with test modifications and the types and the number of students assessed on the Georgia Alternate Assessment (GAA);
• The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom;
• The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and
• The basis of exit of students with disabilities from KIPP WAYS Academy (e.g., attainment of diploma and type, declassified, moved, etc.).

In addition to the services outlined above, KIPP WAYS Academy will partner with Atlanta Public Schools per the terms of the “Wrap-Around Services Agreement” as outlined in Appendix C.

*English Language Learners*

With the growing population of English Language Learners in Atlanta, KIPP WAYS Academy is prepared to meet the needs of ESOL (English for Speakers of Other Languages) students who enroll in the school. Upon enrolling, these students will be administered the Language Assessment Battery (LAB). Eligible limited English proficient students shall receive ESOL services when they have an English-language proficiency score below the 25th percentile on the Language Assessment Battery. Students who score above the 25th percentile shall be administered norm-referenced achievement tests in reading or reading comprehension. Any student scoring above the 40th percentile shall be considered English proficient. Any student scoring below the 40th percentile will be reviewed in a Language Assessment Conference.

All students receiving ESOL services shall be assessed annually except to the extent that LEP students may receive deferment from tests administered during the 12 month period following their initial entry into U.S schools if testing is not in their best interest. All ESOL students will be assessed in English.

The services provided to ELL students will depend largely on the needs of the students. As a general rule, every effort will be made to mainstream students in a structured immersion program with resources and support services being provided on top of the mainstream classes in which the students are enrolled. Pull-out tutorials and/or in-class support will be provided depending upon the student’s individualized plan.

*Gifted/Talented Students*

KIPP WAYS Academy believes that all children hold gifts and talents that are unique and precious. Given KIPP WAYS Academy’s differentiated approach to instruction, all students will be challenged to meet their intellectual
ability within the instructional program. As such, the school will not offer a separate gifted and talented program. Teachers will work with high-performing students within the classroom to offer extension opportunities, project-based learning, discovery learning opportunities, or other enrichment activities that will ensure all students are being adequately challenged. Saturday School classes will focus particularly on stretching students academically, and various after-school activities will also be offered to gifted/talented students.

Ancillary Services

KIPP WAYS Academy will maintain current health records on all students. During Student Registration, parents will complete a Student Health and Medical Authorization Form. This form will include a questionnaire to determine the nature of each student’s medical conditions. The school will also collect information from the child’s physician on medications the student is required to take at school. Students are not allowed to administer medication to themselves unless they have proper documentation from a doctor on file. All medications will be kept under lock and key in the school office. The Office Manager is responsible for administering medication to all students.

Parents will also be required to show proof of immunizations the child has received. The required immunizations should be complete before the first day of school. Parents who cannot show proof of immunizations will have 30 days to produce documentation of proper immunization. After 30 days, the child will be released from school until the proper immunization records are on file.

KIPP WAYS Academy will adhere to the following documentation guidelines:

- Georgia Certificate of Immunization (Form 3231) must be on file
- Affidavit affirming that immunization requirements conflict with parents’ religious beliefs will be allowed
- Each student must have a Certificate of Ear, Eye, Dental Examination (Form 3300)
- Students must present an updated certificate within 30 days after the date of expiration
- Students out of compliance must be excluded
- Children entering grades K-12 for the first time must show proof of vaccination or immunity to varicella
- Only one form (form 3231) will be utilized effective February 1, 2001.
- Children entering the 6th grade are required to show proof of vaccination or immunity to varicella and proof of a second dose of the vaccine that includes measles (usually in the form of MMR)
- Hepatitis B vaccine is now required for all new students enrolling in school at any age

Throughout the course of the school year, KIPP WAYS Academy provides several opportunities for students to access free healthcare. A mobile dental van is brought in twice a year through a partnership with Colgate. The school’s Parent University program also provides several opportunities for parents and students to attend health clinics and/or workshops related to making healthy life decisions.

Staff will provide referrals for any perceived health problems. When further diagnostic or psychological testing is needed to provide support and services for a student at KIPP WAYS Academy, the school contracts with a local agency to perform such tests and counsel the school and family. In cases where the diagnostic or psychological tests conclude that the child needs additional services, KIPP WAYS Academy follows state reporting and IDEA procedures to arrange for the services, working hand-in-hand with the family.

Curriculum Planning Overview at KIPP WAYS Academy

There are five basic parts to curriculum planning. Teachers are responsible for working with the Principal to develop all five parts. While the curriculum at KIPP WAYS Academy will continually evolve, we now have the following for each course:

1. Standards

Teachers become familiar with the Georgia Quality Core Curriculum (QCCs), the new Georgia Performance Standards, as well as the concepts, skills, and abilities outlined within each domain of the Georgia CRCT. These standards serve as the foundation for the course curriculum, and thus the scope and sequence. Most standards are either content standards (what you need to know.), or performance standards (what you need to know how to do and how well you should do it).
2. **Scope and Sequence**

Each teacher maps out which standards will be covered in which units, and which units will occur during which months. These layers of planning evolve in the following way:

<table>
<thead>
<tr>
<th>Layer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>What standards, content and skills are we going to cover in this course this year?</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>How will we break down the standards, content and skills for the year by semester?</td>
</tr>
<tr>
<td><strong>Quarter</strong></td>
<td>How will we break down the standards, content and skills for the semester by quarter?</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>How will we break down the standards, content and skills for the quarter by unit?</td>
</tr>
<tr>
<td><strong>Weekly</strong></td>
<td>How will we break down the standards, content and skills for the unit into weeks?</td>
</tr>
<tr>
<td><strong>Daily Lessons</strong></td>
<td>How will we break down weekly standards, content and skills into daily lessons?</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>How will you breakdown the daily lesson into activities to ensure students master the day’s standards, content, and skills?</td>
</tr>
</tbody>
</table>

3. **Assessment**

Just as there are several different layers of curriculum planning, there are also several layers of assessment at KIPP WAYS Academy.

<table>
<thead>
<tr>
<th>Layer</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
<td>Did students master the standards, content, and skills of the curriculum?</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>Did the students master the standards, content, and skills this semester?</td>
</tr>
<tr>
<td><strong>Quarterly</strong></td>
<td>Did students master the standards, content, and skills of this quarter?</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>Did students master the standards, content, and skills of this unit?</td>
</tr>
<tr>
<td><strong>Weekly</strong></td>
<td>Did students master the standards, content and skills covered this week?</td>
</tr>
<tr>
<td><strong>Daily Assessment</strong></td>
<td>To what extent did we achieve today’s objective, and to what extent did students master today’s standard(s)?</td>
</tr>
</tbody>
</table>

The assessment process begins in the reverse order than that of curriculum planning. Assessment begins with looking critically at the extent to which students achieve the objectives and standards in each daily lesson. Teachers will use the information from daily and weekly assessments to determine how to modify lessons in order to ensure that all students learn the standards. When an entire class is struggling with a standard,
teachers review and re-teach with the whole class. But when it is a small group of students, teachers arrange to review and re-teach during learning labs, after school, during recess, or during any other free time during the day.

Although assessment occurs at each layer of curriculum planning, formal assessments are not necessarily required at each level. Nonetheless, teachers always know the extent to which students are mastering the standards taught at each level.

4. **Materials**
   Textbooks at KIPP WAYS Academy supplement the curriculum, not define the curriculum. Teachers work with the principal to select textbooks and other instructional material needs.

5. **Course Binders**
   All of the above resources and documents are included in a course binder, along with other pertinent information. Teachers who are new to the school or new to a course inherit this course binder as a tool for planning out their year.

C. **Student Assessment**

Evaluating student performance is an integral part of KIPP WAYS Academy’s instructional program. The overarching goal of the school’s curriculum, standards, and assessments is to ensure that they are aligned with the school’s mission and goals and correlate with Georgia’s Quality Core Curriculum/Georgia Performance Standards.

As the school develops a comprehensive student academic evaluation system, it considers the following series of questions and tasks:

<table>
<thead>
<tr>
<th>Where do we want our students to be academically?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify goals that are aligned with the school’s mission</td>
</tr>
<tr>
<td>- Establish the school’s academic and performance standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where are our students right now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Administer diagnostics during the summer session</td>
</tr>
<tr>
<td>- Collect baseline norm referenced data in fall</td>
</tr>
<tr>
<td>- Identify areas of weakness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Given where our students are now, how are we going to get them where we want them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develop and revise curriculum, sequence of instruction, units, and lessons</td>
</tr>
<tr>
<td>- Plan academic program and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How are we going to measure that we are getting students where we want them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use weekly assessments that are linked with standards</td>
</tr>
<tr>
<td>- Track progress towards achieving proficiency in each standard</td>
</tr>
</tbody>
</table>
How are we going to adapt our instruction based upon the assessments?
- Collaborative grade level assessment meetings
- Bi-Monthly check-ins with department chair to discuss differentiating instruction
- Parent conferences to individualize instructional approaches

Did we achieve our goals of where we want our students to be academically?
- Analyze annual standardized tests results
- Evaluate high school placement statistics
- Evaluate college admission statistics

Evaluation Tools
KIPP WAYS Academy believes that there needs to be a wide array of assessments including school-developed assessments to track specific skills and learning, state exams to ensure that students are meeting all state standards, and national exams to help KIPP WAYS Academy faculty see the strengths and weaknesses of its methods measured against national norms. KIPP WAYS Academy measures the impact and success of its academic programs utilizing several forms of evaluation and assessment. Evaluation and assessment are conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas.

Baseline Diagnostics
When students enter KIPP WAYS Academy, they are assessed using a national norm referenced test (ITBS), which provides baseline data with regard to the students’ overall performance in reading and math. This test is administered to all new students during the Summer School, and the test results are used to inform the teachers’ instruction.

In addition to national norm referenced tests, the school also develops diagnostics to be administered during the summer session prior to the start of the school year. The results from these diagnostics are used as teachers develop their sequence of instruction and make decisions with regard to the allocation of time on specific standards.

Annual Assessments
KIPP WAYS Academy complies with the accountability provisions of O.C.G.A. 20-14-30 through 20-14-41 and Federal Accountability requirements and participates in all required statewide testing outlined in the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Georgia Criterion Competency</th>
<th>Norm Referenced test (ITBS)</th>
<th>GA Writing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

All ESOL students take annual pre-tests and post-tests of LAB (Language Assessment Battery) as required by Georgia State Department of Education.

In addition to annual standardized tests, each teacher develops an annual cumulative assessment to demonstrate that students have mastered the standards for their specific subject. This assessment may include a final exam, project, presentation, portfolio, or any other assessment that requires the student to demonstrate proficiency in all of the standards for that subject.
Unit & Quarterly Assessments
Teachers are also expected to administer cumulative unit assessments that demonstrate the degree to which standards were mastered within each unit. These assessments may include unit projects, student journals, essays, end of unit tests, etc. Teachers are required to administer quarterly assessments that measure students’ mastery of standards taught during the quarter. At the end of each quarter, grades are compiled into formal report cards for parents.

Weekly Assessments
Each week, teachers are expected to conduct at least one formal assessment that addresses the specific standard or standards being taught that week. Formal assessments range from tests or quizzes to projects, presentations, or laboratory work. In order to assist teachers in providing an unbiased and objective assessment, teachers are encouraged to have other staff members periodically create assessments for standards that have been taught during the week in a specific class and uses the results of the assessment to provide feedback to the teacher and students as to their progress in mastering the standards. This assists the teachers in ensuring that their tests are not always created through the “lenses” of how they taught the standards, and it also provides the teacher with useful data for evaluating student performance and his/her own performance. Department chairs play an integral part in the objective evaluation of assessments.

Daily Assessments
Effective teachers are always monitoring student progress and assessing the extent to which students are mastering the skills and content taught in each lesson. Morning work, homework checks, pop quizzes, exit tickets, lab reports, group assignments, higher level questioning, are all ways in which teachers daily assess students throughout their lessons.

Using the Data
The purpose of assessing students and collecting data on student performance is to provide useful feedback to teachers and students with regard to the degree to which they are meeting their individual and collective goals as well as to help set direction as to how instruction should be modified and improved upon to ultimately meet those goals. Therefore, the teachers at KIPP WAYS Academy are involved extensively in analyzing data from standardized tests, quarterly assessments, and weekly assessments.

Using Diagnostics and Benchmark Data
During the first week of each summer session, students complete diagnostic assessments for each of the core academic subjects. The teachers meet together at the end of the week to discuss the results of these assessments and to decide how these results might impact the level of review necessary during the summer session and scheduling implications for the school year. Moreover, each teacher’s sequence of instruction is directly impacted by these diagnostics, as they decide how much time will be spent on each standard throughout the school year.

Achievement Data and School Goals
At the end of the year, the staff is involved in reviewing the standardized tests results and the organic assessments used throughout the school year. These results help the staff evaluate their collective and individual successes and areas for improvement. The achievement data is compared against the school’s goals and the principal provides an annual report that analyzes the degree to which the school’s goals were met. This information helps guide the staff in revising the school’s goals for the following year. Moreover, all teachers are expected to analyze the test scores for their subject matter in order to identify areas on which they may need to focus more during the following school year.

Access to Data
KIPP WAYS Academy considers individual student achievement data confidential, and therefore only releases individual test scores to teachers, students, parents, authorized state and district authorities, as well as the KIPP National Evaluation Team.
Composite test results for the school are made publicly available to board members, community leaders, potential funders, the media, and any other interested party. A summary of the results is published in the school’s annual report.

Possible options for additional tests will include:

- Eighth grade students can elect to take the SSAT, which is required for applications to many college preparatory programs. If students and their families make the choice to apply for schools that require these tests, KIPP WAYS Academy will further assume the responsibility for assisting such students in preparation for these exams.

**School Achievement Goals**

KIPP WAYS Academy intends to have its students meet or exceed the district’s learning standards for their grade, as reported in achievement measures consistent with the CRCT, the ITBS and other assessment tools. Each year, KIPP WAYS Academy will use data from standardized tests both to provide accountability and to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of our college preparatory program.

At KIPP WAYS Academy, assessment of student achievement will involve a full range of measures to ensure the most comprehensive picture of student progress. Quantitative data from standardized tests and results of performance-based assessment tools will form the foundation of KIPP WAYS Academy’s comprehensive approach to measuring student performance. In addition to the data collected during the students’ middle school years, students’ success will be monitored in high school and college.

As the Georgia Criterion Referenced Competency Tests (CRCT) do not measure student performance growth from year to year, we have chosen to administer a national norm-reference test, the Iowa Test of Basic Skills, each year to track and monitor our students’ individual gains in achievement. Until the CRCT test scores are vertically aligned, we will administer this statistically correct tool to measure academic growth. We believe the following goals serve the public interest by accurately assessing and tracking our students’ growth from year to year. The goals we set are ambitious, yet attainable, as evidenced by our past performance.

Since KIPP WAYS Academy’s inception, it has made Adequate Yearly Progress (AYP) each year according to the No Child Left Behind (NCLB) Act. The goals outlined below are consistent with NCLB’s mission of ensuring that all students are being adequately served, and as such are in compliance with the federal law. In the event that any KIPP WAYS Academy goal is inconsistent with NCLB requirements, the school is prepared to adjust its goals to comply with federal law.

**READING**

KIPP WAYS Academy scholars will acquire the necessary reading skills to effectively understand and analyze various types of literature.

- 83% of 5th graders, 89% of 6th graders, 89% of 7th graders, and 90% of 8th graders will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion Referenced Competency Test (CRCT).
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in all grade levels of reading will exceed the percentage of students in the district for the comparable grades who meet + exceed standards in reading, as measured by the CRCT;
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in reading in grades 6-8 will exceed the percentage of students in the state for the comparable grades who meet + exceed standards in reading as measured by the CRCT;
- The average student at KIPP WAYS Academy will improve his/her national percentile ranking in reading, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.
LANGUAGE ARTS
KIPP WAYS Academy scholars will become proficient writers and confident speakers of the English language.
- 90% of 5th graders, 90% of 6th graders, 90% of 7th graders, and 90% of 8th graders will “meet standards” or “exceed standards” in language arts, as measured by the Georgia Criterion Referenced Competency Test (CRCT).
- 75% of all 5th graders and 85% of all 8th graders will meet or exceed standards on the Georgia Writing Test.
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in all grade levels of language arts will exceed the percentage of students in the district for comparable grades who meet + exceed standards in language arts, as measured by the CRCT;
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in language arts in grades 6-8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in language arts as measured by the CRCT;
- The average student at KIPP WAYS Academy will improve his/her national percentile ranking in language arts, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.

MATH
KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of mathematical computation and problem solving as it relates to real world situations.
- 88% of 5th graders, 82% of 6th graders, 90% of 7th graders, and 90% of 8th graders will “meet standards” or “exceed standards” in mathematics, as measured by the Georgia Criterion Referenced Competency Test (CRCT).
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in all grade levels of mathematics will exceed the percentage of students in the district for comparable grades who meet + exceed standards in mathematics, as measured by the CRCT;
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in mathematics in grades 6-8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in mathematics as measured by the CRCT;
- The average student at KIPP WAYS Academy will improve his/her national percentile ranking in mathematics, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.

SCIENCE
KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of scientific knowledge and reasoning.
- 65% of 5th graders, 60% of 6th graders, 80% of 7th graders, and 80% of 8th graders will “meet standards” or “exceed standards” in science, as measured by the Georgia Criterion Referenced Competency Test (CRCT).
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in all grade levels of science will exceed the percentage of students in the district for comparable grades who meet + exceed standards in science, as measured by the CRCT;
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in science in grades 6-8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in science as measured by the CRCT;

SOCIAL STUDIES
KIPP WAYS Academy scholars will demonstrate competency in the understanding and application of history, geography, civics, economics, and other core social studies skills.
- 85% of 5th graders, 85% of 6th graders, 88% of 7th graders, and 90% of 8th graders will “meet standards” or “exceed standards” in social studies, as measured by the Georgia Criterion Referenced Competency Test (CRCT).
- Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in all grade levels of social studies will exceed the percentage of students in the district for comparable grades who meet + exceed standards in social studies, as measured by the CRCT;
• Each year, the percentage of KIPP WAYS Academy students meeting + exceeding standards in social studies in grades 6-8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in social studies as measured by the CRCT.

ATTENDANCE & HOMEWORK
KIPP WAYS Academy students will be engaged scholars who attend school regularly and complete required assignments.
• The percent of students absent fifteen or more days in a school year will not exceed 10%.
• For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

***PLEASE NOTE: All goals are based upon historical data available from the 2006-2007 school year. As new tests are rolled out with the new GPS standards, the goals will be updated to reflect the more rigorous standards.

D. SCHEDULING

Academic Calendar/Compliance with State

Annual School Calendar
KIPP WAYS Academy follows the Atlanta Public Schools calendar with the exception of the school’s mandatory summer program and Saturday School program. Students are required to participate in a 2½ - 3 week summer session which is considered the beginning of the school year. The school also provides a Saturday School Enrichment Program that meets a minimum of 18 Saturdays per year. Additional Saturday School sessions may be provided on “off” Saturdays for students with academic or behavioral needs. These sessions will be mandatory for students referred to this special remediation program, providing an additional 14 Saturday School sessions. Given the differentiated nature of the Saturday School program, students may report to as many as 225 days of school. The school reserves the right to modify the calendar based upon the needs of its students pending approval of the Atlanta Public Schools administration.

Please see Appendix D for a copy of KIPP WAYS Academy’s School Calendar.

Daily Schedule

More time on task is central to the success of KIPP WAYS Academy. Students attend school Monday through Thursday from 7:30 a.m. to 5:00 p.m., and on Friday from 7:30 a.m. to 4:00 p.m. 9.5 hours of school each Monday thru Thursday, 8.5 hours of school each Friday, four hours each Saturday, and 2½ - 3 weeks every summer enable KIPP WAYS Academy students to achieve remarkable academic and social progress. Please see Appendix E for a sample of our students’ daily schedule.

Saturday School

The KIPP WAYS Academy Saturday School program provides teachers and staff members a unique opportunity to differentiate for a variety of student needs. Beginning in the 2007-2008 school year, KIPP WAYS Academy will be open nearly every Saturday during the regular school year. Students with academic or behavioral challenges will be required to report for make-up work, tutorials, or behavior detention every Saturday. Approximately every other Saturday, all students will be offered a structured academic extension and enrichment program that is designed to build on the skills and content being taught throughout the academic classes. Interdisciplinary projects will be provided regularly for students to stretch their higher level thinking skills. Additionally, students will be able to select from a wide range of elective opportunities. Such classes might include dance, step, photography, computer programming, poetry club, running team, Girls Scouts, etc. These elective offerings frequently change depending upon the availability of volunteers and staff as well as student interest.
Summer School

KIPP WAYS Academy's summer session is divided into two components. The first segment is a two-week staff development program that provides KIPP WAYS Academy teachers with an opportunity to design their goals, objectives, and curriculum for the summer and upcoming school year. At the completion of the summer session, teachers continue their preparation by designing class lessons and supplemental curriculum for the fall that addresses specific needs and interests of the students identified during the summer.

The second component of the summer session begins when the students enter the classrooms. All students at KIPP WAYS Academy attend summer school. Summer school classes run from 8:30am to 2:30 pm for 2½-3 weeks in the summer. Summer school provides KIPP WAYS Academy students, parents, and teachers a head -start in preparing for the upcoming academic year. During this time, teachers, students, and parents become acquainted with the procedures and expectations demanded throughout the year. After assessing each student’s individual strengths and weaknesses, teachers emphasize the basics of English, math, science, and social studies. The summer session is also a time when the process of team building begins. Students are introduced to the concepts, challenges, strengths, and rewards of working as a team.

Extracurricular Activities

Extracurricular Activities

KIPP WAYS Academy students have the option of several different extra-curricular activities. The school participates in the LUKE Sports league, which includes flag football, soccer, basketball, and cheerleading. In addition, annual track meets and volleyball tournaments are coordinated through the LUKE Sports program. In addition to athletic opportunities, the school provides a variety of academic, civic, and cultural awareness activities. These activities vary from year to year depending staff sponsorship, but typically include opportunities such as:

- Student Government Association
- National Junior Honor Society
- KIPP Community
- Dance Team
- Step Team
- Photography Club
- Chess Club
- Swim Team
- Tennis Team
- African Drumming
- African Genesis Project
- Table Tennis Club
- Girls Scouts
- School Newspaper

Field Lessons

Students at KIPP WAYS Academy enjoy local field lessons that expose students to the educational wonders of our area. These local field lessons reinforce work they do in their classrooms.

KIPP WAYS Academy’s end-of-the-year field lessons serve as culminating activities, which the students must earn. Each year, the fifth grade students travel to Washington, DC to experience the history and civic lessons they learned during the year. The sixth grade students travel to the mountains of North Carolina to engage in outdoor activities they might not otherwise experience in Atlanta. The seventh grade students travel to New York City. This past year, our founding class of 8th grade students chose to travel to Ghana, West Africa. They raised awareness of this desire and funds to ensure they could take the journey.
**Teacher Schedule**

Teachers at KIPP WAYS Academy are extremely dedicated and work hours beyond what is typical for public school teachers. In order to ensure that their instructional time is maximized, teachers are provided with at least ninety minutes of planning each day in addition to a common planning time with their team. A sample teacher schedule for one grade level is provided below for illustrative purposes.

<table>
<thead>
<tr>
<th>Time</th>
<th>Science Teacher</th>
<th>Social Studies Teacher</th>
<th>English Teacher</th>
<th>Math Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 – 8:00</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:00 - 9:30</td>
<td>Science</td>
<td>Social Studies</td>
<td>Planning</td>
<td>Math</td>
</tr>
<tr>
<td>9:30 - 11:00</td>
<td>Science</td>
<td>Planning</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>11:00 - 12:30</td>
<td>Planning</td>
<td>Social Studies</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>12:30 - 1:00</td>
<td>Lunch Duty</td>
<td>Lunch Duty</td>
<td>Lunch Duty</td>
<td>Lunch Duty</td>
</tr>
<tr>
<td>1:00 - 2:30</td>
<td>Science</td>
<td>Social Studies</td>
<td>English</td>
<td>Planning</td>
</tr>
<tr>
<td>2:30 - 3:40</td>
<td>Common Planning Time – Grade Level Meeting</td>
<td>Common Planning Time – Grade Level Meeting</td>
<td>Common Planning Time – Grade Level Meeting</td>
<td>Common Planning Time – Grade Level Meeting</td>
</tr>
<tr>
<td>3:40 - 4:45</td>
<td>Advisory/Tutorial</td>
<td>Advisory/Tutorial</td>
<td>Advisory/Tutorial</td>
<td>Advisory/Tutorial</td>
</tr>
<tr>
<td>4:45 - 5:00</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
</tbody>
</table>
II. GOVERNANCE AND MANAGEMENT

A. ORGANIZATIONAL STRUCTURE & BOARD PROFILE

Organization as a Non-profit Corporation

On January 1, 2009, KIPP WAYS Academy, Inc. will formally merge with the KIPP Metro Atlanta Collaborative Inc., thereby transferring governing authority to the KIPP Metro-Atlanta Collaborative (MAC) Board of Directors (providing required approval by the Atlanta Board of Education and the Georgia Department of Education). KIPP MAC is a non-profit 501(c) (3) organization that was formed in 2004 with the sole purpose of supporting the common needs of KIPP schools in Metro-Atlanta. KIPP MAC will take on a new role in governing not only KIPP WAYS Academy, but also KIPP South Fulton Academy, KIPP STRIVE Academy, and any future KIPP school in the Metro-Atlanta area. The purpose of this organizational shift is to increase the productivity and outcomes of each KIPP school by allowing principals to focus more on activities directly related to student achievement and by allowing school advisory councils to focus on efforts directly related to students and parents within the school. Select members of the KIPP WAYS Academy Board of Directors will transition onto the KIPP MAC Board of Directors to ensure continuity of vision for KIPP WAYS Academy.

The KIPP MAC Board will be responsible for ensuring progress toward the mission, faithfulness to the charter and to the community-enriching intent behind charter school legislation, and fiscal viability. KIPP MAC will provide the following benefits to augment WAYS Academy’s efforts to provide its students with an optimal education and to serve the KIPP WAYS Academy community:

- KIPP WAYS Academy will have the support of, and be held accountable by, a team of highly trained and experienced educators from KIPP MAC.
- KIPP WAYS Academy will participate in a shared services model of administrative, development, operations, and academic resources, which should allow KIPP WAYS Academy to operate more cost efficiently than it would otherwise.
- KIPP MAC’s governance will allow KIPP WAYS Academy’s school-level personnel to spend more time focusing on student achievement than it would otherwise.
- KIPP WAYS Academy’s principal will benefit from the additional oversight, mentoring, and leadership development that the KIPP MAC Executive Director will provide (the founding principal of KIPP WAYS Academy, David Jernigan, will serve as the Executive Director for KIPP MAC).

The Advisory Council will, as a collective group, be responsible for:

- Serving as ambassadors for the school by clearly articulating the school's mission, accomplishments, and goals to the community and by garnering support from important members of the community.
- Serving as a grassroots base to support and advocate charter-friendly policy initiatives at the local or state level.
- Providing input and feedback to the school leader on campus-specific issues and concerns (e.g. school culture, discipline policy, student recruitment, etc.).
- Participating in the budgeting process each year, providing advice and feedback to the school leader.
- Assuring that there are adequate resources for the school to fulfill its mission by working with the school leader and KIPP MAC development staff to raise funds from the local school community and to broker community or business partnerships that raise local visibility of the school and initiate funding opportunities.
- Providing feedback and serving as a sounding board for the school leader on personnel-related issues.
- Serving as the grievance board for parent concerns that are unable to be resolved by the school leader and executive director and making a recommendation to the KIPP MAC Board of Directors for resolutions to these concerns.
- Serving as the tribunal committee for disciplinary decisions that are appealed and making a recommendation to the KIPP MAC Board of Directors on such cases.
- Supporting the school leader by ensuring that he/she has the moral and professional support he/she needs to further the goals of the school.
KIPP WAYS Academy shall at all times maintain itself as a Georgia not-for-profit corporation as part of the KIPP Metro Atlanta Collaborative, capable of exercising the functions of a charter school under the laws of the State of Georgia, shall remain in good standing under the laws of the State of Georgia, and shall make all required filings with the Georgia Secretary of State in a timely manner.

The KIPP MAC’s Articles of Incorporation, a Certificate of Incorporation evidencing its incorporation as a nonprofit, its Bylaws and amendments or modifications thereto are attached hereto in the Appendix F. The school will submit any changes to APS within 5 days of any change.

KIPP Metro Atlanta Collaborative, Inc. is recognized as an organization exempt from Federal income taxation under 501 (c) (3) of the Internal Revenue Code. The school shall provide the Board with copies of all applications and filings related to any change in its 501 (c) (3) status within 5 days of change.

KIPP WAYS Academy is subject to the provision of O.C.G.A 50-14-1 (open and public meetings) and O.C.G.A. 50-18-70 (inspection of public records).

KIPP WAYS Academy will not utilize a local school council as provided in O.C.G.A. 20-2-85.

Control and Management of the Local Board of Education

KIPP WAYS Academy is subject to the control and management of the Atlanta Public Schools Board of Education in accordance with the Constitution of the State of Georgia.

Board Members

The following individuals currently serve on the KIPP WAYS Academy Board of Directors and will transition to the KIPP WAYS Academy Advisory Council upon successfully transitioning governance to KIPP MAC. A list of the board members and chair will be submitted annually each August or within 5 days of change. Also see Appendix G for each members’ conflict of interest forms.

ShaJra Johnson Mitchell – Recruiting Manager, Accenture (Chair of the Board of Directors)
Ms. Mitchell is currently a Recruiting Manager for Accenture, a global management and information-technology consulting firm. She manages the firm’s relationship with INROADS/Atlanta, Inc. and is responsible for Atlanta’s Summer Internship Program. Before joining Accenture, Ms. Mitchell worked for the University of Georgia as an Assistant Director of Admissions for five years. She is involved in the West End community through her work with the West End Neighborhood Association.

Carice Anderson—Consultant, Deloitte Consulting Carice works in Deloitte’s Organization and Change department and can bring to KIPP WAYS a skill set to develop and implement strategies to recruit, develop and retain our most valuable resource, our people. Carice recently received an MBA at the Harvard Business School. She has also worked with Junior Achievement at Booker T. Washington High School.

Gene Burnett – Director of Architecture, John Wieland Homes and Neighborhoods
Gene Burnett has practiced Architecture since the late seventies. Currently he manages the Architecture Department at John Wieland Homes and Neighborhoods. Previously he was a founding partner of Atelier Architects in Washington DC practicing commercial architecture. His professional experience includes various types of design work including office, healthcare, educational, residential and food service. His educational background includes a Bachelor of Architecture from Howard University, Washington DC and he is currently licensed in Maryland and New Jersey.

Tiffany Friesen – Consultant, Ahmann
As a consultant with Ahmann, Ms. Tiffany Friesen consults with public entities to support the establishment of public-private partnerships. Prior to joining Ahmman, Ms. Friesen was a Senior Campaign Manager with Coxe Curry & Associate with her work ranging from annual, capital and endowment campaigns to feasibility studies, development audits and the coordination of campaign materials. Her clientele included The Atlanta Symphony Orchestra, Project GRAD Atlanta, Saint Joseph’s Mercy Foundation, and The Atlanta Urban League. Prior to
joining Coxe Curry & Associates in 1999, Friesen managed the School-to-Work Program in the education department of the Metro Atlanta Chamber of Commerce.

Richard A. Knowles - Senior Vice President - North America Operations & Communications, SAP America, Inc.
As Senior Vice President of North America Operations & Communications for SAP America, Inc., Rick Knowles is responsible for managing the internal and external communications activities and corporate citizenship in the US, including SAP’s national partnership with the KIPP Foundation. In addition, Mr. Knowles also supports the daily operations of SAP America’s Office of the CEO. Prior to joining SAP in 1999, he held management and director-level positions in marketing and sales at such leading companies and organizations as Georgia Power, Southern Company, and Xerox. He also served as a member of the US Army.

Jason Martin – School Consultant, Co-nect/Pearson Achievement Solutions
Jason Martin comes to KIPP WAYS Academy’s Board with over 12 years of experience in urban, low income communities. At Pearson, Jason works with superintendents, principals, leadership teams and individual teachers to build capacity at the school and district level for continuous improvement by overseeing data collection, using data to drive decision making, and tracking progress toward school improvement goals. Among his other educational experience, Jason helped start one of the first charter schools in New York City.

Karen Miniex – Attorney, Atlanta Legal Aid Society, Inc.
Karen Miniex is a staff attorney at Atlanta Legal Aid Society, Inc. where her practice focuses on property issues including predatory lending, mortgage and foreclosure assistance fraud, title disputes, as well as other legal matters. She is an active member of the State Bar of Georgia, the Atlanta Bar Association, the American Bar Association, and serves on the Atlanta Housing Authority's Affordable Housing for Seniors and Persons with Disabilities advisory board. Ms. Miniex earned her Juris Doctorate from the University of Michigan and received a Bachelor of Science degree, cum laude, from the Florida State University.

Marni Mohr – Community Volunteer
Marni Mohr has many years of educational experience and history with KIPP that is valuable to KIPP WAYS Academy. She was formerly the Director of School Relationships for the KIPP Foundation and she worked to connect KIPP schools to best practices, share best practices amongst each other, and secure internal and external resources to help schools achieve their goals. Prior to joining KIPP, Ms. Mohr served in a variety of capacities with non-profit education organizations. Her educational background includes B.S. in Foreign Service from Georgetown University.

Michael Ray – Attorney, Miller, Hamilton, Snider & Odom, L.L.C.
Mike Ray specializes in banking law, commercial finances and lending, treasury services, and international trade. From 1990 to 2002, Mr. Ray was General Counsel and Secretary of Wachovia Bank of Georgia, N.A. and Associate General Counsel and Senior Vice President of Wachovia Bank, N.A. He was a charter member and a past Co-Chairman of the Diversity Program of the State Bar of Georgia. In addition, Mr. Ray serves on the Board of Directors of the Bank Counsel Section of the Georgia Bankers Association.

Steve Sussman – Senior Manager, Deloitte Audit and Enterprise Risk Services
Steve is a Senior Manager with over 9 years of experience in Deloitte Atlanta’s Audit and Enterprise Risk Services Department. He is responsible for the delivery of accounting and auditing services to companies primarily in the consumer business industry. Steve has significant experience providing business advisory services including audit and accounting consultation services. He is also a member of the Board of Directors of the Genesis Shelter.

The new KIPP MAC Board of Directors is currently being developed. The following individuals are currently serving as the Founding Board:

Tom Pritchard, Chair
Tom is the Founder and President of E² Capital Group, a private investment firm making concentrated investments in a small number of public companies. He began his career in mergers and acquisitions with Lehman Brothers Kuhn Loeb in New York and later was a Partner at J. C. Bradford & Co. in Nashville. While at Bradford he started and co-managed the mergers and acquisitions practice and Bradford Capital Partners, a
private equity fund. His past and current affiliations include Chairman of the Board of Directors of the Nashville Institute of the Arts; a member of the Board of Directors and Executive Committee of the Society of International Business Fellows; Chairman of the Endowment Committee and a member of the Board of Directors of The Baylor School; Treasurer and a member of the Board of Directors and Executive Committee of the North Carolina Outward Bound School; and an Executive in Residence at the Institute for Leadership and Entrepreneurialism at Georgia Tech. He also has served on the board of directors of numerous public and/or private companies. Tom is a graduate of the University of North Carolina and Harvard Business School.

**Kathe Brown**

Kathe has worked in education throughout her career and most recently at the Lovett School as a college counselor and formerly at Holy Innocents’ Episcopal School. She is an active alumna of the University of Pennsylvania and has served as coordinator for the local alumni interviewing program, chair of the Book Awards Program, and is a member of the Trustees Council of Penn Women. In addition she has served on the boards of the Jewish Education Loan Fund, Jewish Education services, and A Hand Up Charitable Fund. Kathe received her Bachelor’s degree in History from the University of Pennsylvania and her Master’s degree in Counseling from the University of Oklahoma.

**Charlotte Dixon**

For the past 20 years, Charlotte has been a dedicated community volunteer. Her passions are underserved children, health issues relating to AIDS and cancer, and the arts. Since 1998, she has served as chair of the Mary Alice and Bennett Brown Foundation, which her parents created to address issues of education and underserved children. Charlotte and her family believe the path to opportunity and success starts with an exemplary education.

**Craig Jones**

Craig Jones is the Executive Vice President and Chief Investment Officer for Cousins Properties, responsible for developing the Company’s investment strategy and evaluating investment decisions across all divisions and product types. He is responsible for the disposition of Company assets and is also involved in the Company’s acquisitions and debt and equity financings. Previously, Craig served as Chief Administrative Officer of the Company, handling a wide range of responsibilities, including the legal, marketing, and human resources departments. Prior to serving as Chief Administrative Officer, Craig served as president of Cousins’ Office Division, where he led a team responsible for the leasing and management of more than 18 million square feet of office space. Over his more than 15 years at Cousins, Craig has also spent considerable time focused on the company’s medical office projects, and he previously led Cousins’ retail development operations on the West Coast. Craig joined Cousins in 1992 as part of the firm’s acquisition of New Market Development Company, an Atlanta-based shopping center developer. As the Executive Vice President at New Market, Craig was involved in nearly all aspects of its business, with an emphasis on development activities and debt and equity finance. Prior to New Market, Craig was a partner with the Atlanta law firm of King & Spalding.

**Irving Mitchell**

Irving is the Director of Business Development for Avion Systems. Before joining Avion Systems, Inc., he was the Director of Business Development for Governor Roy Barnes’ office where he was responsible for the development and implementation of programs and activities that resulted in increased participation in State Contracts by small businesses with a special focus on expanding opportunity for minority and women owned businesses. Irving also serves as the Chair of the KIPP South Fulton Academy Board of Directors.

**ShaJra Johnson Mitchell**

ShaJra is currently the Campus Recruiting Lead for Accenture’s East Region. Accenture is a global management and information-technology consulting firm. She’s been with the firm for over 10 years and is responsible for setting the strategy and delivery of 700 new hires from 65 campuses across 18 offices in the East Region. Before joining Accenture, she worked for the University of Georgia as an Assistant Director of Admissions for five years. ShaJra also serves as the Chair of the KIPP WAYS Academy Board of Directors. ShaJra is a graduate of the University of Georgia.

**Marni Mohr**

Marni has many years of educational experience and history with KIPP that is valuable to KIPP Metro Atlanta Collaborative. She was formerly the Director of School Relationships for the KIPP Foundation and she worked to connect KIPP schools to best practices, share best practices amongst each other, and secure internal and
external resources to help schools achieve their goals. Marni also serves on both KIPP WAYS Academy and KIPP South Fulton Academy’s Board of Directors. Her educational background includes B.S. in Foreign Service from Georgetown University.

**Gairy Moore**  
Gairy is a senior audit manager with Deloitte & Touche LLP, global professional services firm and is a Certified Public Accountant licensed in Georgia, Connecticut and New York. Gairy started his career with the Deloitte New York office after graduating from York College of The City University of New York with a BS in Accounting. His expertise includes audits of financial statements, ability to research technical accounting issues and internal controls. He served as a big brother with the Big Brother Big Sister organization and also serves as a founding member of KIPP STRIVE Academy’s Board of Directors and also serves on the KIPP WAYS Academy Finance Committee.

**Jack Ward**  
John F. (Jack) Ward is the retired chairman and chief executive officer of Russell Corporation, where he served from 1998 until 2006 when the company was acquired by Berkshire Hathaway Inc. During his eight years with Russell, Ward moved the company from being primarily a domestic active wear apparel company to a global sporting goods company with many internationally known brands in its portfolio. Mr. Ward has also worked for other major companies including the Sara Lee Corporation, Hanes, H. J. Heinz and Proctor & Gamble. Ward is a member of the Advisory Board of the Goizueta Business School at Emory University; the Board of Trustees at Salem College; the Board of Councilors at The Carter Center; and the Board of Governors for the Center for Ethics and Corporate Responsibility at Georgia State University. He is co-chairman of the major gifts campaign at the new Cobb Energy Performing Arts Centre, and is a member of its Foundation Board. Ward served on the Executive Committee and the International Committee for the Metro Atlanta Chamber of Commerce. He was also chairman of the Ivan Allen Society Campaign for the United Way of Metropolitan Atlanta. In 2004, he was one of 10 national business leaders recognized by the Diversity Best Practices and Business Women’s Network for his outstanding commitment to diversity. A native of Longmeadow, Massachusetts, Ward earned his Bachelor of Science and MBA degrees from Cornell University.

**Business Partnerships**  
KIPP WAYS Academy’s founding partnership is with the KIPP Foundation. KIPP is a national, non-profit organization whose mission, like that of KIPP WAYS Academy, is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond. KIPP achieves its mission by training and supporting principals to open and run their own public schools based on KIPP’s Five Pillars. KIPP provides this training and support through its KIPP Leadership Program.

Schools require strong, capable leaders to be effective, and few educators have the opportunity to develop the leadership skills required to start and manage effective schools. From the outset, KIPP selects outstanding educators to participate in its highly competitive KIPP School Leadership Program. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous Leadership Institute hosted by the University of California Berkeley’s Haas School of Business and three separate Residencies involving hands-on training in key roles at exemplary KIPP School Leadership schools throughout the country.

The KIPP School Leadership Program is a three year program that provides intensive training and highly individualized support in the following areas: Organizational Leadership, Academic Leadership, Operations Management, and Community Development. Following the full-time leadership-training program in year one, KIPP provides support and services to the Fisher Fellows for the following two years while they open their KIPP schools and transition into becoming Principals.

During the critical first two years of a school’s operation, it is essential to establish a strong school culture and to obtain outstanding academic results. Furthermore, KIPP Principals face new challenges as their schools double in size in the second year. During these initial two years of school operation, KIPP Principals receive ongoing, individualized support from KIPP’s Leadership Guides and subject-area experts, punctuated by a series of
training conferences. Ongoing training, support and evaluation by KIPP staff during these first two years of operation ensures that new KIPP schools develop successful programs according to their school missions.

At the end of its first two years of operation, every KIPP School receives an intensive school inspection using KIPP’s proprietary evaluation protocol. These inspections determine whether or not each school has successfully implemented KIPP’s Five Pillars and is fulfilling the KIPP mission.

KIPP’s ongoing commitment to and support of KIPP WAYS Academy will take multiple forms. As a member of the family of KIPP schools, KIPP WAYS Academy has access to curricular and instructional best practices from leading educators that are updated to adapt to changes in state and national standards. Through its established relationships with Teach for America and other groups, KIPP assists KIPP WAYS Academy with its recruitment of outstanding teachers. KIPP also provides consulting services to support KIPP WAYS Academy’s business, academic and community outreach programs, such as vendor management, collection and assessment of data, and staff training.

In addition, KIPP also provides substantial support through its access to significant private and public grants. To date, our relationships with the Walton and Challenge Foundations have yielded an average of $200,000 in awards to each of the KIPP schools. In addition, KIPP was recently awarded a $3.5 million grant from the Department of Education for the support of KIPP schools.

KIPP WAYS Academy’s membership in the family of KIPP schools is subject to a License Agreement that includes numerous assurances of quality control. This License requires continuing compliance with KIPP’s Five Pillars as well as annual multi-day school inspection and assessments by the KIPP Foundation. Membership in the family of KIPP schools will always remain dependent upon achieving and maintaining significantly improved academic results.

KIPP has a sustained and significant commitment to KIPP WAYS Academy. While this initial partnership is at the national level, the vision for future KIPP WAYS Academy partnerships involves making strong and supportive connections at a grassroots level within the community, as well as accessing the extensive network of resources throughout metro Atlanta.

B. SCHOOL GOVERNANCE

Governing Body

KIPP WAYS Academy is governed by the KIPP MAC Board of Directors. The Board of Directors’ primary mission is to ensure that the school performs according to the terms and conditions of its charter and in compliance with KIPP’s educational philosophy.

Each year, KIPP WAYS Academy will provide Atlanta Public Schools with the names, addresses, and phone numbers of all KIPP MAC governing board members. In the event that a board member resigns or is added during the school year, APS will be notified of such changes.

The minutes from all Board of Director minutes shall be stored in the office of the KIPP WAYS Academy principal. As these minutes are considered public record, they shall be available at the request of Atlanta Public Schools or any other individual requesting to see them.

Governing Board members and employees of KIPP WAYS Academy shall comply with the same ethics and conflict of interest provisions applicable at the time of the execution of the charter to members of the Atlanta Board of Education and employees of APS, as enumerated in (Ga. Laws 2003, p. 4154 §§ 3101-105). Governing Board members shall not participate in discussions or votes related to any charter school business transactions or affairs which might cause an actual conflict of interest or give an appearance of a conflict of interest.

Administrative Management Structure
The Principal of KIPP WAYS Academy implements KIPP’s Five Pillars in the operation of the school, and ensures that the mission, goals, and objectives of the school are being fulfilled.

The Principal’s responsibilities include but are not limited to:

- Hire, manage, and evaluate instructional and non-instructional staff;
- Manage the school’s finances and business operations;
- Serve as the chief instructional leader;
- Ensure compliance with state and local policies;
- Manage the facility maintenance and renovations; and
- Serve as the lead for cultivating community partnerships.

The KIPP Metro Atlanta Collaborative (MAC) Executive Director is accountable, directly to the KIPP MAC Board and indirectly to the KIPP Foundation, for the performance of the Metro Atlanta region and the schools within the region. The Executive Director’s primary goal is to ensure the high quality, strategic growth and operational sustainability of the Metro region.

The Executive Director’s responsibilities include but are not limited to:

- Set clear academic, growth, operational, and financial goals and manage to them
- Build and manage a high-performing KIPP MAC Shared Services Team that is able to support schools in their drive to deliver transformational educational outcomes for students
- Develop and manage performance of the team (School Leaders and the Shared Services team), instituting strong accountability systems and professional development plans and support
- Drive organizational alignment across the Metro Atlanta schools (including curriculum and instructional alignment), and provide key supports that drive academic achievement and character development
- Create and manage a strong centralized support function for the schools, implementing systems to meet the varied needs of the region. These include financial management, budget planning, compliance, human resources (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology.
- Build the staff capacity and infrastructure necessary to sustain the Atlanta Metro region at an appropriate scale
- Build and manage the growth of the KIPP to College Program

All employees of the school will agree to the Code of Ethics for Educators as prepared by the Professional Standards Commission. By agreeing to the Code, KIPP WAYS Academy employees will be committed to:

- Abiding by federal, state, and local laws and statutes;
- Maintaining a professional relationship with all students;
- Refraining from the abuse of alcohol or drugs during the course of professional practice;
- Provide fingerprints as per state law;
- Submit to criminal background check as per state law;
- Exemplifying honor and integrity in the course of professional practice, particularly in the use of public funds and property;
- Complying with state, federal, and local laws regarding the confidentiality of student records;
- Fulfilling the terms and obligations detailed in the KIPP WAYS Academy Charter;
- Filing necessary reports of child abuse; and
- Maintaining a high level of professional conduct.

In addition to the Code of Ethics, all personnel will be in compliance with the Drug Free Public Work Force Act of 1990.
Roles/Responsibilities of Governing Board

The Board of Directors plays a significant role at KIPP West Atlanta Young Scholars Academy. It helps to connect the school to the wider community, provide expertise to the organization, assist with fundraising, confer credibility on the school, and help fulfill many governance functions including legal responsibilities, general oversight, planning and policy-making, and fiduciary requirements. The Board of Directors is legally and morally accountable for the health, vitality and effectiveness of the school. The Board assures due diligence for the entire organization.

The Board of Directors, as a collective group, will be responsible for:

- Serving as ambassadors for the school by clearly articulating the school's mission, accomplishments, and goals to the community and by garnering support from important members of the community.
- Assuring that there are adequate resources for the school to fulfill its mission by working with the principal and development staff, if any, to raise funds from the community.
- Monitoring the management of financial resources by approving the annual budget and ensuring that proper financial controls are in place.
- Supporting the principal by ensuring that he has the moral and professional support he needs to further the goals of the school.
- Evaluating the performance of the principal in conjunction with KIPP National and offering constructive feedback for areas of growth.
- Monitoring and ensuring compliance with the Georgia Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- Assessing its own performance annually by evaluating its success as a board and its performance in fulfilling its responsibilities.
- Identifying, recruiting, and screening candidates for the Board of Directors and Advisory Council.
- Resolving student, staff, or parent grievances that are unable to be resolved at the school level.

Board members will be expected to:

- Attend at least 75% of board meetings, committee meetings, and special events.
- Actively participate in one or more fundraising activities.
- Act in the best interests of the school, and excuse themselves from discussions and votes wherein they have a conflict of interest.
- Stay informed about what's going on in the school by asking questions and requesting information as well as by visiting and volunteering at the school on a regular basis.
- Invite and bring key community members to the school.
- Actively participate in at least one committee of the Board of Directors.
- Provide consulting and advice in their area of expertise.
- Participate in and take responsibility for making decisions on issues, policies and other board matters.
- Respond promptly to any communication from the board chair and/or principal.
- Work in good faith with staff and other board members as partners towards achievement of the school's goals.
- Sign and agree to a KIPP Commitment to Excellence.

KIPP MAC Board Members receive ongoing training through the KIPP Foundation. Each year, the KIPP Foundation hosts the KIPP Summit, where KIPP schools from around the country come together for training and goal-setting. Each year, the Foundation offers a specific training track for board members of KIPP schools. Additionally, an annual conference for KIPP board members provides a very valuable training program to ensure that board members are equipped with the knowledge and skills to fulfill their duties.

For additional information refer to the By-laws in Appendix F.
## Relationship between the Board and Principal

The following chart describes the division of responsibilities between the Board of Directors and the Principal.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Board Of Directors</th>
<th>Administrative Team (Principal &amp; Executive Director)</th>
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</thead>
</table>
| **Legal**         | • Exercises fiduciary role to ensure that KIPP WAYS Academy is properly managed. The board should have a mechanism to validate information from the administrator.  
                    • Maintains legal status; insures the proper paperwork is submitted to governmental agencies.  
                    • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions -- avoidance of conflicts of interest. | • Must provide information to the board to demonstrate that KIPP WAYS Academy is well managed.  
                    • Compiles information for annual filing requirements. |
| **Finance and Accounting** | • Approves annual budget.  
                            • Reviews periodic financial reports (balance sheet, income statement, changes in financial position).  
                            • Ensures that proper internal controls are in place. | • Prepares annual budget with input from staff and finance committee  
                            • Oversees preparation of periodic financial reports.  
                            • Implements proper financial controls. |
| **Planning**      | • Reviews goals and objectives designed to meet the school’s mission.  
                    • Reviews strategic plan and progress.  
                    • Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract.  
                    • Assesses program evaluation plan. | • Establishes mission and program direction for KIPP WAYS Academy. Sets the vision of the school and assists the board in maintaining focus and momentum for the school.  
                    • Develops specific program goals and objectives based on the mission.  
                    • Develops reports or oversees staff development of reports to demonstrate program progress. |
| **Policy**        | • Develop and adopt written policies.  
                    • Responsible for reviewing policies periodically. | • Identifies need for new policies  
                    • Responsible for assuring the implementation of policies and for assisting the board in analyzing policy options |
| **Personnel**     | • Set and review personnel policies.  
                    • Evaluate the principal’s performance and offers feedback for areas of growth. | • Implements personnel policies.  
                    • Recommends changes in personnel policies to the board.  
                    • Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor). |
| **Resource Development** | • Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation.  
                            • Plan fundraising events.  
                            • Assist with all major grant proposals. | • Conduct research and maintain information database.  
                            • Assist in fund development efforts.  
                            • Develop grants, and other funding applications; enters business ventures to support mission. |
The Board of Directors is charged with the responsibility of assisting the principal in ensuring the overall success of KIPP WAYS Academy. As a team, collaboration and effective communication between the Board of Directors and the Principal will be vital to fulfilling the school's goals.

Clearly defining the role of these two entities and their relationship with regard to decision-making is essential in order to ensure the most positive and effective working relationship. The most general role of the Board of Directors will be that of “governance”. The governance function encompasses legal responsibilities, general oversight, planning and policy-making, and fiduciary requirements. The principal’s role will be that of “management,” which may often need to be distinguished from the governance function of the board.

The following general rule of thumb will be used to differentiate the two functions as necessary: If the discussion involves setting a goal, stating an expectation, or clarifying a direction, then it is a POLICY, and falls within the governance function of the board. If, however, the discussion is about actions necessary for accomplishing a goal or carrying out an activity, or in any other way describe the “how” of the school operations, then it is a PROCEDURE, and therefore falls within the management function of the principal.

The following chart elaborates on this distinction:

<table>
<thead>
<tr>
<th>Areas of questioning</th>
<th>The Board’s Purview</th>
<th>The Administrative Team’s Purview</th>
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<tbody>
<tr>
<td>ENDs (results)</td>
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<td>MEANS (methods)</td>
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<tr>
<td>Why?</td>
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<td>Organizational decisions</td>
<td>Vision</td>
<td>Objectives</td>
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<td>Mission</td>
<td>Strategies</td>
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<td>Goals</td>
<td>Action Plans</td>
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<td></td>
<td>Policies</td>
<td>Procedures</td>
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<tr>
<td>Action required</td>
<td>Monitor</td>
<td>Implement</td>
</tr>
<tr>
<td>Direction of the Board</td>
<td>Vote</td>
<td>Recommend</td>
</tr>
</tbody>
</table>
**Parental Involvement in Decisions**

KIPP WAYS Academy will operate in accordance with the premise that teachers, parents, and students must work together to provide a quality education. Parents are a vital part of this partnership, and the Commitment to Excellence (Please see Appendix A) sets forth the school's expectations of parents in supporting the educational mission of the school. These parental commitments include helping with homework each night, reading with their child each night, ensuring that homework is complete each night, assisting their child in contacting the teacher regarding any problems or questions on an assignment, providing a quiet place with light for their child to study at home, and being available to meet with the teachers at home or at school if the need arises. Other opportunities for parental involvement include report card pick up, parent night and newsletters, local field trips and end of year trips.

KIPP WAYS Academy parents are also encouraged to join the KIPP Team Alliance (KTA), a parent association that provides a forum for parents to become engaged in the school. The KTA has monthly meetings in which teachers and staff members provide updates and opportunities for parents to get involved. At each monthly meeting, the Principal provides a report to the parent body.

In addition to monthly KTA meetings, the Principal hosts a quarterly "Parent Roundtable" on selected Saturdays. Parents are encouraged to bring their concerns and suggestions to this meeting to share with the administration.

Parents are also welcome to attend monthly meetings of the Board of Directors and/or School Advisory Council. In accordance with open meeting requirements, these agendas are posted monthly prior to the meeting of the Board. The School Advisory Council meetings are held each month at the school (dates and times may vary depending upon the month). Further, the School Advisory Council formally invites officers of the KTA to present to the Council at least once a quarter. In addition to these structured meeting opportunities, the Executive Director also includes parents in the annual Principal Evaluation process. Parents’ feedback is an integral part of the feedback process.

**Procedure for Parent/Guardian Concerns**

If a parent has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. Parents will not be allowed to address concerns with teachers during instructional time. If there is no resolution to the problem, the parent/guardian should then contact the Principal. The Principal will mediate the problem with all parties involved.

If a parent is unsatisfied with a decision, he or she may appeal a decision through a formal appeal letter to the Executive Director. The Executive Director will respond in writing or in person within a week. If a solution is not found, parents may write an appeal letter to the chair of the KIPP WAYS Academy Advisory Council who will respond on behalf of the Board in a timely manner. Parents are also welcome to bring their concern to the next regularly scheduled advisory council meeting.

A student's family may elect to appeal a decision by the Principal for suspension or mandatory transfer to the KIPP WAYS Academy Advisory Council who will serve as the tribunal board, making a recommendation to the KIPP MAC Board. The family may bring counsel with them if they so desire. In all events of mandatory transfer, the Principal of KIPP WAYS Academy will work in conjunction with the family to find the best possible alternative setting.

Note: The above policy comes from the school’s Student/Parent Handbook, and may be revised from time to time. Atlanta Public Schools will be notified of such changes as they may occur.

**Procedure for Employee Grievances**

**Step One: Informal Discussion:**

An employee having a problem, complaint, or dispute, either with a fellow employee or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such
Step Two: Administrative Review:

If the matter cannot thus be resolved through informal discussion, the aggrieved employee may submit a written request for a face-to-face meeting with the Principal and any other person or persons whose actions or decisions give rise to the matter.

The Principal will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Principal will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting, shall receive copies of the Principal's written recommendation.

Step Three: Review by Executive Director

If the school and employee have not resolved their grievance after a formal meeting with the Principal, the aggrieved employee may submit a written request for a face-to-face meeting with the Executive Director and any person or persons whose actions or decisions give rise to the matter.

The Executive Director will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Executive Director will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting, shall receive copies of the Executive Director's written recommendation.

Step Four: Review by the Board of Directors:

If the aggrieved employee remains unsatisfied after undergoing the administrative review process, s/he may, within ten business days after her receipt of the school director's written recommendation, file a written grievance, either electronically or through the regular mail, with the chairperson of the Board of Directors.

The board chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and informing the aggrieved employee of (a) the date, time and location of the next meeting of the full board of directors, and (b) the aggrieved employee’s right to appear at such meeting, bring and attorney or other advocate to represent him/her, voice her complaints, and bring witnesses to support her position. The board chair will also inform the Principal that a grievance has been filed, and request that time be allotted in the next full board meeting agenda to address such grievance.

At the next full board agenda, the aggrieved employee will be given the opportunity to present his/her grievance, including any witnesses who will speak on his/her behalf. The board chair may limit the time of the aggrieved employee’s presentation as s/he deems appropriate. The members of the board will also have an opportunity to ask questions of the employee and the witnesses who speak on his/her behalf. After the aggrieved employee’s presentation, the board will go into executive session to discuss the matter.

The board will vote on a resolution of the matter, and the board chair will issue the board’s written decision within ten business days after the board meeting at which the grievance was heard. All members of the board, the school director, and the aggrieved employee will receive a copy of the board’s written decision.

Note: The above policy comes from the school’s Employee Handbook, which may be revised from time to time.

Resolving Conflicts with Local Board

In the event that KIPP WAYS Academy and the local board have disputes regarding the terms of the charter or any applicable law, rule or regulation, the parties agree to the following process for resolution. The parties’ chosen representatives will meet informally, at least one time, to attempt to resolve the issue without resort to formal procedures. If this proves unsuccessful, the dispute will be reduced to writing and shared with the other party and a request will be made of the Georgia Department of Education to meet with the parties in an attempt to reconcile the differences. Nothing set out in this dispute resolution procedure shall limit the parties’ rights to seek redress under all applicable laws, rules or regulations.

C. WAIVERS
KIPP WAYS Academy seeks to renew with a blanket exemption per O.C.G.A 20-2-2065(a). Having broad flexibility to make swift decisions about such issues as hiring or class size restrictions allows our school to make the best decisions for our students. Although we understand our ability to lay out a set of requested waivers, we want to ensure that we are waived from any laws (present or future) that may impede our ability to implement the KIPP model to its fullest. KIPP WAYS Academy will comply with all the requirements of the Single Statewide Accountability System.

So as to avoid any confusion that might be related to a blanket exemption, the school specifically wishes to identify particular sections of Title 20 of the Official Code of Georgia that is included in this blanket exemption. The identification of these specific sections is in no way intended to replace the blanket exemption, but simply to set forth specific examples that are of particular importance to the school. Sections of Title 20 not listed herein are still considered to be waived under the blanket exemption as permissible by law.

1. 20-2-85 and 20-2-86 Local school councils

2. 20-2-182 (i) relating to maximum class size, State Board of Education Rule 160-5-1-.8 Class Size Appendix A

3. 20-2-200 Regulation of certificated professional by Professional Standards Commission, Professional Standards Commission Rule 505-2-.09 1a, and Fulton County Policy GBBD

4. 20-2-201 (c) relating to other appropriate organizations to provide in-service or continuing education

5. 20-2-218 Duty-free lunch period

6. 20-2-942 (1.1) School administrator

7. 20-20-1010 State Board to prescribe textbooks:

D. LENGTH OF CHARTER, TIMETABLE, EVIDENCE OF SUPPORT

Length of Charter

KIPP WAYS Academy is seeking a five year renewal period in accordance with O.C.G.A. 20-2-2067.1.b. The past four years have proven quite successful as KIPP WAYS Academy consistently outperforms the state and district on the state required accountability measures. Our track record thus far reflects the strength of our academic program and suggests the potential for sustained results. Moreover, the school has also performed well financially and operationally, and it is in a good position for long-term sustainability.

Scope of Community Backing

KIPP WAYS Academy has become an important fixture in the Washington Park Community since opening in 2003. From the beginning, members of the local community joined forces to support KIPP WAYS Academy. On numerous occasions, the school has opened its doors to community organizations and businesses who wanted to invest in the school. The school has hosted countless volunteer groups who have participated in volunteer opportunities ranging from beautification projects to tutoring/mentoring opportunities. The school has developed strategic partnerships with Hewitt Associates, the W.E.B DuBois Society the Morehouse Football Team, the Butler Street YMCA, and numerous other community organizations. Local political figures have also become engaged in the school. The school has hosted numerous elected officials including: State Superintendent Kathy Cox, First Lady Purdue, Representative Kathy Ashe, State Representative Alicia Moore, City Councilman Ceasar Mitchell, City Councilman Ivory Young, and Senator Sam Nunn, to name a few.
With a commitment to both bring the community into the school and bring the school into the community, KIPP WAYS Academy has quickly become an important part of West Atlanta over the course of the past five years, so much so that Neighborhood Planning Unit K named KIPP WAYS Academy the 2003 Community Asset of the Year and the 2004 Exemplary Performance Recipient. The school also received the Partnership of the Year Award from the Butler Street YMCA organization.

As the school has grown in recognition, countless individuals, businesses, and foundations have stepped up to support the school financially. Since KIPP WAYS Academy’s inception, we have raised more than $2 million in private dollars. This significant investment in the students of KIPP WAYS Academy is further proof that the community largely supports the institution of KIPP WAYS Academy.

Annual Report

KIPP WAYS Academy annually reports its progress in meeting goals and objectives to the parents or guardians, the community, the local School Board, and the State Board as required by the Charter School Act of 1998 and the Atlanta Public Schools Board of Education Policies. This report is presented by October 1st of each year. KIPP WAYS Academy tracks student progress against the Georgia Performance Standards in order to keep parents, the community, the Atlanta Public Schools Board and the State Board of Education apprised of the students’ individual, collective, and comparative achievement. This annual report includes documentation that identifies whether the evaluation of stated goals and objectives has been met as required for renewal.
III. OPERATIONS

A. ADMISSIONS AND ENROLLMENT

Student Admissions Process

There is no academic prerequisite to admission to KIPP WAYS Academy. The sole requirement for admission is that students and their parents or guardians express their intent to enroll by signing the KIPP WAYS Academy Commitment to Excellence Form (Appendix A). This form specifies that students, parents, and teachers all have the desire, discipline, and dedication to do everything in their power to support the students’ education. The KIPP WAYS Academy framework encourages and motivates students and their families to view an intensive academic commitment as the key to future success.

Additional Provisions

Siblings of students who attend KIPP WAYS Academy will be given first priority to attend the school, as well as students of teachers, board members, or staff (including those living outside the Atlanta Public Schools zone as is the practice of APS).

Attendance Zone/Map

The school will be open to any student in Atlanta Public Schools, but priority will be given to students in the KIPP WAYS Academy target recruitment zone willing to make the commitment to learn at KIPP WAYS Academy. Zip codes will serve as the indicators of our priority attendance zones. The primary attendance zone will include zip code 30314 (which includes the neighborhoods directly surrounding the school including Washington Park, Washington Heights, Magnolia Park, Vine City, etc.). The secondary attendance zone will include zip codes 30310 and 30318 (which includes the neighborhoods adjacent to the school’s zip code such as the Bankhead Corridor, Bowen Homes, the West End, etc.). All other zip codes within the Atlanta Public Schools district will comprise the tertiary attendance zone.

Timetable for Registering and Admitting Students

Interested families in the primary attendance zone will be able to submit applications beginning January 1. If the number of applicants exceeds capacity during the primary attendance period, a lottery will be held on March 16 (or the following business day if March 16 falls on a weekend). Families who have submitted applications before 5:00 p.m. on March 15 will be considered in the lottery (if March 15 falls on a weekend, applications will be due on the Friday before by 5:00 p.m.).

Families in the secondary attendance zone will be able to submit applications beginning March 16. If the number of applicants exceeds capacity during the secondary attendance period, a lottery will be held on April 16 (or on the following business day if April 16 falls on a weekend). Families who have submitted applications before 5:00 p.m. on April 15 will be considered in the lottery (if April 16 falls on a weekend, applications will be due on the Friday before by 5:00 p.m.) Families in the primary attendance zone may continue to submit applications during the secondary enrollment period.

Families in the tertiary attendance zone can submit applications beginning April 16. If the number of applicants exceeds capacity at 5:00 p.m. on April 30 (or on the previous Friday if April 30 falls on a weekend), then a lottery will be held on May 1 (or on the following business day if May 1 falls on a weekend).

If the number of applicants to KIPP WAYS Academy exceeds capacity, a random selection process will be used for admission, with first preference given to siblings of students already enrolled in the school as well as students of staff and teachers of the school. This lottery will be held on the school day following the application deadlines after which the number of applicants exceeds capacity. For example, if the number of applicants exceeds capacity during the secondary enrollment period, a lottery will be held on April 16, creating a random order of acceptance for all secondary attendance zone applicants. A second lottery would also be held on May 1 following the tertiary enrollment period, with applicants’ names being added to the waiting list from the
secondary enrollment period. After April 30, applications will be accepted on an on-going basis and seats will be filled on a first-come, first-served basis.

B. RECRUITING AND MARKETING

Publicizing the School

In compliance with federal law, the recruitment efforts of KIPP WAYS Academy target all populations within the area, regardless of race, disability, ethnicity, or gender. KIPP WAYS Academy explores as many avenues of outreach as possible to guarantee a broad spectrum of exposure during its recruitment process.

KIPP WAYS Academy reaches out to students and parents by canvassing the neighborhoods. Each spring, faculty and staff speak at churches and community functions, visit parents at the local supermarkets, and visit with families inside their homes, to explain that KIPP WAYS Academy’s educational program will have an important impact on the lives of their children. When possible and helpful, recruitment efforts will be bilingual.

Steps to Create a School Representative of its Community

KIPP WAYS Academy takes the following steps to ensure that students representative of the school’s community are recruited and feel welcome:

- Bring diverse staff on recruiting visits
- Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes in low-income, high minority neighborhoods;
- Visit and speak at local community based organizations in targeted low-income neighborhoods;
- Visit and explain to prospective students and their families the purpose of KIPP WAYS Academy;
- Conduct parent information sessions to elaborate on the commitment involved with attending KIPP WAYS Academy;
- Canvass neighborhoods to reach interested families;
- Encourage referrals from other KIPPsters and families;
- Speak at civic organizations, with a particular focus on low-income communities; and
- Place advertisements in local newspapers and community association newsletters;

In addition to the need to recruit students from the community, KIPP WAYS Academy recognizes the need to engage the larger community in the work that we are doing. Since its inception, KIPP WAYS Academy has truly functioned as a “community school.” KIPP WAYS Academy has received accolades from the local Neighborhood Planning Unit (NPU-K) including “Asset of the Year” and the “Exemplary Performance Award”. The school has also partnered with the Washington Park Community Association and the Washington Park Pride Committee to ensure that the environment surrounding the school is safe and clean for our children. KIPP WAYS Academy also has a strategic partnership with the Westside Branch of the Butler Street YMCA, providing consistent constituents for the facility.

The following is a sample of community organizations/businesses that have been involved in the school in some way over the past four years. These organizations have provided countless services including in-kind donations, volunteer projects, mentoring programs, etc.

- Westside Branch of the Butler Street YMCA
- Harland Boys & Girls Club
- West End Rotary Club
- Neighborhood Planning Unit K
- Washington Park Neighborhood Association
- Washington Park Pride Committee
- GOAL (female mentoring group)
- Morehouse Football Team
- Numerous fraternities/sororities from Morehouse, Emory, GA-Tech, Spelman, Clark-Atlanta
- Inter-denominational Theological Center (ITC)
C. MAINTENANCE & TRANSMISSION OF RECORDS

KIPP WAYS Academy’s Director of Business Operations or his/her designee will be responsible for ensuring that the school maintains accurate enrollment and attendance records using the student information management system required by the Atlanta Public Schools. All data, including discipline, grades, schedules, and other student data will be maintained in compliance with the standards set forth by Atlanta Public Schools and will be transmitted to the district in accordance with district and/or state deadlines.

When Permanent Record folders are available for incoming students, the school will be responsible for maintaining these files accurately until the students return to the Atlanta Public Schools. If PR folders are unavailable or students enroll who are new to the district, KIPP WAYS Academy will create a permanent record file that will be turned over to the district upon the student’s withdrawal or promotion from KIPP WAYS Academy.

KIPP WAYS Academy shall maintain all student records in accordance with applicable federal and state laws, local regulations, rules and policies, unless otherwise specifically exempted herein. KIPP WAYS Academy shall maintain all student records on behalf of Atlanta Public Schools during each student's enrollment in the school. KIPP WAYS Academy shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S. C. §1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the school without first obtaining prior written parental permission.

KIPP WAYS Academy shall participate in collecting Federal Impact Aid Questionnaires or any other documents required to secure or retain federal funds and shall submit completed data by the stated APS deadline of each year to the APS Chief Information Officer, or his or her designee. On years it is due and KIPP WAYS Academy has been designated by the federal office to participate, the school shall complete and submit the biennial Office of Civil Rights Report two weeks prior to the due date in a format as specified by the Office of Civil Rights to the APS Chief Information Officer, or his or her designee.

For the purpose of completing the Certified/Classified Personnel Information Data Collection Report (CPI) required by the Georgia Department of Education, KIPP WAYS Academy shall submit personnel information to APS. This data shall be submitted following procedures and timelines for each of the three reporting cycles provided by APS to ensure APS can meet all state deadlines for reporting. Annually, APS will provide a KIPP WAYS Academy representative training at the central administrative offices including access to APS databases.
for the purposes of submitting direct entries. KIPP WAYS Academy will be responsible for providing staff to do data entry. Additionally, KIPP WAYS Academy will be responsible for reporting Georgia Department of Education required leave data by maintaining personnel leave records and submitting at each school year end in accordance with deadlines and formats as defined by APS, subject to change by the Georgia Department of Education. All CPI data formats shall be provided by and submitted to the Chief of Human Resources, or the Chief’s designee. The following timelines will be followed:

- **CPI Cycle 1** will be completed in APS Lawson to submit to GADOE at the same time as October FTE according to APS deadlines
- **CPI Cycle 2** will be completed in APS Lawson to submit to GADOE each May according to APS deadlines
- **CPI Cycle 3** will be completed at each school year end in accordance with deadlines and formats as defined by APS for July transmission to GADOE

### D. HUMAN RESOURCE INFORMATION

#### Recruiting, Hiring, Evaluating, and Terminating Staff

**Recruitment**

At KIPP, we believe that “people make all the difference.” As such, a great deal of time and energy is placed on recruiting top-notch educators to our school. In addition to standard marketing strategies, the school participates in variety of teacher fairs and networks with partner organizations such as Teach For America to identify strong candidates.

**Selection**

The selection of teachers and staff is a very extensive and rigorous process at KIPP WAYS Academy and includes six basic steps:

1. Resume & Application Review
2. Phone Interview with Selection Committee Member on Staff
3. Panel Interview with Selection Committee & Site Visit at KIPP WAYS Academy
4. Sample Demonstration Lesson
5. Reference Checks
6. Criminal Background Check

All employees of KIPP WAYS Academy are required to be fingerprinted and must complete a criminal background check. Every five years of employment, all personnel will be required to again be fingerprinted and shall pass a criminal background record check to continue to be employed at KIPP WAYS Academy.

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, the Selection Committee is intensely focused on identifying candidates whose values align with the KIPP WAYS Academy values. The Selection Committee makes a recommendation to the Principal who makes all final hiring decisions.

**Commitment**

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school’s prescribed professional development days. Additionally, all staff must meet any guidelines and standards set by the KIPP WAYS Academy Board of Directors. All staff sign the Commitment to Excellence at the beginning of each academic year, in addition to the formal KIPP WAYS Academy employee contract.

- In keeping with contract stipulations, KIPP WAYS Academy faculty will commit to the Code of Ethics for Educators as prepared by the Professional Standards Commission, and as set forth in the previous School Governance: Administrative Management Structure section of the charter.
Evaluation
Staff evaluation is designed to be a formative process and, as such, it is linked to the professional development process. Staff members are evaluated on three different dimensions:

1. Job Performance
2. Embracing School Values
3. Progress against Professional Development Plan goals

Staff members receive feedback on a daily, weekly, monthly, and annual basis in a variety of different forms. The evaluation timeline below illustrates the sequence of evaluation tools for staff members at KIPP WAYS Academy.

“Ongoing Observations” and Feedback:
The evaluation process is ongoing at KIPP WAYS Academy, and just as students are constantly being assessed, staff members are always being evaluated. While this requires a shift in thinking for staff members about the purpose in an evaluation, the ongoing evaluation process (as opposed to isolated observations) is designed to better capture the true strengths and weaknesses of staff members and offer more constructive feedback and goal-setting guidance.

Observations of the staff occur naturally throughout the day, as the principal interacts with each staff member throughout the school. The principal and assistant principal are a constant presence in the classrooms throughout the school, and observe teachers’ lessons on a daily basis. While teachers may not always receive feedback from each lesson or parts of a lesson observed, they may often receive informal positive notes periodically.

If the principal or assistant principal has specific concerns from a lesson observed, those concerns are addressed immediately in an informal meeting over lunch or after school. When a significant portion of a lesson has been observed, a Lesson Observation Feedback form is provided to the teacher.

Conferences with the Principal
Each staff member at KIPP WAYS Academy will have at least four formal conferences each year with the principal and/or assistant principal. The purpose of these meetings is to discuss student progress and assessment and serves as a valuable component of each teacher’s professional development.

Evaluation notes are kept in all of the staff members’ files throughout the year and are shared with them during their conference. These notes may be simple observations of teachers from daily “drop-ins” of five to ten minutes or more formal lesson observations of up to ninety minutes.

For the administrative staff, the observation discussions are typically less formal and are centered on any concerns that may have arisen.

The focus of these meetings, however, is to revisit each staff member’s professional development plan and to track progress on that plan throughout the year. The staff members are invited to share new goals they may have set for themselves and strategies they have implemented throughout the year for their own growth. Based on the collaborative feedback, additional goals may be identified for the staff member’s continued professional development.

Mid-Year Evaluation
At the end of the first semester, staff members receive a mid-year evaluation in which they receive feedback on their performance to date. All staff members will complete a 2 x 2 feedback form in which they will evaluate their own performance and the performance of their “manager(s)” in managing them.

Annual Summative Evaluation
At the end of the school year, each staff member receives an annual summative evaluation that reflects his or her performance in each of the three dimensions throughout the year. These evaluations are used to determine which staff members will be invited to return to the school the following year.

Individualized Intervention Plan
Staff members are held to the same high standards as our scholars. In the event that a staff member has failed to take the initiative to make observable, substantive gains in areas identified as “needs improvement,” s/he will
work with the Principal to develop an Individualized Intervention Plan (IIP). An IIP serves as a roadmap which details strategies and tactics for the employee's targeted improvement.

A staff member on an IIP may be subject to increased observation on the part of the principal or assistant principal and may have additional responsibilities, duties or requirements aimed at supporting a successful resolution to the specified issue or challenge.

For example, a teacher who is not meeting expectations in planning appropriate lessons may be placed on an IIP for lesson planning. This teacher may be required to meet weekly with the principal or assistant principal to review his or her lesson plans until lesson plans meet or exceed expectation.

While several interventions take place prior to being placed on an IIP, a staff member may be placed on an IIP at the principal or assistant principal’s discretion for any behavior that is negatively impacting his or her performance.

**Terminating Employment**

KIPP WAYS Academy values a productive and mutually satisfactory employment relationship with each employee. However, both the Employee and Employer reserve the right to terminate the working relationship at will.

Employees are notified of renewal/non-renewal of contracts by June 1 of each calendar year. Once an offer of renewal has been extended, the Employee has ten days in which to accept or reject the offer of renewal. The Employee’s acceptance or rejection of the renewal is in writing and is submitted to the Principal.

The Employee is expected notify the Principal of resignation by March 15 of each calendar year. Employees must petition the KIPP MAC Inc. Board of Directors for release from contract at any point after June 1.

With regard to employees leaving during the middle of the school year, the following policies are in place:

- **RESIGNATION:** If the Employee decides to terminate his/her employment at KIPP WAYS Academy before the contract term has expired, the Employee must give the Principal at least four weeks written notice of such intention.

- **MEDICAL TERMINATION:** Employment termination initiated by KIPP or the employee when an employee is unable to continue work due to health reasons.

- **DISCHARGE:** The Principal may decide to terminate the employment relationship at any time during the contract term.
  - In situations where the Employee has, in the scope of his/her employment, violated local, state, or federal laws; or where the Employee has acted with willful disregard for his/her duties as an Employee; or where the Employee has not performed his/her duties at the high standards held for all KIPP employees; or under other extreme circumstances where the Principal sees fit, the Principal may terminate the employment relationship without notice.
  - Wherever possible, and to the extent that she sees fit, the Principal will give the Employee notice of her decision to terminate the employment relationship.
  - In circumstances where the employment relationship must be terminated due to a reduction in the workforce resulting from budgetary constraints, the Principal will give the Employee two weeks’ notice of the termination of the employment relationship.
  - If an Employee has a dispute with a decision of the Principal to terminate the employment relationship, s/he should follow the grievance procedure.

**Plans for Hiring Highly Qualified Staff**

KIPP WAYS Academy reserves the right to hire teachers who, in the school's opinion, are most qualified, which includes both non-certified staff as well as certified instructional staff who have met the requirements of the Georgia Professional Standards Commission. Qualifications for staff with or without certification: Demonstrated
expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience; Demonstrated strong work ethic; Demonstrated experience working with young children outside the classroom; Demonstrated communication skills; Demonstrated ability to engage the interest of young children; Flexibility and sense of humor; Demonstrated ability to work with diverse children, including those with special needs; Teaching experience in a public or private school, preferably in an urban setting; Demonstrated ability to work well with parents; Demonstrated ability to work effectively as a team member; Demonstrated ability to evaluate tests and measurements of achievement; and Demonstrated willingness to be held accountable for student results.

Qualifications for Teachers Presented to Parents

KIPP WAYS Academy assumes responsibility for teachers meeting the state requirements regarding background checks and fingerprinting. Each employee will be fully qualified with both a Bachelor's degree and the necessary training for the given position. During recruitment for parents and students, teacher qualification will be discussed and parents will be informed of the intent of KIPP WAYS Academy to have the best teachers possible. This might mean some teachers have state certification and some may not. In addition, meetings will be held before school starts to introduce parents to the school and its staff. In these meetings, teachers will be introduced to parents and students with a description of the teachers' backgrounds, qualifications, and areas of expertise.

Anticipated Staff and Student: Teacher Ratio

Each year, KIPP WAYS Academy employs 18-20 full-time teachers who teach the core academic subjects and meet the needs of special education students. The school also hires part-time fine arts and other elective teachers. Given the flexible nature of scheduling at KIPP WAYS Academy, there are classes where students have as few as 10 students per class (a 10:1 student to teacher ratio). At other times of the day, there may be as many as 28-29 students per class, depending upon the grade and content. On average, KIPP WAYS Academy maintains a 20:1 student to teacher ratio and is very sensitive to the individualized needs of students.

Staffing Plan

KIPP WAYS Academy enjoys the freedom to develop a staffing plan that best meets the needs of its students and families. The flexibility to revise the staffing model as needed is a significant advantage of operating as a charter school. The staffing plan below represents the current staff positions in place at the school:

<table>
<thead>
<tr>
<th>Administration</th>
<th>Support Staff</th>
<th>Teachers</th>
<th>Other Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Office Manager</td>
<td>5th Grade: Reading, Language Arts, Math, &amp; Science/Social Studies (4)</td>
<td>Maintenance Director</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Part-Time Office Assistant</td>
<td>6th Grade: English, Science, Social Studies, Math (4)</td>
<td>Custodial Staff (contract employees)</td>
</tr>
<tr>
<td>Director of Student &amp; Family Services</td>
<td>Educational Assistants (one per grade level) – (4)</td>
<td>7th Grade: English, Science, Social Studies, Math (4)</td>
<td>Food Service Manager (contract employee)</td>
</tr>
<tr>
<td>Director of Student Culture</td>
<td>7th &amp; 8th Grade Learning Specialist &amp; Director of Special Education</td>
<td>8th Grade: English, Science, Social Studies, Math (4)</td>
<td>Food Service Staff</td>
</tr>
<tr>
<td>Director of Curriculum &amp; Instruction</td>
<td>5th &amp; 6th Grade Learning Specialist</td>
<td>Spanish Teacher</td>
<td>Part-Time Director of Development</td>
</tr>
<tr>
<td>Director of Business Operations</td>
<td>Media Specialist</td>
<td>Part-Time Band Teacher</td>
<td>Director of High School Placement Director</td>
</tr>
<tr>
<td></td>
<td>Part-Time Social Worker/Counselor</td>
<td></td>
<td>KIPP to College Alumni Services Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Network Administrator and Technology</td>
</tr>
</tbody>
</table>
Teacher Compensation and Benefits

It is the policy of KIPP WAYS Academy to pay wages that are competitive with those paid to teachers throughout Metro Atlanta, and which also compensate teachers for the extended school day, week, and year programs that they are required to work. Factors considered in determining wages include: experience, skills, responsibility and performance on the job.

KIPP WAYS Academy pays teachers and non-instructional staff based primarily on the Atlanta Public Schools System’s salary schedule. KIPP WAYS Academy also pays stipends to the teachers for time spent with the students beyond the regular hours during the week, as well as on the weekends.

The payment of compensation, including salaries and benefits, will be the sole responsibility of KIPP WAYS Academy. KIPP WAYS Academy employees are members of the Georgia Teacher Retirement System (TRS), and the school maintains all financial obligations including employer and employee contributions directly with Georgia TRS. Teachers and Staff at KIPP WAYS Academy are employees of KIPP Metro Atlanta Collaborative Inc. and are not eligible employees for any benefits at Atlanta Public Schools. All recruits to positions at KIPP WAYS Academy will be informed of this in prospective candidate packets.

KIPP WAYS Academy offers many benefits to its full-time employees, including medical insurance, dental insurance, and a vision plan.

This following is a general description of KIPP WAYS Academy’s benefit package:

Benefits

All full-time employees of KIPP WAYS Academy are eligible to start receiving medical, dental, and vision coverage on the first day of the month following a thirty (30) day waiting period which begins at the commencement of their contract term. Medical and dental coverage is provided by Blue Cross Blue Shield of Georgia and vision coverage is provided by Avesis. Complete descriptions of the benefits associated with each of these plans is given to each employee at the time that s/he receives the application materials. Employees are encouraged to read this information carefully.

In order to begin coverage on schedule, employees must complete all application paperwork by June 30 of each year.

Premium Contributions

The school contributes a fixed amount to each full-time employee for benefits, including medical, dental, and life insurance. The contribution schedule for the 2007-2008 school year is:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE only</td>
<td>$210</td>
</tr>
<tr>
<td>EE+Spouse</td>
<td>$320</td>
</tr>
<tr>
<td>EE+Child(ren)</td>
<td>$305</td>
</tr>
<tr>
<td>Family</td>
<td>$450</td>
</tr>
</tbody>
</table>
The school contributes an additional amount towards an employee’s vision coverage. Each employee is responsible for the remainder of his/her monthly premium each month; half of the employee’s monthly contribution is deducted directly from his/her paycheck each pay period.

**Worker’s Compensation**

KIPP WAYS Academy offers a comprehensive worker’s compensation policy at no cost to its employees. This policy covers injury, illness or death sustained in the course of employment.

E. **RISK MANAGEMENT**

**Insurance Coverage**

KIPP WAYS Academy will purchase and maintain insurance covering its operations. The insurance policies will meet the minimum requirements set forth by Atlanta Public Schools as described below:

KIPP WAYS Academy shall, at its own expense, purchase and maintain insurance covering all of its operations. Said insurance shall include but not be limited to workers compensation the limits of which shall be in compliance with state law, employers liability insurance to cover bodily injury by accident in the amount of $100,000 for each accident, bodily injury by disease in the amount of $100,000 for each employee, comprehensive general liability insurance in the following forms: (1) comprehensive form; (2) contractual insurance; (3) personal injury; (4) broad form property damage; (5) premise - operations; and (6) completed operations. This coverage shall be in the amount not less than $1,000,000, combined single limit, and shall also cover the use of all equipment, hoists, and vehicles on the premises not covered by automobile liability. The policy coverage must be on an occurrence basis. Automobile liability insurance is required in the following amount: (1) comprehensive insurance in an amount not less than $1,000,000 for bodily injury and property damage combined single limit; and (2) specific extensions of comprehensive form coverage and coverage for all owned, hired, leased and non-owned vehicles used in the operation of KIPP WAYS Academy.

All required insurance shall be maintained during the entire length of this Agreement. The Board shall be covered as an additional insured under any and all insurance required by this Agreement. Confirmation of this shall appear on all Certificates of Insurance and any and all applicable policies. The Board shall be given no less than ninety (90) days written notice of renewal of coverage not less than ninety (90) days prior to the expiration of any policy.

Each and every agent shall warrant when signing the Certificate of Insurance that he or she is acting as an authorized representative on behalf of the companies affording insurance coverage under this Agreement and that he or she is licensed by the State of Georgia and is currently in good standing with the Commissioner of Insurance for the State of Georgia. Any and all companies providing insurance required by this Agreement must meet the minimum financial security requirements as set forth herein. The rating for each company must be indicated on the Certificate of Insurance. Companies providing insurance under this Agreement must have a current Best's Rating not less than A and Best's Financial Size Category no less than Class IX.

The following chart outlines KIPP WAYS Academy’s insurance coverage for the 2007-2008 school year. Each year, thereafter, the school will maintain similar coverage and will at a minimum meet all APS requirements for insurance coverage.

<table>
<thead>
<tr>
<th>Coverage</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Liability</td>
<td>$2,000,000 General Aggregate</td>
</tr>
<tr>
<td></td>
<td>$2,000,000 Products &amp; Completed Ops</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 Each Occurrence</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 Personal &amp; Advertising Injury</td>
</tr>
<tr>
<td></td>
<td>$100,000 Damage to Rented Premises</td>
</tr>
<tr>
<td></td>
<td>$5,000 Medical Expense</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 Employee Benefits</td>
</tr>
<tr>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Property</td>
<td>$4,900,000 – Building</td>
</tr>
<tr>
<td>Educators Legal Liability</td>
<td>$1,000,000 General Aggregate</td>
</tr>
<tr>
<td>Sexual Misconduct</td>
<td>$1,000,000 General Aggregate</td>
</tr>
<tr>
<td>Crime</td>
<td>$100,000 Employee Dishonesty</td>
</tr>
<tr>
<td></td>
<td>$50,000 - Money &amp; Securities - Inside Premises</td>
</tr>
<tr>
<td>Commercial Auto</td>
<td>$1,000,000 Combined Single Limit</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Workers Compensation</td>
<td>$1,000,000 - Employer's Liability - Each Accident</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 - Employer's Liability - Disease - Policy Limit</td>
</tr>
<tr>
<td></td>
<td>$1,000,000 - Employer's Liability - Disease - Each Employee</td>
</tr>
<tr>
<td>Umbrella</td>
<td>$5,000,000 Each Occurrence</td>
</tr>
<tr>
<td>Student Accident</td>
<td>$1,000,000 Each Occurrence</td>
</tr>
</tbody>
</table>

**Legal Services**

KIPP WAYS Academy has access to a variety of attorneys who have provided the school with legal counsel since the school’s inception. In addition to having an attorney serve on the school’s Board of Directors, the school also has access to legal services through the KIPP Foundation. Nolan Highbaugh is the Foundation’s Chief Legal Counsel and is available to provide legal counsel to KIPP WAYS Academy as needed.
F. TRANSPORTATION

Transportation Not a Barrier

KIPP WAYS Academy works hard to ensure that transportation is never a barrier to students being able to attend the school. Although transportation is not guaranteed to all students, every effort is made to ensure that students in most need of transportation are served. Students in the school’s primary and secondary attendance zones are given priority in the school’s transportation plan. Students in the tertiary attendance zones are offered transportation as it is available.

KIPP WAYS Academy currently contracts with International Concepts Corporation (ICC) for bus morning and afternoon bus services. The company also provides summer school and Saturday School bus transportation. ICC is well known for its reputable service to numerous private schools in the Metro-Atlanta area and runs a safe and reliable transportation service.

Although the current transportation plan includes outsourcing all transportation services, the school reserves the right to change the transportation provider in future year, including but not limited contracting with a different bus company or bringing all transportation services in-house. Regardless of the service provider, KIPP WAYS Academy will comply with all federal, state and local rules and regulations governing vehicle safety equipment, inspections, and license.

If a special education student has an IEP that requires transportation, such transportation will be provided. Notwithstanding the above, APS shall provide transportation at no cost to KIPP WAYS Academy to any student who attends the school because that student transferred to the school under No Child Left Behind.

For local field trips, the school is eligible for bus services from APS at the same rate as any APS school is charged and is required to follow reservation procedures. For any special needs students enrolled in the school with an IEP requiring special transportation to and from school, KIPP WAYS Academy can contract with APS for a fee for transporting any such student.

Transportation Insurance Coverage

In addition to the outsourced bus services, KIPP WAYS Academy also owns two of its own school buses, which are used primarily as activity buses. These buses are covered under the school’s auto liability insurance policy described above.

G. NUTRITION

Plan for Nutrition Services

KIPP WAYS Academy ensures that every student is provided breakfast, lunch, and snack every Monday through Friday and lunch every Saturday that it is in session. The school operates a full-service kitchen and cafeteria and is in full compliance with all health and safety guidelines set forth by Fulton County Department of Health and Wellness.

The school’s meal program shall comply with all Federal laws and regulations regarding school nutrition and the National School Lunch Program.

Federal Eligibility Applications: Each school year KIPP WAYS Academy will be responsible for providing household survey forms for each student to determine free or reduced eligibility. The school is responsible for dissemination, collection, and submitting eligibility data to APS for the purposes of determining the school’s eligibility for Title 1 funds, even if KIPP WAYS Academy does not provide food service.

The school works with district personnel to ensure that the appropriate free/reduced meal applications are processed at the beginning of the school year and works directly with the Georgia Department of Education School Nutrition Program to submit all appropriate menus and reimbursement requests.
A point-of-service computer system captures all students who participate in the school’s food service program.

Please see Appendix H for a copy of KIPP WAYS Academy’s School Wellness Plan.

H. STUDENT SERVICES AND DISCIPLINE

Student Code of Conduct; Disciplinary Actions

Throughout the country, KIPP schools have proven extremely successful in preventing student discipline problems. This success is attributable to the pupils’ initial Commitment to Excellence, and the schools’ clear and constant reinforcement of student standards. By starting each school year with an introductory summer session, KIPP students are acculturated to these values and expectations prior to the onset of the traditional academic year. Safety, order, and discipline are fundamental to learning at KIPP WAYS Academy, and appropriate behavior is a Non-Negotiable expectation for its students.

Underlying each student’s Commitment to Excellence is a Student Code of Conduct that specifies prohibited behaviors and their consequences. This Student Code will be based upon the Georgia School Safety Plan, Federal Law (PL94-142) and 34 C.F.R. Part 300, and the school’s Commitment to Excellence. This Student Code is provided annually to all students and parents as part of the Student/Parent Handbook, and it is discussed with them prior to admission (see Appendix I for the school’s Student/Parent handbook).

Nothing in the Student Code of Conduct, or in the school’s Commitment to Excellence, will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act. (If a student with disabilities has an Individual Education Plan that includes disciplinary guidelines, that student will be disciplined according to those guidelines.) Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the policies discussed below.

Discipline Short of Suspension

The Principal and teachers at KIPP WAYS Academy will be empowered to take all reasonable measures to maintain student safety, control and discipline. Such measures may include a variety of actions that do not involve suspension or removal from the classroom, such as:

- Additional assignments to be completed at home and/or at school;
- Detention after school;
- Mandatory homework study hall after school;
- Loss of incentives and school trips;
- Calling plans, where the student must call the teachers to inform them when homework is completed;
- Student and/or parent conference;
- Classroom isolation or isolation during lunch;
- Restriction from school programs or special assemblies; and
- Development of a written understanding of the underlying misbehavior and its unacceptability.

In-School Suspension

The Principal at KIPP WAYS Academy will be empowered to impose an in-school suspension for misbehaviors specified in the Student Code of Conduct. An in-school suspension is defined as the removal of a student from his/her class, for a period not exceeding ten (10) school days, to a location on the school premises that is supervised by appropriate personnel. A student under in-school suspension will be required to work on classroom assignments and will be counted present on the attendance register.
Suspension and Expulsion Policy

Short-Term Suspension Procedures
The Principal or his designee may impose a short-term suspension at his discretion. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The Principal also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address. Whenever possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the Principal.

Long-Term Suspension Procedures
The Principal may impose a long-term suspension of more than 10 days. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. Upon determining that a student’s action warrants a possible long-term suspension, the Principal will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions. The Principal shall immediately notify the student’s parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension and shall offer the opportunity for an immediate informal conference with the Principal. At the formal hearing, the student and/or parent(s) or guardian(s) shall have the right to present evidence and ask questions. The principal, in consultation with teachers and staff, is responsible for making the final decision with regard to long-term suspensions.

Mandatory Transfer Procedures
If a student is being considered for mandatory transfer from KIPP WAYS Academy, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items which, under state and federal law, require immediate transfer, the Principal may not require a transfer of a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian. In that “final warning”, documentation must appear which clearly demonstrates which aspect of the KIPP WAYS Academy Commitment to Excellence form have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer of the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal for consideration. The principal will render a formal decision with 24 hours of the hearing. Upon requiring a student to transfer from KIPP WAYS Academy, a written notice will be sent to the Atlanta Public Schools Deputy Superintendent of Curriculum and Instruction.

Alternate Instruction
Students who are suspended will be provided with alternate instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of
any missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities.

**Due Process Procedures**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

A student’s family may elect to appeal a decision by the Principal for suspension or mandatory transfer to the KIPP WAYS Academy Advisory Council, which will serve as the tribunal board, making a recommendation to the KIPP MAC Board of Directors for ultimate approval. The family may bring counsel with them if they so desire. In all events of mandatory transfers, the Principal of KIPP WAYS Academy will work in conjunction with the family to find the best possible alternative setting.

***Please note that the policies set forth above regarding discipline are taken from the school’s Student/Parent Handbook, which may be revised from time to time.***

**Counseling Services**

KIPP WAYS Academy employs a part-time counselor to work directly with students and their families on social and behavioral issues. The counselor provides individual counseling sessions, small-group interventions, as well as classroom discussions.

The school also employs a full-time high school placement counselor whose job is to work with students and their families to identify their best high school options. This counselor begins working with families in 7th grade.

I. **OPERATIONAL TECHNOLOGY**

**Enrollment/Attendance Records; Electronic Files**

KIPP WAYS Academy will maintain student information files for enrollment, withdrawal, attendance, discipline, scheduling, special programs, and grade reporting purposes.

For all students enrolled in KIPP WAYS Academy who were previously enrolled in other APS schools, the school shall provide the full names, birth dates, student identification number, name of last APS school attended, grade last enrolled, and date withdrawn from last APS school to the APS Records Center, using APS Records Center forms. If known, students with Individualized Education Plans (IEP) shall be identified. Parent signatures and authorizations to release records must be included. Atlanta Public Schools shall provide the students’ educational records within twenty (20) business days of receipt of the past student enrollment information and IEP within ten (10) business days.

**Submitting Data to Atlanta Public Schools**

In order to provide APS with necessary data for state reporting and enrollment monitoring, KIPP WAYS Academy agrees to use whatever student information system is in use by APS during the term of this Agreement, and in accordance with school system specifications. APS will provide KIPP WAYS Academy with the minimum necessary hardware, software and support necessary to utilize whatever district student information system is in use at any given point during this Agreement, in a manner consistent with other regular APS schools. KIPP WAYS Academy shall reimburse APS for routine costs associated with this system in a manner and amount consistent with reimbursements collected from other regular APS schools.
IV. FINANCE AND FACILITIES

A. FACILITIES

Facility Use

KIPP WAYS Academy contracts with Atlanta Public Schools for the use of the former E. R. Carter Elementary school building at 80 Joseph E. Lowery Blvd, Atlanta, Georgia 30314. Please see Appendix J for lease and certificate of occupancy for the facility.

KIPP WAYS Academy has obtained and submitted to the Board for review (1) all applicable occupancy permits and health and safety approvals for the School Building; and (2) an executed copy of the lease agreement for the School Building. KIPP WAYS Academy shall take such actions as are necessary to ensure that all leases, occupancy permits and health and safety approvals remain valid and enforce, and shall certify to the Board no earlier than June 1 and no later than July 1 of each year that such leases, certificates and approvals remain in force. KIPP WAYS Academy may change its physical location or obtain additional facilities provided that the school fulfills the obligations and provides the information set forth in this section with respect to such new or additional facilities, and provided further that (1) the Charter School notifies the Board of the proposed change in location or addition to facilities not less than 90 days prior to taking any final action in connection therewith; and (2) the APS Superintendent, does not notify the school within 14 days of receipt of notification, that she/he will recommend to the Board that the change be denied. Upon approval of all necessary parties, the charter shall be amended in accordance with the amendment procedures outlined in the charter agreement.

Facility Improvements

Over the charter term period, KIPP WAYS Academy has made numerous improvements to its facility. The school has spent well over one million dollars on leasehold improvements including the following:

- New windows on the 2nd and 3rd floors
- New HVAC system in 1st, 2nd, and 3rd floors and cafeteria/kitchen
- New electrical system in 1st and 3rd floors
- New plumbing on 3rd floor
- New fire alarm system throughout the building
- Sprinkler system throughout the building
- New carpet and tile throughout the building
- Painting and other cosmetic improvements

Facility Suitable: Codes

KIPP WAYS Academy facilities comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, local, state and federal laws. KIPP WAYS Academy meets all codes for sanitation, fire, construction, stability, temperature, ventilation and suitability of physical space. KIPP WAYS Academy maintains a Certificate of Occupancy from the required government agency. Also, KIPP WAYS Academy grants access to local health and fire department officials for inspection of the premises or operations of the School for purposes of ensuring the health, safety, and welfare of students and employee pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

Maintenance and Safety

KIPP WAYS Academy hires a maintenance staff to maintain and clean the facility.

In compliance with D.C.G.A. § 20-2-1185, on an annual basis KIPP WAYS Academy will prepare a school safety plan and submit it to the local offices of the Georgia Emergency Management Agency (GEMA) for approval for each school calendar year. Evidence of this approved plan shall be submitted to the APS Chief of Staff, or his or her designee, no later than August 15 of each year and is considered a requirement as part of the
safety approvals for the school building. Please see Appendix K for a copy of KIPP WAYS Academy’s GEMA Safety Plan.

B. FINANCES

Financial Management/Internal Accounting and Reporting

The Principal of KIPP WAYS Academy submits an annual budget to the Board of Directors during the spring of each year. The Board’s Finance Committee works with the Principal to provide the full Board a tentative budget at the April board meeting. KIPP WAYS Academy’s annual fiscal period runs from July 1 through June 30. By August 1, the school’s introductory summer session will have ended, and the campus will be able to make accurate per pupil budget allocations. The Board of Directors, as per the by-laws, approves the annual budget by August 31 of each fiscal year.

A team of staff members works collaboratively to manage the school’s finances. The KIPP MAC Finance Director (who has thirty-five years of financial management experience, including significant corporate CFO experience) serves as the school’s Chief Financial Officer. His credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-04. He is responsible for overseeing the overall financial viability of the school and ensures compliance with the school’s Fiscal Policies and Procedures (see Appendix L). He works extensively with the Board’s Finance Committee to ensure that resources are allocated and managed effectively (including cash flow).

The school’s Director of Business Operations in collaboration with the KIPP MAC Director of Operations and Director of Finance oversees the day-to-day implementation of the school’s Fiscal Policies and Procedures. The Director of Business Operations’ responsibilities include:

- Payroll administration in partnership with payroll provider (currently Paychex)
- Benefits administration in partnership with benefits broker (currently CBIZ)

Bookkeeping and accounting in partnership with accountant (currently Accounting Professionals Network)

The Director of Business Operations manages the Office Manager who oversees the following:

- Accounts Receivable
- Accounts Payable
- Petty Cash
- Filing receipts and invoices

The school tracks all revenue and expenses using financial accounting software. Financial reports are made at all KIPP MAC Board of Directors meetings. The Principal has authorization to sign all school checks. Checks or contracts in excess of $10,000 require two signatures, as outlined in the KIPP MAC by-laws.

KIPP WAYS Academy has successfully implemented rigorous internal control policies. These Fiscal Policies and Procedures address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement. When receiving federal funds, the school complies with federal monitoring requirements.

In addition to rigorous internal control policies, the school has also taken additional security measures by procuring a crime/fidelity bond which covers all persons receiving or disbursing funds. This policy, which is insured up to $1 million, is maintained during the length of the charter, and evidence of such coverage is submitted annually to the Atlanta Board of Education.

KIPP WAYS Academy uses QuickBooks to aid in preparing for monthly financial reports and end-of-year audits. This computer system is used in conjunction with the day-to-day record-keeping KIPP WAYS Academy uses through traditional paper check register and bill-filing systems. Using this type of system also allows the school to generate financial reports virtually instantaneously, though in practice such near-real-time reporting capability may only be in place for income and expense accounts.
Financial statements such as a Balance Sheet, Budget vs. Actual Income Statement, and Statement of Cash Flow are prepared monthly by the Principal. The financial statements are available for review as desired by any of the school’s officers, managers, or Board Members who want to assess the school’s financial condition. In addition, the Board’s Finance Committee reviews the financial statements monthly and provides a summary to the full Board each month. Board Members use the financial statements to confirm compliance with existing policies and to monitor the extent to which the school is staying within budget. Finally, KIPP WAYS Academy submits its annual audited financial statement to the appropriate authorities within both Atlanta Public Schools and the Georgia State Board of Education.

**KIPP WAYS Academy and Atlanta Public Schools have agreed to the following financial policies, procedures, and controls:**

KIPP WAYS Academy shall demonstrate to the satisfaction of the APS Chief Financial Officer (CFO) that the following controls are in place prior to the transfer of any funds pursuant to this Agreement: (1) generally accepted accounting procedures; (2) a Georgia checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing such financial statements in the following fiscal year, and (5) evidence that the person responsible for the financial management of KIPP WAYS Academy has been given a fidelity bond in the amount of $1 million dollars approved by the Board, that is payable to the Atlanta Independent School System. KIPP WAYS Academy shall provide the Superintendent a document evidencing continued compliance with this provision.

In the event that any of the above controls are not in place at any time, KIPP WAYS Academy shall remedy such deficiency within 30 days of receipt of a notice of deficiency from APS. Said notice of deficiency must specify the deficiency, and the APS CFO, or designee, shall provide any necessary explanation to KIPP WAYS Academy as to the deficiency and cooperate to the degree reasonable, in determining an appropriate remedy by KIPP WAYS Academy.

Any deficit occurring, during or at the end of a fiscal year will be eliminated by an infusion of funds from the KIPP WAYS Academy board or, if KIPP WAYS Academy has not eliminated the deficit by the end of the fiscal year, KIPP WAYS Academy must provide a plan for eliminating the deficit within the next fiscal year. No Atlanta Public Schools funds will be allocated to KIPP WAYS Academy for the next fiscal year until such plan has received APS approval.

KIPP WAYS Academy is solely responsible for all debts it incurs and Atlanta Public Schools shall not be contractually bound on KIPP WAYS Academy’s account to any third party. KIPP WAYS Academy shall comply with federal monitoring required for schools that receive any federal funds.

KIPP WAYS Academy shall operate according to the budget in the form of the budget included in the Appendix N.

The Annual Funding Amount: APS shall fund KIPP WAYS Academy in an amount calculated in accordance with The Charter School Act of 1998, as amended, O.C.G.A. § 20-2-2068.1, and all regulations promulgated by the Georgia Department of Education concerning same.

The initial estimated amount for each school year of this contract shall be established by no later than August 15 or as soon as feasible, unless delayed by the Georgia Department of Education. The initial annual funding amount shall be determined in accordance with D.C.G.A. § 20-2-2068.1 and any other applicable laws as they may be amended during the charter term.

APS shall provide to KIPP WAYS Academy, all data, calculations, and formulas used to determine the initial annual and the final funding amount. Payment APS shall pay the estimated Annual Funding Amount described above in ten (10) monthly installments during August through May of each school year. The 10th and final payment will be based on and calculated from the Georgia Department of Education mid-term earnings sheet. At the beginning of each contract year, APS will begin or continue to disburse monthly payments to KIPP WAYS Academy only if KIPP WAYS Academy has submitted to APS evidence of and had approved: 1) a valid lease; 2) occupancy permits; 3) health and safety approvals, as required in section 21 of this contract at a minimum this includes city fire marshals inspection
certification, a food service permit issued by county department of health, and GEMA certification; 4) all insurance as required in section 34 of this contract, and 5) a fidelity bond as required in section 25 of this contract.

Annually, the first invoice for payment #1 can be submitted after the Day 9 student count has been reviewed by APS. The date for payment is contingent upon the above requirements being satisfactory. Payments #2 through #9 will be automatically processed and mailed to be received by KIPP WAYS Academy no later than the 15th of the month. Payment #10 will be on hold pending the Georgia Department of Education midterm earnings sheet and APS final calculation. APS checks for payment #2 through #9 will be prepared prior to the 15th of each month provided that APS receives the verified student enrollment information by the fifth business day of the month. Any revised invoicing procedures will be provided by August 15 of each year. All required enrollment information and initial invoices shall be submitted through the APS Chief of Staff, or designee.

In accordance with this Agreement and applicable law and regulations payments may be withheld when KIPP WAYS Academy fails to submit state required reports, or fails to submit APS required terms as described above, Grants: APS will serve as the local education agency for the purposes of KIPP WAYS Academy applying for and receiving Federal and State grants, such as Public Charter School Program grants, Title I funds, Statewide Reading Grants, and Governor’s Grants. KIPP WAYS Academy will follow all APS requirements for the processing of these funds. APS will not serve as the fiscal agent for any other grants unless mutually agreed upon prior to Charter School applying for and being awarded funds.

Tuition and Fees: KIPP WAYS Academy shall not charge tuition to any student. KIPP WAYS Academy may charge reasonable fees for textbooks, instructional materials, after-school programs and student activities. Tuition cannot be charged for remedial summer school.

Outside Funding: KIPP WAYS Academy may accept charitable donations on behalf of KIPP WAYS Academy. Such charitable donations shall not change the Annual Funding Amount.

As per O.C.G.A 20-2-2068.1(c), KIPP WAYS Academy is no longer growing one grade at a time and thus is not affected by this statute.

**Independent Audit/Report**

KIPP WAYS Academy shall cause a Financial Statement Audit and Financial and Administrative Procedures Controls Review (collectively, the “Financial Audits”) to be performed annually at its expense by an outside independent Georgia licensed CPA retained by KIPP WAYS Academy and acceptable to the Board. KIPP WAYS Academy shall provide to the Board any reportable conditions and other advisory comments as defined by the American Institute of Certified Public Accountants. KIPP WAYS Academy shall provide an audit and an annual report to the Georgia Department of Education and the Atlanta Board of Education by October 1 of each year, in accordance with O.C.G.A. section 20-2-2067.1, and any related capital assets requirements determined by APS.

**Unencumbered Funds**

In the unlikely event that the charter is not renewed or is terminated, any balance of public funds from Atlanta Public Schools will revert back to the school system.

**Year 6 Budget (Balanced/Complete)**

See Appendix M for the Year 6 monthly cash-flow budget.

**Five-year Budget (Balanced/Complete)**

Please see Appendix N for a copy of the 5 year budget.
KIPP WAYS Academy receives funds each year from Atlanta Public Schools in August after submitting annual Agreement requirements.

**Fundraising**

KIPP WAYS Academy conducts fundraising activities with KIPP South Fulton Academy to maximize outreach and funding capacity. One Director of Development is shared between the two schools and one volunteer outreach group, the Friends of KIPP, advocate on behalf of two schools in the Atlanta area. The Board of Directors of KIPP WAYS Academy also raises funds on their own for the school. Fundraising efforts have been very successful over the term of the charter period. KIPP WAYS Academy has secured over $300,000 a year in supplemental private funding to ensure all the costs associated with an extended school day, week and year meet our students’ educational needs. In addition, KIPP WAYS Academy raised more than $800,000 to renovate an uninhabitable floor of our facility which allowed for the full inclusion of all grade levels in our building. KIPP WAYS Academy has also been chosen by the State of Georgia as the recipient of two Charter Facility Grants from the Georgia Department of Education.

Please see Appendix O for a copy of the 2007-2008 fundraising report.
V. OTHER TERMS OF CHARTER AGREEMENT

In addition to the terms set forth in sections I – IV, KIPP WAYS Academy and the Atlanta Board of Education also agree to the following terms:

Compliance with Laws and Regulations: KIPP WAYS Academy shall comply with all federal, state and local rules, regulations and statutes relating to civil rights (including, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disability Act); insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.

KIPP WAYS Academy shall also be subject to the following laws:

b. All laws relating to unlawful conduct in or near a public school;
c. The provisions of Part 3 of Article 2 of Chapter 14 of Title 20;
d. The Georgia Open and Public Meetings Law, Chapter 14 of Title 50 and the Georgia law regarding the inspection of public records, Article 4 of Chapter 18 of Title 50.
e. The Individuals with Disabilities Education Act, 20 U.S.C. § 1401 et seq. and Section 504 of the Rehabilitation Act of 1973,29 U.S.C. § 794; and,
f. The Family Education Rights and Privacy Act (FERPA).
g. Cooperate with the U.S. Justice Department by implementing any specific provisions of a federal court injunction regarding desegregation in the school district deemed applicable to KIPP WAYS Academy by the U.S. Department of Justice.
h. KIPP WAYS Academy shall comply with O.C.G.A. § 20-2-105 as related to providing students an opportunity for quiet reflection on the anticipated activities of the day and shall not prevent student initiated voluntary school prayers which are nonsectarian and non-proselytizing in nature.

Except as provided herein, KIPP WAYS Academy shall not be subject to the provisions of Title 20, the Education Code, or any state or local rule, regulation, policy or procedure relating to schools within APS, regardless of whether such rule, regulation, policy or procedure is established by the Board, the State Board of Education or the State Department of Education. KIPP WAYS Academy recognizes neither KIPP WAYS Academy nor the local Board has the authority to waive KIPP WAYS Academy from state program requirements for state funding.

Indemnification: KIPP WAYS Academy shall indemnify and save and hold the Board, its partners, employees, officers, directors, subcontractors and agents (collectively referred to as "Board Indemnities") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorney fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring, in connection with the operation of KIPP WAYS Academy from conduct committed by the Charter School, or by its employees, officers, directors, subcontractors or agents, during the term of this charter or any renewal thereof. Upon timely written notice from the Board, KIPP WAYS Academy shall defend the Board in any such action or proceedings brought thereon.

Any management contract entered into by KIPP WAYS Academy shall include an indemnification provision as follows: The management company shall indemnify and save and hold the Board Indemnities harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorney fees, for injury to property or persons (including but not limited to violations of civil rights), occurring or allegedly occurring, in connection with the operation of KIPP WAYS Academy from conduct committed by KIPP WAYS Academy, or by its employees, officers, directors, subcontractors or agents, during the term of this charter or any renewal thereof. Upon timely written notice from the Board, KIPP WAYS Academy shall defend the Board Indemnities in any such action or proceedings brought thereon.

Each party shall give prompt written notice to the other of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense
of the claim or litigation.

Except as expressly provided herein or in connection with insurance coverage required to be provided in the Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, KIPP WAYS Academy and the Board shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them in connection with the charter. Notwithstanding any other provision of the Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

This indemnification shall not apply to the extent that any claim, lien, demand, suit or liability results from the sole negligence of wrongful act or omission of any Board Indemnities or from any act or omission of KIPP WAYS Academy required by law or this Agreement.

Nothing herein shall waive the right of Board Indemnities to assert any statutory or legal defense of sovereign immunity or official immunity. This indemnification, defense and hold harmless obligation shall survive the termination of this Agreement. Any indemnified party shall have the right, at its own expense, to participate in the defense of any lawsuit, without relieving the indemnifying party of its obligation hereunder.

Disclaimer of Liability: The parties expressly acknowledge that KIPP WAYS Academy is not acting as the agent of the Board except as required by law or this Agreement, and the Board assumes no liability for any loss or injury resulting from (1) the acts and omissions of KIPP WAYS Academy, its directors, trustees, agents or employees; (2) the use and occupancy of the School Building, or any matter in connection with the condition of the School Building, or (3) any debt or contractual obligation incurred by the school. KIPP WAYS Academy acknowledges that it is without authority to, and will not, extend the faith and credit of the Board to any third party.

Authority: KIPP WAYS Academy is not an agent of and does not have the authority to bind APS except as specifically authorized in the Agreement.

Amendments: This Agreement may be amended upon the approval of the Atlanta Board of Education, the State Board of Education, and a majority of the Governing Board of KIPP WAYS Academy, and upon fulfilling any other obligation as set forth in O.C.G.A. 20-2-2067.1 (a). Any and all amendments, substantial modifications or other changes to the terms of this Agreement shall be made effective in writing, properly authorized by the Governing Board of KIPP WAYS Academy and the Board, and shall be conformed to by the appropriate representative of the parties prior to taking any effect.

Severability: In the event that any provision of this Agreement or the application hereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

Delegation: The parties agree and acknowledge that the functions and powers of the Atlanta Board of Education with respect to this Agreement may be exercised by the Superintendent of the Atlanta Public Schools, provided that any ultimate decision regarding renewal, non-renewal or termination of this Agreement or substantial modification of this Agreement may be made only by the Board of Education.

Governing Law: This Agreement shall be governed by, subject to and construed under the laws of the State of Georgia.

Termination: KIPP WAYS Academy's charter may be terminated for any of the reasons set forth in O.C.G.A. 20-2-2068, including:
a. Failure to implement the improvement plan set forth in the charter;
b. Failure to adhere to any other term of the charter;
c. Failure to meet generally accepted standards of fiscal management;
d. A violation of applicable federal, state, or local laws; or
e. The existence of competent substantial evidence that the continued operation of KIPP WAYS Academy would be contrary to the best interests of the students or the community.

In the event that the Atlanta Public Schools believes KIPP WAYS Academy to be in breach of any provision in this Agreement, in breach of any term or condition of the charter, or potentially subject to termination for any of the reasons set forth in O.C.G.A. Section 202-2068, the Atlanta Public Schools shall give KIPP WAYS Academy written notice to that effect, describing with specificity the alleged breach or failing, and shall give KIPP WAYS Academy a minimum of thirty (30) days within which to cure the alleged breach or to initiate proper corrective measures. In cases where the health, safety, or welfare of students or staff of KIPP WAYS Academy are in danger, any party to the charter may make an emergency termination request in accordance with state regulations for emergency terminations, State Board of Education Rule 160-4-9-.04(8)(e).

In the event a hearing for the termination of KIPP WAYS Academy is required, the hearing shall occur in compliance with Atlanta Board of Education Charter School Hearing Procedures. Pursuant to O.C.G.A. § 20-2-2068(3), in the event that the Atlanta Board of Education requests the Georgia State Board of Education to terminate the Charter referenced herein, APS shall not be further obligated to pay any additional local funds to KIPP WAYS Academy from the date of the Atlanta Board of Education’s adoption of the termination request, notwithstanding any subsequent action by the Georgia State Board of Education.

In the event KIPP WAYS Academy ceases operation for any reason, the Charter School and its governing body will be responsible for winding up the business and affairs of KIPP WAYS Academy and will cooperate with Atlanta Public Schools to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time KIPP WAYS Academy ceases operations shall be remitted to Atlanta Public Schools within 30 days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to Atlanta Public Schools within 30 days of ceasing operations. All assets and unencumbered public funds remaining after liabilities have been satisfied shall revert to the local Board. The Charter School will follow local and state closure procedures.

Neither the Atlanta Public Schools nor the State Board of Education will be responsible for KIPP WAYS Academy's unpaid debts if KIPP WAYS Academy does not have sufficient funds to pay all of its debts at the time it ceases operation.

**Reassignment:** This Agreement is binding on the parties identified herein. This Agreement may not be reassigned, subcontracted or otherwise conveyed to any entity other than those specifically identified herein without the express prior written consent of all other parties after an opportunity to determine the propriety for any such contemplated assignment.

**Waiver:** No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.

**Time of the Essence:** Time is of the essence of this Agreement. No prior act or omission to enforce any time limitation or period contemplated herein shall constitute waiver of the right to insist on strict compliance with all such limitation(s) in the future.

**Appendices:** All attached appendices, marked as Appendix A through Appendix O, are incorporated by reference and made a part of this Agreement.

**Notices:** Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses:

If to KIPP WAYS Academy:  
Board Chair  
KIPP WAYS Academy  
80 Joseph E. Lowery Blvd, NW  
Atlanta, GA 30314
If to the Board:

Board Chair
Atlanta Board of Education
130 Trinity Avenue, SW
2nd floor
Atlanta, Georgia 30303

With copy to:

Superintendent
Atlanta Public Schools
130 Trinity Avenue, SW
8th Floor
Atlanta, Georgia 30303

And:

General Counsel
Atlanta Public Schools
130 Trinity Avenue, SW
8th Floor, Legal Department
Atlanta, Georgia 30303
VI. LIST OF APPENDICES

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Focus on Results: An Analysis of the KIPP Schools
Educational Policy Institute 1

FOCUS ON RESULTS:
An Academic Impact Analysis
of the Knowledge Is Power Program (KIPP)
Educational Policy Institute
August 2005

Executive Summary

The Education Policy Institute (EPI) conducted an analysis of recent academic data collected from 24 KIPP schools on behalf of the KIPP Foundation. The purpose of this study was to evaluate these data to determine whether KIPP schools have had a positive impact on the student learning of 5th-grade students as demonstrated by standardized test results in comparison to national norms.

In this report, we examine the results on the Stanford Achievement Test for students who were 5th graders at KIPP schools in 2003-2004. These students comprise 27 cohorts across two different testing periods: (a) fall 2003 to spring 2004; and (b) fall 2003 to fall 2004. Findings from this study show that 5th-grade cohorts at KIPP schools post substantially greater academic gains on the Stanford Achievement Test (SAT) than what is considered normal, a finding consistent with prior research on KIPP schools (Doran and Drury, 2002). Given that a growth score of zero on the normal curve equivalent (NCE) is considered “normal growth,” schools administering the tests first in the fall with a follow-up test in the spring enjoyed a mean gain of 10.1 in reading, 10.9 in language, and 17.4 in mathematics. Schools that first administered the test in the fall and then again the following fall recognized score gains of 7.5 in reading, 9.1 in language, and 11.6 in mathematics. As the data indicate, KIPP 5th-grade cohorts experienced average gains of 9 to 17 points across all tests (see tables in Appendix B for school by school results).

Although not all KIPP schools can boast gains that move students one standard deviation or even one-half of a standard deviation, only one cohort in each testing period [fall-to-spring and fall-to-fall] lost ground. The fact that most schools did show increases well above normal growth rates in reading, language, and mathematics is laudable and worthy of continued investigation and practice. These findings, while impressive, do not allow us to suggest that KIPP schools have necessarily found “the answer” to the educational woes of urban schools. However, the data suggest that these schools are doing something right. Only after continued research will we be able to find out whether the practices utilized by KIPP schools are replicable and able to aid urban areas in the education of youth.

The report concludes with a recommendation for continued research in the outcomes and pedagogies utilized in KIPP schools as compared to other urban districts. Specifically, EPI recommends that future research incorporate both matched-student cohorts and empirically-driven comparison groups.
Appendix C
Wraparound Services Agreement

Atlanta Public Schools Charter Guidelines for Special Education
And Wrap Around Services
With the passing of the Individuals with Disabilities Education Improvement Act (IDEA), local school systems are mandated to ensure that students with disabilities enrolled in charter schools are served in the “same manner” as are students with disabilities (SWD) in non-charter local schools within the local educational agency (LEA).
Charters that are granted to independent charter schools must address what and how services will be provided to students with disabilities. Generic terminology referencing federal and state statues must be more specific. Additionally, specific services for students and personnel must be clearly delineated. To that end, the Atlanta Public Schools (APS) Office of Student Programs and Services (OSPS) has developed guidelines for charter schools outlining specific responsibilities for administration and staff.
Local school systems are mandated to conduct “child find” activities to identify students who may be eligible to receive special education services. The APS serves as the LEA for all charter schools located, operating and serving students in the Atlanta City jurisdiction.
Below are specific responsibilities designated for Atlanta Public Schools and charter schools relative to wrap-around services.
Charter schools shall be expected to follow the guidelines set forth, if appropriate, as outlined in the students’ Individualized Education Programs (IEPs). Charter schools serving SWDs shall adhere to the following for each area:

STUDENT SUPPORT TEAM (Pre-Referral) AND SECTION 504
Charter Schools shall:
• Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies as explained in the manual
• Use APS forms for SST
• Establish a Section 504 team in accordance with state guidelines and local school board policies
• Use APS forms for 504
• Handle all discipline issues regarding 504 students in accordance with federal regulations, state guidelines, and local school board policies
• Participate in workshops, in-service and/or trainings offered by APS OSPS for persons serving as SST/504 chairpersons
• Comply with Section 504 by providing the appropriate accommodations and equipment
• Respond to all complaints made by a parent/guardian or student concerning 504
Atlanta Public Schools shall:
• Provide professional development training for SST
• Provide professional development training for the 504 team
• Provide technical/consultative assistance to
charter schools if requested by the charter school

**PSYCHOLOGICAL SERVICES**
Charter Schools shall:
- Hire or contract with a licensed certified school psychologist or a licensed clinical psychologist
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as psychologists
- Use APS forms for psychological services

Atlanta Public Schools shall:
- Provide consultations from the APS Crisis Intervention Team as needed

**SOCIAL SERVICES**
Charter Schools shall:
- Hire or contract with a licensed school social worker to provide services to students in accordance with state guidelines and APS policy
- Report all allegations of child abuse and/or neglect to the charter school social worker
- Use APS forms for social services
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as social workers

Atlanta Public Schools shall:
- Monitor the services provided by the charter schools

**COUNSELING SERVICES**
Charter Schools shall:
- Hire or contract with a licensed school counselor to provide services to students in accordance with state guidelines and APS policy
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as school counselors
- Use APS forms for counseling services

Atlanta Public Schools shall:
- Monitor services provided by charter schools

**HEALTH SERVICES**
Charter Schools shall:
- Hire or contract with a licensed school nurse to provide services to students in accordance with state guidelines and APS policy
- Participate in workshops, in-services and/or training offered by APS OSPS for persons serving as nurses
- Use APS forms for health services

Atlanta Public Schools shall:
- Provide Consultation services on an “as-needed” basis

**PROGRAM FOR EXCEPTIONAL CHILDREN**
(Special Education)
Charter Schools shall:
- Hire or contract certified special education teachers to provide services to eligible students
- Develop an Individualized Education Plan (IEP)

For each student identified as needing special education services
• Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff
• Submit and verify documentation quarterly on certified staff to the Director, Program for Exceptional Children in APS
• Participate in workshops, in-services and/or training offered by APS OSPS for special education staff
• Use APS forms for special education
• Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and APS policy

Atlanta Public Schools shall:
• Retain Federal IDEA funds and apply them toward the cost of identified services where warranted
• Provide itinerant services to students identified and eligible for speech language impairments, hearing impairments, orthopedic impairments, vision impairments, as well as assistive technology and/or other related/supportive services, e.g., orientation and mobility, physical and/or occupational therapy, etc
• Assign a Program Assistant and Special Education Coordinator to serve the charter schools
• Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free appropriate public education
• Approve and assign all administrative student placements for students that cannot be served appropriately in their charter schools
• Retain Medicaid billings (fee for service) generated by the provision of special education and related services

THE ATLANTA PUBLIC SCHOOLS WILL PROVIDE GUIDANCE TO ASSIST CHARTER SCHOOLS WITHIN ITS JURISDICTION WITH THEIR OBLIGATIONS TO COMPLY WITH FEDERAL AND STATE REGULATIONS AS WELL AS WITH THE ATLANTA PUBLIC SCHOOLS POLICY.

CONTACTS FOR APS:
Ms. Jean Cohen 404-802-2857 Office of Chief of Staff
Dr. Arletta T. Brinson 404-802-2603 Office of Student Programs and Services
Dr. Icey L. Johnson 404-802-2602 Program for Exceptional Children
August 2005
Appendix D
School Calendar
## SAMPLE STUDENT SCHEDULE

### 5th & 6th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:50</td>
<td>Breakfast/Morning Work</td>
<td>7:15 - 7:55 Breakfast/Morning Work</td>
</tr>
<tr>
<td>7:50 - 9:20</td>
<td>Reading</td>
<td>7:55 - 9:25 Math</td>
</tr>
<tr>
<td>9:20 - 10:00</td>
<td>Life Labs/Intensives</td>
<td>9:25 - 10:00 PE</td>
</tr>
<tr>
<td>10:00 - 10:40</td>
<td>Fine Arts Exploratory</td>
<td>10:00 - 10:35 Intensives</td>
</tr>
<tr>
<td>10:40 - 12:10</td>
<td>Math</td>
<td>10:35 - 11:10 Novels</td>
</tr>
<tr>
<td>12:10 - 12:35</td>
<td>Recess</td>
<td>11:10 - 11:35 Lunch</td>
</tr>
<tr>
<td>12:35 - 1:00</td>
<td>Lunch</td>
<td>11:35 - 12:20 Fine Arts</td>
</tr>
<tr>
<td>1:00 - 2:30</td>
<td>Language Arts</td>
<td>12:20 - 1:50 Science</td>
</tr>
<tr>
<td>2:30 - 4:00</td>
<td>Non-Fiction</td>
<td>1:50 - 3:20 Social Studies</td>
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<tr>
<td>4:00 - 4:45</td>
<td>SRA</td>
<td>3:20 - 4:50 English</td>
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<tr>
<td>4:45 - 5:00</td>
<td>Homeroom</td>
<td>4:50 - 5:00 Homeroom</td>
</tr>
</tbody>
</table>

***This schedule represents an EXAMPLE of what a student schedule at KIPP WAYS Academy might look like. The schedule is subject to change at any time.***
### SAMPLE STUDENT SCHEDULE

#### 7th & 8th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>7th Grade Homeroom 1</th>
<th>8th Grade Schedule 1</th>
</tr>
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<tbody>
<tr>
<td>7:15 - 7:50</td>
<td>Breakfast/Morning Work</td>
<td>7:15 - 7:50</td>
</tr>
<tr>
<td>7:50 - 9:15</td>
<td>English</td>
<td>7:50 - 9:15</td>
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<tr>
<td>9:15 - 10:40</td>
<td>Science</td>
<td>9:15 - 10:40</td>
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<tr>
<td>10:40 - 12:05</td>
<td>Social Studies</td>
<td>10:40 - 11:35</td>
</tr>
<tr>
<td>12:05 - 12:30</td>
<td>Lunch</td>
<td>11:35 - 12:00</td>
</tr>
<tr>
<td>12:30 - 1:25</td>
<td>Fine Arts</td>
<td>12:00 - 12:40</td>
</tr>
<tr>
<td>1:25 - 2:50</td>
<td>Math</td>
<td>12:40 - 1:20</td>
</tr>
<tr>
<td>2:50 - 3:30</td>
<td>Technology/Advisory</td>
<td>1:20 - 2:00</td>
</tr>
<tr>
<td>3:30 - 4:10</td>
<td>Spanish</td>
<td>2:00 - 3:25</td>
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<tr>
<td>4:10 - 4:50</td>
<td>PE</td>
<td>3:25 - 4:50</td>
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<tr>
<td>4:50 - 5:00</td>
<td>Homeroom</td>
<td>4:50 - 5:00</td>
</tr>
</tbody>
</table>

***This schedule represents an EXAMPLE of what a student schedule at KIPP WAYS Academy might look like. The schedule is subject to change at any time.***
View Filed Documents

Date: 8/10/2007
(Annual Registration History etc.)

File Annual Registration Online
or
Print A Paper Annual Registration Form

PLEASE NOTE: To download your Annual Registration forms you will need Adobe Reader to view and/or print. If you do not have Adobe Reader installed on your computer, click the "Get Adobe Reader" button on the right to download the reader free of charge from the Adobe website.

Business Name History

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<th>Name</th>
<th>Name Type</th>
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<tr>
<td>KIPP WEST</td>
<td>Current Name</td>
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<tr>
<td>ATLANTA YOUNG SCHOLARS (WAYS)</td>
<td></td>
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<tr>
<td>ACADEMY, INC.</td>
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</table>

Non-Profit Corporation - Domestic - Information
Control No.: 0252853
Status: Active/Compliance

Entity Creation Date: 10/16/2002

Jurisdiction: GA
Principal Office Address: 80 JOSEPH E. LOWERY BLVD., NW ATLANTA GA 30314

Last Annual Registration Filed Date: 8/10/2007
Last Annual Registration Filed: 2007

Registered Agent
Agent Name: Jernigan, David Wayne
Office Address: 80 Joseph E. Lowery Blvd, NW Atlanta GA 30314
Agent County: Fulton

Officers
Title: CEO
Name: DAVID JERNIGAN
Address: 80 JOSEPH E. LOWERY BLVD., NW ATLANTA GA 30314

Title: CFO
Name: ANGELA CONNER
Address: 80 JOSEPH E. LOWERY BLVD., NW ATLANTA GA 30314

Title: Secretary
Name: SABRINA VEASEY
Address: 80 JOSEPH E. LOWERY BLVD., NW ATLANTA GA 30314
Appendix G
Conflict of Interest Forms
Appendix H
Wellness Plan
KIPP WAYS Academy
SCHOOL WELLNESS PLAN
(Physical Activity & Nutrition)

KIPP WAYS Academy is committed to providing a school environment that promotes and protects children’s health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of KIPP WAYS Academy that:

- KIPP WAYS Academy will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies.

- All students in grades 5-8 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, our school will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], and the Fruit and Vegetable Snack Program.

- KWA will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:
I. School Health Councils
KIPP WAYS Academy will create a school health council to develop, implement, monitor, review, and as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (The school health council will consist of a group of individuals representing the school and community, and will include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and/or members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals
Meals served through the National School Lunch and Breakfast Programs will:
• be appealing and attractive to children;

• be served in clean and pleasant settings; meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;

• offer a variety of fruits and vegetables;¹

• serve only low-fat (1%) and fat-free milk and nutritionally-equivalent nondairy alternatives (to be defined by USDA); and

• ensure that half of the served grains are whole grain.

KWA will engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, our school will share information about the nutritional content of meals with parents and students. Such information will be made available on menus, a website, on cafeteria menu boards or other point-of-purchase materials.

**Breakfast.** To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

• KWA will, to the extent possible, operate the School Breakfast Program.

• KWA will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.

• KWA will notify parents and students of the availability of the School Breakfast Program.

• KWA will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

**Free and Reduced-priced Meals.** KWA will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, our school will utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

¹ To the extent possible, KWA will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week.

**Meal Times and Scheduling.**

KIPP WAYS Academy:

• will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;

• will schedule meal periods at appropriate times, *e.g.*, lunch will be
scheduled between 11 a.m. and 1 p.m.;

- will not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;

- will schedule lunch periods to follow recess periods;

- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and

- will take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

**Qualifications of School Food Service Staff.** Qualified nutrition professionals will administer the school meal programs. As part of the KWA responsibility to operate a food service program, we will forward our contracted food service provider continuing professional development for all nutrition professionals in schools. Staff development programs will include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

**Sharing of Foods and Beverages.** KWA will discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

**Foods and Beverages Sold Individually (i.e., foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)**
All foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

**Beverages**
- Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);

- Not allowed: soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

**Foods**
- A food item sold individually:
  - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
will have no more than 35% of its weight from added sugars;

will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.

- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines.

**Portion Sizes:**
- Limit portion sizes of foods and beverages sold individually to those listed below:
  - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
  - One ounce for cookies;
  - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
  - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
  - Eight ounces for non-frozen yogurt;
  - Twelve fluid ounces for beverages, excluding water; and
  - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

**Fundraising Activities.** To support children’s health and school nutrition-education efforts, school fundraising activities will not involve food or will limit the use of foods that do not meet the above nutrition and portion size standards for foods and beverages sold individually. The school will encourage fundraising activities that promote physical activity. KWA will make available a list of ideas for acceptable fundraising activities.

**Snacks.** Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. KWA will assess if and when to offer snacks based on timing of school meals, children’s nutritional needs, children’s ages, and other considerations. KWA will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.
• If eligible, KWA will provide snacks through after-school programs and will pursue receiving reimbursements through the National School Lunch Program.

**Rewards** KWA will limit the use of foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

**Celebrations** KWA will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above).

**School-sponsored Events** (such as, but not limited to, athletic events, dances, or performances). To the extent possible, foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

**III. Nutrition and Physical Activity Promotion and Food Marketing**

**Nutrition Education and Promotion.** KWA aims to teach, encourage, and support healthy eating by students. KWA will provide nutrition education and engage in nutrition promotion that:

• is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;

• is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;

• includes enjoyable, developmentally-appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

• promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;

• emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

• links with school meal programs, other school foods, and nutrition related community services;

• teaches media literacy with an emphasis on food marketing; and

• includes training for teachers and other staff.

**Integrating Physical Activity into the Classroom Setting** For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior,
students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

- opportunities for physical activity will be incorporated into other subject lessons; and

- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

**Communication with Parents** KWA will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and/or provide nutrient analyses of school menus. KWA will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. KWA will provide parents a list of foods that meet the school’s snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the school will provide opportunities for parents to share their healthy food practices with others in the school community.

KWA will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents’ efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

**Food Marketing in Schools**. School-based marketing will be consistent with nutrition education and health promotion. As such, KWA will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**IV. Physical Activity Opportunities and Physical Education**
**Daily Physical Education (P.E.) 5-8.** All students in grades 5-8, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education for the entire school year. All physical education will be taught by a physical education teacher or other qualified teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

**Daily Recess.** All 5th & 6th grade students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. KWA will discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, we will give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity Opportunities Before and After School.** All students will be offered extracurricular physical activity programs, such as physical activity clubs or intramural programs. KWA, as appropriate, will offer interscholastic sports programs. KWA will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

**Safe Routes to School.** KWA will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the school will work together with local public works, public safety, and/or police departments in those efforts. KWA will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

**V. Monitoring and Policy Review**

**Monitoring.** The principal or designee will ensure compliance with established nutrition and physical activity wellness policies. The principal or designee will ensure compliance with those policies in his/her school and will report on the school’s compliance to the school’s Board of Directors. School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the principal. In addition, KWA will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

**Policy Review.** To help with the initial development of the KWA wellness policies, KWA will conduct a baseline assessment of the school’s existing nutrition and physical activity environments and policies. The results of our school’s assessments will be compiled to identify and prioritize needs. Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, we will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. KIPP WAYS Academy, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.
VI. Resources for Local School Wellness Policies on Nutrition and Physical Activity

Crosscutting:


- *Preventing Childhood Obesity: Health in the Balance*, the Institute of Medicine of the National Academies, <www.iom.edu/report.asp?id=22596>


- *Cardiovascular Health Promotion in Schools*, American Heart Association [link to pdf]

**School Health Councils:**

- *Promoting Healthy Youth, Schools and Communities: A Guide to Community-School Health Councils*, American Cancer Society [link to PDF]


**Nutrition:**

**General Resources on Nutrition**


• *Guidelines for School Health Programs to Promote Lifelong Healthy Eating,* Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/pdf/rr/rr4509.pdf>


**School Meals**


• *Local Support for Nutrition Integrity in Schools,* American Dietetic Association, <www.eatright.org/Member/Files/Local.pdf>

• *Nutrition Services: an Essential Component of Comprehensive Health Programs,* American Dietetic Association, <www.eatright.org/Public/NutritionInformation/92_8243.cfm>


• *Breakfast for Learning,* Food Research and Action Center, <www.frac.org/pdf/breakfastforlearning.PDF>

• *School Breakfast Scorecard,* Food Research and Action Center, <www.frac.org/School_Breakfast_Report/2004/>

• *Arkansas Child Health Advisory Committee Recommendations* [includes recommendation for professional development for child nutrition professionals in schools], <www.healthyarkansas.com/advisory_committee/pdf/final_recommendations.pdf>
Meal Times and Scheduling

- *Eating at School: A Summary of NFSMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute (NFSMI) [Attach PDF file]


Nutrition Standards for Foods and Beverages Sold Individually


- *Nutrition Integrity in Schools*, (forthcoming), National Alliance for Nutrition and Activity

- *School Foods Tool Kit*, Center for Science in the Public Interest, &lt;www.cspinet.org/schoolfood/&gt;

- *Foods Sold in Competition with USDA School Meal Programs* (a report to Congress), U.S. Department of Agriculture, &lt;www.cspinet.org/nutritionpolicy/Foods_Sold_in_Competition_with_USDA_School_Meal_Programs.pdf&gt;


Fruit and Vegetable Promotion in Schools


• National Farm-to-School Program website, hosted by the Center for Food and Justice, <www.farmtoschool.org>

• Fruit and Vegetable Snack Program Resource Center, hosted by United Fresh Fruit and Vegetable Association, <http://www.uffva.org/fvpilotprogram.htm>

• Produce for Better Health Foundation website has downloadable fruit and vegetable curricula, research, activity sheets, and more at <www.5aday.org>

Fundraising Activities

• Creative Financing and Fun Fundraising, Shasta County Public Health, <www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>


Snacks

• Healthy School Snacks, (forthcoming), Center for Science in the Public Interest

• Materials to Assist After-school and Summer Programs and Homeless Shelters in Using the Child Nutrition Programs (website), Food Research and Action Center, <www.frac.org/html/building_blocks/afterschsummertoc.html>

Rewards

• Constructive Classroom Rewards, Center for Science in the Public Interest, <www.cspinet.org/nutritionpolicy/constructive_rewards.pdf>

• Alternatives to Using Food as a Reward, Michigan State University Extension, <www.tn.fcs.msue.msu.edu/foodrewards.pdf>

• Prohibition against Denying Meals and Milk to Children as a Disciplinary Action, U.S. Department of Agriculture Food and Nutrition Service [Link to PDF]

Celebrations


Nutrition and Physical Activity Promotion and Food Marketing:
Health Education


Nutrition Education and Promotion

- U.S. Department of Agriculture Team Nutrition website (lists nutrition education curricula and links to them), <www.fns.usda.gov/tn/Educators/index.htm>


- *Nutrition Education Resources and Programs Designed for Adolescents*, compiled by the American Dietetic Association, www.eatright.org/Public/index_19218.cfm

Integrating Physical Activity into the Classroom Setting


- *Energizers*, East Carolina University, <www.ncpe4me.com/energizers.html>

Food Marketing to Children


- *Marketing Food to Children* (a report on ways that different countries regulate food marketing to children [including marketing in schools]), World Health Organization (WHO), <http://whqlibdoc.who.int/publications/2004/9241591579.pdf>


Eating Disorders
• Academy for Eating Disorders, <www.aedweb.org>

• National Eating Disorders Association, <www.nationaleatingdisorders.org>

• Eating Disorders Coalition, <www.eatingdisorderscoalition.org>

**Staff Wellness**

• *School Staff Wellness*, National Association of State Boards of Education [link to pdf]


• *Protecting Our Assets: Promoting and Preserving School Employee Wellness*, (forthcoming), Directors of Health Promotion and Education (DHPE)

**Physical Activity Opportunities and Physical Education:**

**General Resources on Physical Activity**

• *Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People*, Centers for Disease Control and Prevention, <www.cdc.gov/mmwr/preview/mmwrhtml/00046823.htm>


**Physical Education**

• *Opportunity to Learn: Standards for Elementary Physical Education*, National Association for Sport and Physical Education. Order on-line for $7.00 at <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productId=368&section=5>


**Recess**


• The American Association for the Child’s Right to Play, <http://www.ipausa.org/recess.htm>

**Physical Activity Opportunities Before and After School**


**Safe Routes to School**


• **KidsWalk to School Program**, Centers for Disease Control and Prevention,
www.cdc.gov/nccdphp/dnpa/kidswalk/


**Monitoring and Policy Review:**

- *School Health Index*, Centers for Disease Control and Prevention (CDC), <http://apps.nccd.cdc.gov/shi/>


Appendix I
Student/Parent Handbook
Dear Parents and Students,

Welcome to another year at KIPP West Atlanta Young Scholars (WAYS) Academy!

We are about to embark on an exciting journey. We are delighted to have you along for our fifth year as a school. Our first four years have been extraordinary, and each year seems to get better! When students leave KIPP WAYS Academy, they will have the knowledge and skills necessary to be successful in top quality high schools, colleges, and the competitive world beyond.

In order to be successful, parents, staff, and students must partner together and each person must do his or her part to foster an environment in which every child can succeed. This handbook has been designed to communicate the basic policies that we must follow to ensure that each child can attain the high standards we have set. Please go over the policies with your students and keep this handbook handy so that you may refer to it as necessary. Please be aware that this handbook is updated and revised each year. There are several changes to this year’s handbook, so it is important that you read the entire document.

I am looking forward to a powerful and positive year. Please feel free to reach any of your child’s teachers or me at any time. Together, we will work to ensure that every student at KIPP WAYS Academy becomes a scholar!

Sincerely,

David Jernigan
Founding Principal
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   b. The “WAYS to Success”
   c. Commitment to Excellence Agreements

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I. Upholding Our Mission and Values

Mission
It is the mission of KIPP West Atlanta Young Scholars (WAYS) Academy to prepare students for top quality high schools, colleges, and the competitive world beyond by instilling in each student a commitment to scholarship, teamwork, integrity, and other “WAYS to success.”

The “WAYS To Success”
The students and staff of KIPP WAYS Academy shall uphold the following values or “ways to success”:

- **Scholarship** - The methods, discipline, and attainments of scholars who are engaged in the pursuits of learning
- **Teamwork** - Cooperative effort by the members of a group or team to achieve a common goal
- **Integrity** - Steadfast adherence to a strict moral code in which respect and honesty are valued
- **Perseverance** - the act of going on resolutely or stubbornly in spite of opposition; never giving up
- **Fun** - finding pleasure in all learning opportunities and enjoying the simple things in life

Students understand that these “ways to success” are essential qualities that they must value if they are to obtain success in reaching their goals. When both students and staff demonstrate these “ways to success”, the following school climate is in place:

- All students and staff are putting forth their best effort on all tasks (perseverance); helping their teammates along the way (teamwork); achieving significant academic gains (scholarship); while enjoying themselves (fun) and operating with the utmost respect and honesty (integrity).

With such a school climate, KIPP WAYS Academy is making great strides towards its mission of ultimately preparing students for competitive high schools and colleges. When students have internalized these “ways to success” and practice them on a regular basis, they are equipped with both the academic and life skills to excel in any rigorous academic environment.
Parent’s Commitment to Excellence

I fully commit to KIPP West Atlanta Young Scholars (WAYS) Academy by upholding the five “WAYS to Success” as outlined below:

**Scholarship** – *In everything I do, I will support the development of my child in becoming a scholar:*

- I will work with my child in the best way I know how, and I will do whatever it takes for him/her to learn, including checking his/her homework every night as well as reading and signing all of the necessary paperwork each night.
- I will do my part to ensure that my child completes his/her homework every night, and if he/she has a question, I will allow my child to call his/her teacher.
- I will encourage my child to spend quality time studying for every test.
- I will help my child organize his/her binder and book bag regularly.
- I will help my child, to the best of my ability, take advantage of every moment he/she has to learn something new by: listening to them read on a regular basis, taking them to educational activities and places in the community (including the library), and constantly looking for ways to challenge them academically.

**Teamwork** – *I understand that my child and I are members of the KIPP WAYS team, and I will always support that team:*

- I will encourage my child to respect his/her teammates in both words and actions, and will hold my child accountable when he/she disturbs the learning of other scholars.
- I understand that my child must follow the school’s rules so as to protect the safety, interests, and rights of all individuals in the classroom. I, not the school, am responsible for the behavior and actions of my child.
- I will ensure that my child comes to school every day in his/her uniform and looking like a scholar.
- As an integral part of the KIPP WAYS team, I will do my best to be involved in the school community.
- I will always make myself available to the school and any concerns they might have. This also means that if my child is going to miss school, I will notify the school as soon as possible.

**Integrity** – *I will always encourage my child to operate with the utmost integrity and will do my best to model that integrity:*

- I will encourage my child to be honest in every thing that he/she does, and will only assist my child with homework by helping, not doing his/her homework.
- I will model respectful behavior when at the school and dealing with teachers and staff.

**Perseverance** – *I am determined to help my child become a scholar, and I will always encourage him/her to work hard in all things regardless of how difficult it might become:*

- I will make sure my child arrives every day by 7:30 a.m. (Mon. – Fri.) or boards a bus at the scheduled time and will stay until at least 5:00 p.m. Monday through Thursday and 4:00 p.m. on Fridays.
- I will ensure that my child attends every day of summer school for all of the required hours.
- I will ensure that my child attends all required Saturday sessions from 8:30 a.m. to 12:30 p.m.
- I will offer constructive feedback and suggestions for improving the school.
- I will attend all parent meetings and conferences scheduled for my child.

**Fun** – *I will encourage my child to have fun at school and to enjoy the precious gift of education:*

- I will encourage my child to appreciate the times when fun activities are planned.
- I will allow my child to go on KIPP WAYS Academy field trips that he/she is eligible to attend.
- I will do my part to make KIPP WAYS Academy a fun place to learn.

Failure to adhere to these commitments could cause my child to lose various privileges, face consequences, and/or be permanently dismissed from KIPP WAYS Academy.

X_______________________________________________________
Date_________________________________

Printed Name________________________________________________________________________
____________________________


Student’s Commitment to Excellence

I fully commit to KIPP West Atlanta Young Scholars (WAYS) Academy by upholding the five “WAYS to Success” as outlined below:

Scholarship – In everything that I do, I will strive to be a scholar:
- I will come to class on time and prepared each day, with the required supplies and assignments and with all necessary documents signed by my parent or guardian.
- I will complete all of my assignments to the best of my ability, and if I do not understand how to do something, I will always seek out help.
- I will do my homework every night, and if I have a question, I will call my teacher.
- I will spend quality time studying for every test.
- I will always pay attention to my teachers and fellow scholars, and I will always follow directions.
- I will strive to always be organized and to keep my work area neat.
- I will take advantage of every moment I have to learn something new.

Teamwork – I understand that I am a member of the KIPP WAYS team, and I will always try my best to be a good team member:
- I will always respect my teammates in both words and actions, and I will not disturb the learning of other scholars.
- I will never put down another teammate; rather I will strive to lift them up.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the school.
- I will help my teammates when they need help, and I will support them in their own journey to success.
- I will wear my uniform every day and will do my best to ensure that I always look like a scholar.
- I will work with my teammates to ensure that our school is clean and welcoming at all times.

Integrity – I will always operate with the utmost integrity and will strive to be a good person in all areas of my life:
- I will be honest in every thing that I do, and I promise to never lie to another teammate, teacher or staff member.
- I will never cheat on a test or assignment, and if I know that someone else is cheating I will report it immediately.
- I will never take anything that is not mine from another person or place.
- I will always use words that are appropriate and respectful.

Perseverance – I am determined to be a scholar, and I will always work hard in all things regardless of how difficult it might become:
- I will attend every day of summer school for all of the required hours.
- I will arrive at school every day during the regular school year by 7:30 a.m. and will stay until at least 5:00 p.m. Monday through Thursday and 4:00 p.m. on Fridays.
- I will attend all required Saturday sessions from 8:30 a.m. to 12:30 p.m.
- I will strive to stay focused on my work, even when I am tired, hungry, upset, or distracted.
- I will work hard to get along with all of my teammates, even when I do not like them at first.
- I will not complain about things, but rather I will offer constructive feedback and suggestions for improving the school.
- I will never give up when I do not understand something or when I do not feel like completing an assignment.
**Fun** – *I will allow myself to take time to laugh each day and to enjoy the precious gift of education:*

- I will always try to have a good sense of humor and to appreciate the times when fun activities are planned.
- I will smile often so as to create a warm and welcoming environment.
- I will fully participate in all activities, and I will support others in enjoying themselves.
- I will do my part to make KIPP WAYS Academy a fun place to learn.

Failure to adhere to these commitments could cause me to lose various privileges, face consequences, and/or be permanently dismissed from KIPP WAYS Academy.

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X __________________________

Date _______________________

Printed Name ____________________________

____________
Teacher and Staff Commitment to Excellence

I fully commit to KIPP West Atlanta Young Scholars (WAYS) Academy by upholding the five “WAYS to Success” as outlined below:

Scholarship – I will strive to model the attributes of a scholar and will challenge my students to become well-disciplined scholars:

- I will come to school on time and prepared each day, with well-planned lessons and with all necessary materials.
- I will complete all of my job responsibilities to the best of my ability, and I will always be a constant learner, seeking out opportunities to develop myself professionally.
- I will assign homework regularly, and I will provide my cell phone number to students for homework assistance after hours.
- I will strive to always be organized and to keep my classroom neat.
- I will take advantage of every opportunity I have to teach my students and will operate with a “sense of urgency” in order to ensure their academic success.

Teamwork – I understand that I am a member of the KIPP WAYS team, and I will always try my best to be a good team member:

- I will always conduct myself professionally in speech, action, and appearance.
- I will never put down another teacher or student; rather I will strive to lift them up.
- I will help my fellow teachers when they need help, and I will support them in their own journey to success.
- I will work with my fellow teachers and students to ensure that our school is clean and welcoming at all times.
- I will participate in all staff meetings and will serve on committees as needed.
- When other teachers are absent, I will do my part to ensure that the education of our students is not interrupted.
- I will help my students understand what it means to be a good team member.

Integrity – I will always operate with the utmost integrity and will strive to model for my students what it means to have integrity:

- I will be honest in every thing that I do and will require that my students do the same.
- I will operate with the utmost integrity when administering standardized tests and will strictly follow the guidelines set forth in the administration directions for the test.
- I will always use words that are appropriate and respectful.
- When there are things that I disagree with at the school, I will direct my concerns immediately to the person responsible and will offer suggestions for improvement instead of complaining.

Perseverance – I am determined to be an effective teacher, and I will always work hard in all things regardless of how difficult it might become:

- I will attend every day of orientation, training, staff development, pre-planning, and summer school prior to the start of the school year, and I will attend every Saturday School session I am assigned to teach.
- I will arrive at school every day during the regular school year by 7:15 a.m. and will stay until at least 5:15 p.m. Monday through Thursday and 4:15 p.m. on Fridays.
- I will always put forth my best effort to deliver engaging and effective lessons, even when I feel overwhelmed and tired.
- I will do “whatever it takes” to ensure that my students are successful.

Fun – I will allow myself to take time to laugh each day and to enjoy the opportunity to educate my students:

- I will work hard to plan lessons that are fun and engaging for students, while ensuring that learning is never compromised.
I will always try to have a good sense of humor and will demonstrate to students that learning can be fun.
I will smile often so as to create a warm and welcoming environment.
I will fully participate in all fun activities planned for the staff.
I will do my part to make KIPP WAYS Academy a fun place to learn.

Failure to adhere to these commitments could lead to my removal from KIPP WAYS Academy.

X_________________________________________________
Date________________________
Printed Name________________________________________________________________________

II. General Information

Hours of Operation

Traditional School Year

Monday – Thursday
7:15 a.m. (Doors Open) 5:00 p.m. (Student Dismissal)
Friday
7:15 a.m. (Doors Open) 4:00 p.m. (Student Dismissal)
Saturday
8:15 a.m. (Doors Open) 12:30 p.m. (Student Dismissal)

Early Release Days
(see school calendar for specific Wednesdays identified as Early Release Days)
7:15 a.m. (Doors Open) 1:30 p.m. (Student Dismissal)

Summer School
Monday – Friday
8:15 a.m. (Doors Open) 2:30 p.m. (Student Dismissal)

***The KIPP WAYS Academy Summer School is mandatory for ALL students. Beginning in the 2007-2008 school year, Saturday School will be structured in a way that it is mandatory for only identified students.

***The School is not responsible for students who are dropped off before the identified time at which schools doors are opened. Parents/guardians are expected to wait with their children until the school doors are opened, as the children will be unsupervised until this time.
SAMPLE STUDENT SCHEDULE
5th & 6th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:50</td>
<td>Breakfast/Morning Work</td>
<td>7:15 - 7:55</td>
</tr>
<tr>
<td>7:50 - 9:20</td>
<td>Reading</td>
<td>7:55 - 9:25</td>
</tr>
<tr>
<td>9:20 - 10:00</td>
<td>Life Labs/Intensives</td>
<td>9:25 - 10:00</td>
</tr>
<tr>
<td>10:00 - 10:40</td>
<td>Fine Arts Exploratory</td>
<td>10:00 - 10:35</td>
</tr>
<tr>
<td>10:40 - 12:10</td>
<td>Math</td>
<td>10:35 - 11:10</td>
</tr>
<tr>
<td>12:10 - 12:35</td>
<td>Recess</td>
<td>11:10 - 11:35</td>
</tr>
<tr>
<td>12:35 - 1:00</td>
<td>Lunch</td>
<td>11:35 - 12:20</td>
</tr>
<tr>
<td>1:00 - 2:30</td>
<td>Language Arts</td>
<td>12:20 - 1:50</td>
</tr>
<tr>
<td>2:30 - 4:00</td>
<td>Non-Fiction</td>
<td>1:50 - 3:20</td>
</tr>
<tr>
<td>4:00 - 4:45</td>
<td>SRA</td>
<td>3:20 - 4:50</td>
</tr>
<tr>
<td>4:45 - 5:00</td>
<td>Homeroom</td>
<td>4:50 - 5:00</td>
</tr>
</tbody>
</table>

***This schedule represents an EXAMPLE of what a student schedule at KIPP WAYS Academy might look like. The schedule is subject to change at any time.
## SAMPLE STUDENT SCHEDULE

### 7th & 8th Grades

<table>
<thead>
<tr>
<th>Time</th>
<th>7th Grade Homeroom 1</th>
<th>8th Grade Schedule 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:15 - 7:50</td>
<td>Breakfast/Morning Work</td>
<td>Breakfast/Morning Work</td>
</tr>
<tr>
<td>7:50 - 9:15</td>
<td>English</td>
<td>7:50 - 9:15 Social Studies</td>
</tr>
<tr>
<td>9:15 - 10:40</td>
<td>Science</td>
<td>9:15 - 10:40 Math</td>
</tr>
<tr>
<td>10:40 - 12:05</td>
<td>Social Studies</td>
<td>10:40 - 11:35 Fine Arts</td>
</tr>
<tr>
<td>12:05 - 12:30</td>
<td>Lunch</td>
<td>11:35 - 12:00 Lunch</td>
</tr>
<tr>
<td>12:30 - 1:25</td>
<td>Fine Arts</td>
<td>12:00 - 12:40 PE</td>
</tr>
<tr>
<td>1:25 - 2:50</td>
<td>Math</td>
<td>12:40 - 1:20 Technology/Advisory</td>
</tr>
<tr>
<td>2:50 - 3:30</td>
<td>Technology/Advisory</td>
<td>1:20 - 2:00 Spanish</td>
</tr>
<tr>
<td>3:30 - 4:10</td>
<td>Spanish</td>
<td>2:00 - 3:25 Science</td>
</tr>
<tr>
<td>4:10 - 4:50</td>
<td>PE</td>
<td>3:25 - 4:50 English</td>
</tr>
<tr>
<td>4:50 - 5:00</td>
<td>Homeroom</td>
<td>4:50 - 5:00 Homeroom</td>
</tr>
</tbody>
</table>

***This schedule represents an EXAMPLE of what a student schedule at KIPP WAYS Academy might look like. The schedule is subject to change at any time.***
School Closing

- If Atlanta Public Schools closes due to bad weather, then KIPP WAYS Academy is closed. Our school closures may not be announced on local television or radio stations, however the school will always simply follow whatever is announced for Atlanta Public Schools.
- In the event that weather conditions make travel to school hazardous and unsafe, but Atlanta Public Schools does not close, it is recommended that parents use their discretion in bringing their children to school or allowing them to ride the bus.
- In the event that weather conditions become dangerous once school has started, students may be released from school early if Atlanta Public Schools does the same. If conditions become hazardous after traditional public schools have ended, students will not be dismissed until the end of the school day unless parents wish to pick their children up early.
- In the event that Atlanta Public Schools or the State of Georgia cancels public schools for reasons beyond inclement weather, KIPP WAYS Academy may or may not close. The school will determine the appropriate action and will inform parents appropriately.

Food Service

All families must fill out a federal free/reduced lunch form at Student Registration. Families that qualify will receive a free/reduced pricing for breakfast and lunch. The full price for school breakfast is $1.50 and the price for lunch is $2.25 (prices are subject to change). Families may choose to have their children eat breakfast at home and/or send a bag lunch.

Students needing to pay for all or part of their meals will not be required to bring cash. The school will keep an accurate count of the meals eaten and will invoice parents at the end of each month. Parents will have 15 school days to pay the invoice. Students with outstanding balances beyond 30 days will not be allowed to continue eating school food without cash until the full balance of their account is paid. In addition, report cards will not be provided to parents with outstanding balances.

The school will provide a special lunch during Saturday School. This lunch will be free for all eligible students.

Snacks

All students are provided daily afternoon snacks. These snacks are free to all students.
Transportation

Parents must provide contact information and identification information for any person authorized to pick up their student. Parents must inform the office if a child has permission to walk home. Parents and students will be informed about bus routes and bus stops prior to the start of each school year. Bus routes and stops are subject to change each year. All students are expected to be at their specified stop on time. Buses will not wait for tardy students. If a student misses the bus, the student and/or parent/guardian should call the school immediately. Parents/guardians are expected to find an alternate way to transport the student to school. **Bus transportation is considered a privilege, and not a right, at KIPP WAYS Academy. If a student is suspended from the bus for disciplinary reasons, parents are expected to find another source of transportation.**

Parents/guardians who provide transportation for their children are expected to pick their children up in a timely manner at the end of each school day. Teachers and staff members at KIPP WAYS Academy commit to work long hours to ensure a helpful, successful school. We appreciate that students not riding a bus are picked up within 10 minutes after school, field trips, extracurricular activities, and other events. Families are expected to inform the Principal in advance if this timeline cannot be met.

**If students remain at school longer than 30 minutes after the scheduled pick-up time without prior arrangements, families will be charged $1 per minute to compensate the staff member who must stay after school and watch over the child.** These charges will be based upon the time indicated on the school office clock and are not negotiable. Parents have thirty (30) days to pay any outstanding fees related to tardy pick-ups. Parents with outstanding balances will forfeit their child’s ability to participate in extracurricular activities or field trips for which the school has to pay. Report cards and progress reports will also not be released to students with outstanding fees.

Parents are expected to pick up students remaining after school for detention, tutoring, or special activities. Moreover, parents are also expected to pick up students who miss their bus ride home.

Supplies

Each year, teachers will publish the supply list required for students at the beginning of the school year. In addition to lists published by teachers, students will need to have the following school supplies each day:

- loose leaf paper
- two #2 pencils
- colored pencils
- three ring binders with pockets (types may vary depending upon grade level)
- a basic calculator
In addition, students will need a basic dictionary and thesaurus at home for use on homework assignments. Students who come to school without their required supplies will face consequences for being unprepared for class. Students may save their scholar dollars to purchase these materials as they are available in the School Store, but there is no guarantee that these materials will be available.

**Health**

State law requires that all children in elementary and middle school must have an updated Georgia Certificate of Immunization.

Immunizations are required for measles, rubella, tetanus, diphtheria, polio, mumps, whooping cough and hepatitis B. Georgia DHR Form 3231 is acceptable for students in pre-kindergarten programs; the Georgia DHR Form 3231, Certificate of Immunization, must be used for students in grades K-12. A local health department computer-generated form is acceptable.

For entrance into the sixth grade, each student must have at least one additional dose of MMR vaccine. Georgia DHR Form 3189 is acceptable for showing this additional immunization.

**Absence Due to Illness**

If a child is sick in the morning, the school expects him/her to stay home for the day. Please call the school in the morning to inform the school of the child’s absence and to arrange a way to pick up or receive the child’s makeup work. After more than three consecutive absences for illness, students will need to bring a doctor’s re-admittance form to school on their first day back to school to receive an excused absence for missed days.

The student will be responsible for all missed assignments. Please see procedures for make-up work under academic policies.

**Illness During School Hours**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the parent/guardian will be called to pick the child up. The school does not have the capacity to watch over and care for ill children. It is necessary to have updated emergency contact numbers on file in the school office in case no one can be contacted at home.

KIPP WAYS Academy will only administer medicine to a student who has an official note from his or her doctor on file, describing the prescribed medicine, the required dosage, and the required frequency. Such notes must be brought to the
school by the parent along with the medication required. Medicine will be kept at the main office and administered by the school’s Office Manager. Students are responsible for ensuring that they receive their medicine at the regularly scheduled time.

Students with over the counter medicine for the treatment of temporary illnesses (such as a cold) or minor health concerns (such as allergies) must also bring their medicine to the office along with a note from their parent describing the required dosage and frequency. All medication must be checked into the front office.

It is the parent’s responsibility to ensure that the school has up-to-date contact and health information. If a child has needs we do not know about, we cannot provide for those needs, and if a child has an emergency, we must be able to reach the parent.

Fire Drill Procedures

Posted in every room is a map detailing the evacuation protocol required. Students are to follow their teacher outside in the event of a fire drill, fire, or natural disaster and to stay with their class. Students must proceed directly to the designated area and wait for instructions.

All students will be given instruction in fire exit drills prior to each monthly drill. The instruction will be as follows:

- Students should walk, not run, when proceeding to the exits.
- Students are not allowed to talk during fire drills so that they may hear instructions that might be given in the event of a real emergency.
- If a fire alarm sounds while a child is not in the regular classroom, he or she should exit the building by the quickest route and proceed to the designated meeting place.
- Students are not allowed to secure or recover clothing or other personal property after the fire alarm has sounded.
- In addition, students should familiarize themselves with the location of the interior fire alarm striking stations and should be familiar with how to pull these alarms in the event of an emergency.

Any student violating this procedure is jeopardizing the safety of our school and will face consequences including possible suspension. Any student found guilty of pulling the school’s fire alarm without cause will be subject to strict consequences, including possible mandatory transfer.

Tornado Emergency Procedures

In the event of a tornado warning, students will be required to take the necessary precautions to protect themselves. When a tornado warning has been announced by the National Weather Service, the Principal will be responsible for communicating
directly with students and teachers about the impending danger via an “all-call” or another appropriate means of communication.

When the signal has been given by the Principal, students should move quickly and quietly to the designated area of the school that has been assigned to their classroom. Teachers will be asked to follow the same procedures as above for Fire Drills, except to bring students to the designated area inside the building. Once they have reached their assigned area (in the hallway), students will crouch on the floor against the wall and cover their heads with their hands. Talking will not be allowed during Tornado Drills.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement, they should schedule an appointment to discuss the matter with the teacher and attempt to resolve the disagreement through informal discussion. Parents will not be allowed to address concerns with teachers during instructional time. If there is no resolution to the problem, the parent/guardian should then contact the Principal. The Principal will mediate the problem with all parties involved.

If a parent is unsatisfied with a decision, he or she may appeal a decision through a formal appeal letter to the Principal. The Principal will respond in writing or in person within a week. If a solution is not found, parents may write an appeal letter to the chair of the KIPP WAYS Academy Board of Directors who will respond on behalf of the Board in a timely manner.

III. Code of Conduct

Student Dress Code Policy

Students at KIPP WAYS Academy are expected to wear the required uniform every day, unless otherwise indicated.

The uniform will consist of the following:

- A KIPP WAYS Academy t-shirt or polo is required for all students.
  - Prior to earning their first uniform shirt, students must wear a plain white shirt that is short-sleeved or longer.
  - The first shirt scholars will earn is a KIPP WAYS Academy t-shirt. This shirt will be provided free of charge.
  - The KIPP WAYS Academy polo is the second shirt scholars can earn. The first polo will be provided free of charge. Once a scholar has earned a KIPP WAYS Academy polo they are required to wear it to school everyday, except for Saturdays when they can opt to wear their KIPP WAYS Academy t-shirt.
• Beige Khaki pants, shorts, skirt, or jumper.
  o Purchased by the parent at store of choice
  o Should be free of any designs, embellishments, or contrasting accent colors
  o No baggy pants
  o Pants cannot sag
  o Shorts, skirts, skorts, and jumpers should not be more than 1 inch above the knee
  o Clothing should not be tight

• Students may only wear white undershirts underneath their uniforms (short-sleeve or long-sleeve).
• Belts are required for all items that have belt loops. Chains, pocket watches, or any other accessory should not be attached to the belt.Scarves, fabric, and other non-belt material may not be substituted for a belt. Belts can be worn only if they are sold as a belt.
• Shoes
  o No “flip-flops” or sandals
  o Any shoes with a heel taller than an inch are not allowed
  o All shoes, sneakers, or boots should be enclosed
  o Socks, tights, or pantyhose should always be worn with shoes (no footless leggings)
• No suspenders should be worn over any uniform shirt.
• Students and parents should make every effort to ensure that the uniform shirts and pants are cleaned regularly. Torn or worn clothing should be replaced.
• Any jewelry worn around the neck should be worn inside of the uniform shirt
• All girl earrings should not be larger than a dime (in length or circumference). Earrings should be free of rhinestones, glitter, or any other embellishment.
• Any earrings worn by a male scholar should not exceed the size of quarter inch.
• Hair should be free of glitter.
• Headbands can be worn only if they are sold as a headband. No homemade headbands will be allowed. Headbands should have nothing hanging or dangling from them.
• Nails should be free of any artificial enhancement (acrylic, silk wraps, press-ons, rhinestones, etc). In addition, nails should be free of extravagant designs.
Students may not wear the following:
- Tight clothing
- Any headwear such as bandanas, hats, scarves, caps, head wraps, etc.
- Any gang related attire
- Makeup with excessive coloring
- Large gold chains or other excessive jewelry
- Body tattoos or body piercings
- Attire with any reference to death (i.e. skulls, poison logos, etc.)

*The school reserves the right to add to this list as concerns or problems arise.*

Uniform Violation Consequences:
- Students who come to school not abiding by any of the above policies will receive a warning on their first violation, and will receive $5 off of their paycheck for additional violations.
- Blatant uniform violations (no uniform shirt or no khaki bottoms) or consistent violations (no belt for several days) will result in the parent being contacted immediately to bring the appropriate item and/or the student being sent home for the day.

The rationale behind the school’s uniform policy is:
- The mission of KIPP WAYS Academy is to develop well-disciplined scholars who will be prepared for a college preparatory high school when they leave our school. In light of this, all students will be taught how a scholar acts, how a scholar presents him or herself in appearance, and the skills necessary to be a scholar. The school believes that students appear more scholarly when they are wearing an attractive uniform, and it also believes that students will act more scholarly because they will feel good about their appearance.
- Another value of the school is that of “teamwork”. Just as members on a sports team are required to wear a uniform in order to show their strength in unity, so too are scholars of the KIPP WAYS Academy team.
- Students in middle school often spend too much time and energy worrying about which students are wearing the name brand clothes. If our focus is on developing scholars, the students at KIPP WAYS Academy will need to spend all of their time and energy focusing on their education, not on comparing clothing.
Personal Belongings

Students are not allowed to have the following items at school:

- Gum
- Soda or strong “power” drinks
- Weapons and toy weapons
- Gameboys or any other electronic toys
- Cellular Phones*
- Beepers

***The school reserves the right to add to this list at any time***

*Students are forbidden from carrying cell phones on the school campus for any reason at any time (including field trips, extracurricular activities, etc.). Students who choose to violate this policy will have the phone confiscated, and it will only be returned to the child’s parent. Any other violations following the first warning will result in the child being placed on AP or suspended. The school also reserves the right to confiscate the phone for an extended period of time if it is brought back on campus.

Telephone Use

Students may not use any school phone without permission from a teacher. Students will only be allowed to use the phone in case of an emergency. A teacher must dial the number for students. Students who use a phone without permission from a teacher will be subject to disciplinary procedures. Students are also not allowed to receive phone calls unless it is an emergency. Parents/guardians are asked to communicate messages and make transportation arrangements with the child before sending the child to school in the morning. If necessary, the Office Manager will deliver messages to students in class, but only in urgent situations will the student be pulled out of class to receive a phone call.

Human Rights Policy

KIPP WAYS Academy brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. It is unlawful to discriminate against any individual based on race, color, religion, sex, nationality, sexual orientation, age or handicap status. KIPP WAYS Academy is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. KIPP WAYS Academy wishes to stress that it is the responsibility of every member of the school community to observe and uphold the principals of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the KIPP WAYS Academy community
to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, discharge.

**Harassment**

KIPP WAYS Academy is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

1. Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
2. If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
3. Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
4. Students should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.
5. Adults should notify the Principal or any member of the Board of Directors. As soon as possible, the adult notified will report to the Board of Directors and Principal. The Principal or Board of Directors will notify the authorities, if necessary. The Chair of the Board of Directors will appoint a small group to investigate the matter in a swift and equitable manner. The group will bring a recommendation to the Board. The Board or Principal will communicate the final decision directly to the parties involved.

**Abuse**

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm.” After a report has been filed, school staff members are prohibited from discussing the details of the report with parents or any other party. Moreover, the school will not receive feedback or follow-up from the reporting agency once a report has been filed.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information is also a misdemeanor.
The Checkbook Management System

In order to ensure that the school’s values are respected at all times, the student management system at KIPP WAYS Academy is centered on maintaining the “WAYS to success” (scholarship, teamwork, integrity, perseverance, and fun). The school believes that students should be empowered to understand that their choices in life determine if they are rewarded or punished. Students who choose to uphold the school’s “WAYS to success” are rewarded, but students who choose to not uphold them are held accountable and must “pay” the consequences. This philosophy is reflected in the school’s Checkbook Management System, in which students receive “Scholar Dollars” for displaying the school’s core values of scholarship, teamwork, and integrity, but lose money for not upholding these values.

Procedures

- Each student in the school has a weekly checkbook, which captures his or her behavior throughout the week. Students may earn money for scholarly habits, but may lose money for choosing not to uphold one of the school’s values. The money the students earn comes in the form of fake “scholar dollars” which may be used for purchasing items at the school store, including school supplies, school uniforms, snacks, games, etc.
- Students earn scholar dollars for coming to school on time, completing homework, and having their agenda signed each day. Typically a student may earn up to eight (8) scholar dollars per day: 2 dollars for coming to school on time (students only earn 1 dollar if they come to school but are tardy); 1 dollar for having their agenda signed; and 5 dollars for having their homework assignments for all 5 classes (students earn 1 dollar per assignment). Students who miss a day of school may still earn 6 dollars by returning their make-up work on time.
- If a student chooses to not uphold one of the school’s values, then money is deducted from that student’s checkbook. The amount of money a student can afford to lose is determined by how much money they have earned that day.
- When a student violates one of the core values (scholarship, teamwork, or integrity), the student loses the appropriate amount of money from his or her checkbook and the violation is recorded on the checkbook (see the levels of infractions below). Detailed notes are made on the checkbook and a new balance is calculated.
- If a student does something exceptionally well or goes above and beyond in upholding one of the values, the teacher may credit money to that student’s account (ranging from $1 to $3, depending upon the act). For example, if a teacher “catches” a student picking up trash in the hallway or displaying the value of perseverance, the student may earn $1. For truly exceptional acts, the student may earn up to $3. This extra money is called ganas meaning “to show desire” in Spanish.
The amount of money a student earns over time also determines his/her eligibility for field trips and incentive activities offered by the school. Students are not penalized for spending their money at the school store; field trip eligibility is determined strictly by dollars EARNED and is not inclusive of dollars spent. Further, money is not deducted from students’ accounts when they attend field trips.

Teachers are constantly monitoring students’ checkbooks and enforcing consequences for students who have significant deductions. Students who have a negative balance at the end of the day must pay the school back by staying after school for an hour that afternoon or the next afternoon for detention. Parents are responsible for providing transportation for their children in such instances. Additional consequences may be enforced at the teacher’s or administrator’s discretion based upon the severity of the infractions (see levels of infractions on page 24).

At the end of the week, all of the teachers make a copy of their students’ checkbook, and a copy is sent home in the Monday Folder. Every student is expected to return the checkbook signed by his or her parent on Tuesday morning. If the paycheck is not returned by Tuesday he or she loses $1 per day until the paycheck is returned.

Students may earn up to $40 in one week (in addition to bonus credits). Students in 5th grade are expected to always maintain a weekly balance of $20 in order to remain on the team, students in 6th and 7th grades are expected to maintain a $25 weekly balance, and students in 8th grade are expected to maintain a $28 balance. If a student has a paycheck that is below this balance, he or she will be taken temporarily off the team and placed on “AP” in order to get his or her behavior in order. These dollar amounts will vary depending on the number of days we attend school in a week.

A student stays on “AP” until he or she has completed the number of silent lunch days, after-school days, and commitments associated with his or her “AP” level.

Administrative Punishment

“AP” will serve as a consequence for those students who disrupt the learning environment of other scholars or violate the school’s code of conduct in any other way.

What determines if a student is placed on “AP”? When a student’s weekly paycheck amount falls below a certain amount she/he will be placed on “AP”. 5th graders receiving a paycheck amount of $19 or below will be placed on “AP”. 6th and 7th graders receiving a paycheck amount of $24 or below and 8th graders receiving a paycheck amount of $27 or below will be placed on “AP”.

What does “AP” consist of?
Administrative Punishment has several components. When a student is on AP, he or she must attend silent lunch, after-school detention, and write a given amount of commitments. After-school detention is scheduled everyday from 5:15-6:15 Monday-Thursday and 8:30-10:30 on Saturday (for level 3 AP). After-school detention will not be held on Fridays and Early Release Days unless otherwise indicated.

How long will a student be placed on “AP”?
The number of days a student will serve “AP” is determined by her/his weekly paycheck amount. This paycheck amount varies from grade level to grade level. Level 1 paychecks earn a student 2 days of “AP”. Level 2 paychecks earn a student 3 days of AP. Level 3 paychecks earn a student 4 days of “AP” including a mandatory Saturday detention. Saturday detention is from 8:30 to 10:30 a.m.

<table>
<thead>
<tr>
<th>Paycheck Amount</th>
<th>AP Level</th>
<th># of Detention Days/Silent Lunch Days</th>
<th># of Student Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$19-$16</td>
<td>Level 1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$15-$11</td>
<td>Level 2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>$10 or below</td>
<td>Level 3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>6th and 7th Grade</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>$24-$20</td>
<td>Level 1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$19-$16</td>
<td>Level 2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>$15 or below</td>
<td>Level 3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$27-$23</td>
<td>Level 1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$22-$18</td>
<td>Level 2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>$17 or below</td>
<td>Level 3</td>
<td>4</td>
<td>10</td>
</tr>
</tbody>
</table>

How will a student get out of the “AP”?
Students will be placed out of “AP” once they have served their time and all assignments are completed. Written assignments must be completed on the last day of “AP”. For example, if a student earns 2 days of “AP” and waits until the second day to try to complete her/his written work that student must stay that second day until the assignment is completed.

What happens if my child is on AP week after week?
Students placed on AP for consecutive weeks will receive additional consequences.

### Number of Weeks on AP

<table>
<thead>
<tr>
<th>Weeks on AP</th>
<th>Parent conference</th>
<th>Parent is required to sit in on class for at least half of a day</th>
<th>Suspension and behavior plan</th>
<th>Probationary contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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</tbody>
</table>

Although the weekly checkbook balance is the standard measure used to determine which students are placed on AP, the principal and/or his designee may place students on AP at any time for behavior that is deemed to be extremely inappropriate (such behavior might include laying a hand on another student, talking disrespectfully to an adult, etc.).

### Levels of Infractions

**Level 1 = $1 deduction from paycheck → Violation of Scholarship value**

- Did not follow directions in class or in work
- Unorganized
- Not prepared for class
- Off task
- Missing materials
- Paycheck not signed
- Messy desk or lunch area
- Not tracking

**Level 2 = $2 deduction from paycheck → Violation of Teamwork value**

- Disturbing other teammates from learning (such as talking without permission)
- Negative attitude
- Playing around in hallway or bathroom
- Throwing/leaving trash on floor
- Talking to a student on the bench or talking while on the bench
- Grossly unorganized
- Not being a team player
- Gossiping/talking about other team members
- Dress code violation

**Level 3 = $5 deduction from paycheck → Violation of Integrity value**

- Lying
- Cheating
- Copying
Ensuring Consistency in Implementation

The Checkbook Management System is designed to be an objective approach for managing student behavior, and it provides for a structure in which students and teachers are clear what the consequences are for specific behaviors. The system also empowers the teachers to manage behavioral problems within their classroom, while communicating effectively with other teachers throughout the school.

Moreover, the principal, assistant principal, and director of student culture are also intimately involved in the process and can assign or remove students from the Administrative Punishment.

Although the above procedures represent the consistent and planned approach for dealing with behavior problems, the school reserves the right to modify this system at any point in the school year. This may involve changing the amount of scholar dollars students are eligible to receive, revising the level of infractions, and/or overhauling the entire checkbook management system as needed. The school recognizes that management systems need to be flexible to meet the needs of teachers and students. In the event that any major aspect of the checkbook management system is changed, parents will be notified in writing about the revisions.

Discipline Policy

Students at KIPP WAYS Academy are expected to abide by the KIPP WAYS Academy Commitment to Excellence at all times. For students who choose not to follow the expectations within this agreement, there will be consistent consequences in place. The KIPP WAYS Academy Checkbook Management System is the primary means for administering consequences and rewards, and it will be used for disciplining students in most situations. Consequences associated with this system include: Lunch/Break Detention, and After-School Detention. Students with several discipline problems may be placed on “AP”, as is described in the Checkbook Management System Policy.

Other consequences for disciplinary problems may include, but are not limited to:

- Verbal correction
- Phone call home to parents
- Teacher-student-parent conference
- Behavior Contract
- Removal from extracurricular activities
Additional assignments to be completed at home and/or at school.
Detention during Saturday School
Detention on non-Saturday Saturdays
Mandatory Homework Study Hall after school
Time-Out
Loss of incentives and school trips
Calling Plans, where the student must call the teachers to inform them when homework is completed
Short-term suspension (removal from school for a period of ten or fewer days)
Long-term suspension (removal from school for a period of more than ten days)
Mandatory transfer (permanent removal of a student from school)

KIPP WAYS Academy has adopted the following policies regarding specific prohibited behaviors:

1. Tobacco: All tobacco products are prohibited at KIPP WAYS Academy. Penalties for students found with tobacco products range from short-term suspension to mandatory transfer.

2. Electronic Communication Devices: Electronic communication devices (including paging devices, cellular phones, walkie-talkies, etc.) are prohibited at KIPP WAYS Academy. The Official Code of Georgia Annotated 20-2-1183 prohibits students from possessing a pager or cellular phone or other electronic communication device (such as, but not limited to, a walkie-talkie) at school or on a school bus (including field trips and extracurricular activities). On the first violation, the device will be confiscated and will only be returned to the child’s parent. Additional violations will result in the child being placed on AP or being suspended from school. The school also reserves the right to confiscate the device for an extended period of time if it is brought back on campus.

3. Weapons and/or Explosive Devices: Weapons and any other tool or instrument capable of inflicting bodily injury as a weapon are absolutely prohibited at KIPP WAYS Academy, and any student found to be in possession of such property shall be required to transfer. Such items include, but are not limited to: any loaded or unloaded firearm, any object or gun from which projectile objects may be released (such as a BB gun, etc.), any knife (including pocket knives), any razor, any defensive device (gas repellent, mace, chemical sprays, etc.), any martial arts device, or any tool or instrument which school staff could reasonably conclude as being used to harm someone else (such as a blackjack, chain, club, metal/brass knuckles, night stick, pipe, rings, ice pick, etc.). If any the above items are found on a student, law enforcement will be contacted immediately.
In addition, The Official Code of Georgia Annotated 16-11-127.1 states that “It shall be unlawful for any person to carry to or to possess or have under such person’s control while within a School Safety Zone or at a school building, school function, or school property or on a school bus or other transportation furnished by the school any weapon or explosive compound. Any person who violates this subsection shall be guilty of a felony and, upon conviction thereof, be punished by a fine of not more than $10,000, by imprisonment for not less than two nor more than ten years, or both. A juvenile who violates this subsection shall be subject to the provisions of Code Section 15-11-37.”

A student shall also not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc., including but not limited to: fireworks of any type or size, smoke bomb, paint bomb, stink bomb, any homemade bomb, or any form of gasoline, kerosene, explosive or corrosive chemicals, etc. Students found to be in violation of this policy are also subject to immediate mandatory transfer as well as legal action.

4. Threatening or Violence Against Staff: Students shall not threaten, harass, or cause inappropriate bodily contact with and/or cause damage to the property of any school employee. Students found to be in violation of this policy shall be subject to short-term suspension, long-term suspension, or mandatory transfer as well as a referral to the local law enforcement agency.

5. Drugs/Substances: Students found to be in possession of or under the influence of any “drug,” including alcohol, alcoholic beverages, look-alike drugs, inhalants, pills, tablets, or illegal drugs or substances shall be subject to immediate mandatory transfer. Parents of students who are required to take medication while at school must contact the main office immediately before sending medication to school. The appropriate law enforcement agency will also be contacted when unlawful substances are found to be in the possession of a student.

6. Destruction or Theft of Property: Destruction of, theft of, and/or threats to destroy or damage or deface school, private, or public property will result in immediate disciplinary action ranging from short-term suspension to mandatory transfer.

7. Violence: Violence at KIPP WAYS Academy will not be tolerated. Verbal threatening, fighting or intimidating students with our without actual physical contact, an attempt to hurt another, or actions which cause reasonable fear of immediate bodily harm is defined as an “assault” and will result in penalties ranging from short-term suspension to mandatory
transfer. Fighting or making physical contact of an insulting, offensive, or provoking nature with another student is defined as “simple battery” and will result in penalties ranging from short-term suspension to mandatory transfer. Students guilty of “aggravated battery” (maliciously causing bodily harm to another) or “aggravated assault” (an assault made with a deadly weapon or with an object or device that is likely to result in serious bodily harm) are subject to immediate mandatory transfer. Students who participate in a fight by running to an altercation or by encouraging others to participate are also subject to punishment ranging from “AP” to mandatory transfer. In addition to school sanctioned disciplinary actions, students may also be referred to the appropriate law enforcement agency.

8. Rude or Disrespectful Behavior: Students at KIPP WAYS Academy are expected to operate with the utmost integrity at all times, and therefore discourteous or inappropriate language and/or behavior or gestures toward a staff member or student will result in penalties ranging from a checkbook deduction to short-term suspension. Consistent rude or disrespectful behavior may result in mandatory transfer.

9. Skipping Class: Any student caught skipping class is subject to immediate consequences ranging from short-term suspension to mandatory transfer.

10. Classroom Disturbance: The value of “Scholarship” is of the utmost importance at KIPP WAYS Academy, and therefore classroom disturbances will not be tolerated. Any behavior that disrupts the instructional process, distracts students and/or teachers from classroom activities and studies, and/or creates a dangerous or fearful situation for students and/or staff will result in penalties ranging from a checkbook deduction to short-term suspension. Consistent disturbances may result in mandatory transfer.

11. School Disturbance: Any acts that may cause disruption of the school environment and/or threaten the safety or well-being of other students is strictly prohibited at KIPP WAYS Academy. Such activities may include, but are not limited to, terroristic threats, gang-related activities, walk-outs, sit-downs, rioting, picketing, trespassing, inciting disturbances, threats to the school, pranks, etc. Penalties for such disturbances may range from short-term suspension to mandatory transfer.

12. Profanity or Obscenity: Students at KIPP WAYS Academy are expected to uphold the value of integrity at all times, and any use of profanity or obscenity will be considered a violation of this value. Such use includes, but is not limited to, profane, vulgar, obscene words or gestures; possession of profane, vulgar, or obscene material; accessing obscene material via the Internet; profane, vulgar, obscene or insulting racial,
13. Failure to Accept Disciplinary Action: Students are expected to follow the disciplinary actions set forth by any staff member at the school, and any students who fail to do so is subject to immediate and harsh consequences. Refusing or failure to accept the “AP” status, serve detention, serve a suspension, or carry out any other disciplinary action imposed by a teacher or school administrator is grounds for immediate suspension or mandatory transfer.

14. Bus Misbehavior: Students at KIPP WAYS Academy must recognize that riding the bus is a privilege, not a right. Therefore, the privilege of riding the bus to and from school may be denied to any student who consistently misbehaves while on the bus. In addition, any behavior that disturbs or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus (including throwing things out of the window or using reflective devices to distract drivers, etc.) may result in immediate suspension or mandatory transfer. The following items are prohibited while on a school bus: electronic devices (such as cellular phones, pagers, audible radios, tape or compact discs without headphones), food, drinks, candy, glass objects, nuisance items, animals, drugs, weapons, mirrors, lasers, flash cameras, or any other device that might interfere with the driver’s operation of the school bus. Students who do not follow the school bus rules may be suspended from the bus temporarily or for the entire year, depending upon the severity of the violations.

15. Conduct Outside of School Hours: It is imperative that students recognize that as a KIPP WAYS Academy scholar, they are always representing the school. Therefore, any conduct outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, or well-being of other students or staff members may result in punishment by the school. Such penalties may range from verbal warnings to mandatory transfer.

16. Gambling: Gambling in all forms is strictly prohibited at KIPP WAYS Academy. Acts such as betting money or items on card games, dice games, the outcome of games or activities and/or possession of gambling materials or paraphernalia may result in a variety of consequences ranging from “AP” to mandatory transfer.

17. Providing False Information: Students engaging in any act that entails providing false information to the school will be subject to immediate consequences. Such offenses include such acts as falsifying school
records, forging signatures, making or providing false statements, bribery, using an unauthorized User ID or password, etc. Penalties for such infractions may range from being placed on “AP” to being required to transfer.

18. Cheating: Cheating will absolutely not be tolerated at KIPP WAYS Academy. Students found to be cheating will be placed on “AP” immediately. Cheating includes copying someone else’s work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Penalties range from short-term suspension to long-term suspension.

19. Plagiarism: Students who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism. Plagiarizing is considered against the law and will be punished at KIPP WAYS Academy. Penalties may range from short-term suspension to long-term suspension.

20. Sexual Misconduct: Sexual misconduct between or among students on school property or at any school activity or event, including, but not limited to, sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors, indecent exposure, insulting comments about sexual orientation, stalking etc. will be subject to swift and harsh consequences ranging from suspension to mandatory transfer. Such matters will also be referred to law enforcement when appropriate.

21. Trespassing on School Property: Students at KIPP WAYS Academy are not allowed to enter the premises of the school after hours or on the weekend without authorization or permission from the principal. Students found to be trespassing may be suspended or required to transfer. When a student refuses to leave the school property and/or returns to the school after being instructed to leave the property, the student will be in violation of this policy and the matter will be referred to law enforcement. Students who have been suspended or required to transfer are strictly prohibited from entering the premises of the school at any time during the length of their suspension or mandatory transfer.

Suspension and Mandatory transfer Policy

Short-Term Suspension Procedures
The Principal or his designee may impose a short-term suspension at his discretion. Before imposing a short-term suspension, the Principal shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The Principal also shall immediately notify the
parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the suspension at the last known address. Whenever possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the Principal.

**Long-Term Suspension Procedures**

The Principal may impose a long-term suspension of more than 10 days. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. Upon determining that a student’s action warrants a possible long-term suspension, the Principal will verbally inform the student that he or she is being suspended and is being considered for a long-term suspension and state the reasons for such actions. The Principal shall immediately notify the student’s parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension and shall offer the opportunity for an immediate informal conference with the Principal. At the formal hearing, the student and/or parent(s) or guardian(s) shall have the right to present evidence and ask questions. The principal, in consultation with teachers and staff, is responsible for making the final decision with regard to long-term suspensions.

**Mandatory Transfer Procedures**

If a student is being considered for mandatory transfer from KIPP WAYS Academy, the Principal shall provide written notification to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for an informal conference with the Principal and shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice. Except for those items which, under state and federal law, require immediate mandatory transfer, the Principal may not expel a student unless a prior written and verbal warning for mandatory transfer has been issued to both the student and his/her parent or guardian. In that “final warning”, documentation must appear which clearly demonstrates which aspect of the KIPP WAYS Academy Commitment to Excellence form have been violated and why these violations warrant mandatory transfer if continued. If, following the informal conference, the Principal maintains
that the student would receive an adequate and appropriate education in another school program, the Principal shall provide written notification to the student and his or her parent(s) that the student is being required to transfer. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of mandatory transfer of the last known address. Where possible, notification shall also be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall include a description of the behavior and/or academic problems indicative of the need for transfer, a description of the alternatives explored, prior action taken to resolve the problem, and an invitation for an immediate formal hearing with the Principal. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The parents, should they so choose, may also present materials to the Principal for consideration. The principal will render a formal decision with 24 hours of the hearing.

Alternate Instruction

Students who are suspended will be provided with alternate instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for students with disabilities.

Due Process Procedures

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, than that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not included specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

A student’s family may elect to appeal a decision by the Principal for suspension or mandatory transfer to the KIPP WAYS Academy Board of Directors. The family may bring counsel with them if they so desire. In all events of mandatory transfer, the Principal of KIPP WAYS Academy will work in conjunction with the family to find the best possible alternative setting.

IV. Academic Overview

Academic Program Overview
The academic program of KIPP WAYS Academy is designed to challenge every student to achieve on or above grade level performance in all academic subjects. While students may enter the school below grade level in many areas, the school is prepared for the challenge of equipping students with the knowledge, skills, and scholarly habits necessary for success in an academically rigorous college preparatory high school. The school’s curriculum is based upon the Georgia Performance Standards, but is accelerated and taught rigorously to ensure that students are prepared for a college preparatory high school upon completion of the 8th grade at KIPP WAYS Academy.

To this end, the academic program of KIPP WAYS Academy is geared towards immediately assessing and addressing the deficiencies with which students may be entering the school. During the fifth grade, students begin by reviewing basic elementary math and reading skills that they have been identified as lacking. Throughout the year, the students spend more time in all core academic subjects, providing them with sufficient time to “fill in any holes” that may exist in their academic skills or knowledge through an “accelerated spiraling” instructional approach. This means that while teachers may be moving at a quicker pace, thereby teaching more content and skills than is typical in a given year, they are constantly reviewing and relating new material to prior knowledge and skills. By the end of fifth grade, it is expected that nearly all students will be on or above grade level in all academic subjects. As students become proficient in their basic academic skills by fifth grade, the sixth through eighth grade academic program provides students with more challenging skills and a more content-rich curriculum.

KIPP WAYS Academy provides the basic age-appropriate curriculum for reading, language arts, math, science, and social studies at each grade level. Spanish is also offered to our seventh and eight graders. These courses are supplemented by the school’s Fine Arts and Physical Education Program. The Principal also teaches a course called Life Labs, which consists of instruction in the values, life skills, and habits of a scholar. The core curriculum areas include those subjects that are taught daily:

**Reading**

During Reading instruction, students focus on the following:
- Decoding skills
- Vocabulary development
- Fluency and reading with expression
- Reading comprehension with a variety of genres

By the time students leave 8th grade, it is expected that they will not only have a love for reading, but also will feel comfortable reading, comprehending, and analyzing difficult literature from a variety of challenging genres. Students will be equipped to engage in intelligent discussions about books they have read and will be skilled in critiquing the literary value of such texts.
Language Arts
Given the importance of effective oral and written communication skills, during 5th grade, students at KIPP WAYS Academy have the advantage of receiving instruction in a Language Arts class that is separate from their traditional Reading class. While the two classes have integrated themes and instruction, the Language Arts class focuses specifically on developing students' communication skills. In 6th – 8th grades, these concepts will be covered in an integrated English class. During the Language Arts class, students focus on the following:

- Grammar and mechanics
- Spelling
- Oral presentations and interviews
- Fluency and organization in written expression with a variety of genres
- Creativity in writing
- Research skills

Mathematics
The 5th grade mathematics class focuses on developing the students' foundational computational and problem-solving skills necessary for success in their future progression into Algebra. At the beginning of the year, students are assessed to identify the “holes” in their mathematic abilities, and instruction is geared to reviewing the necessary concepts and skills. While the 5th grade curriculum is designed to get students on grade level, students are also challenged with algebra concepts and terminology so as to prepare them for their journey into Algebra and to remove any fear that may typically be associated with approaching difficult math problems.

In 6th grade, students take a Pre-Algebra course designed to introduce them to basic algebraic concepts. The Pre-Algebra class incorporates much of the subject matter found in the beginning chapters of a standard Algebra text. Students of KIPP WAYS Academy then take a two-year Algebra I course in 7th and 8th grade, setting them on a course for Algebra II by their first year of high school and preparing them for success in higher mathematics.

As teachers progress through the mathematics curriculum, there is the constant spiraling of material and the integration of math word problems and logic problems involving multi-step operations. Teachers use a variety of instructional approaches in teaching mathematics, including the use of manipulatives, chants and raps, daily drills, games, and mathematics technology.

Science
Developing scholars with experience in scientific inquiry, problem solving, and reference skills is an essential part of the Science curriculum at KIPP WAYS Academy. During 5th grade, students study a broad range of science topics in
the areas of Physical Science, Life Science, and Earth & Space Science. During the years following 5th grade, students focus on one specific strand as follows:

6th grade: Earth & Space Science
7th grade: Life Science
8th grade: Physical Science

These advanced classes emphasize experiencing science through the framework of the scientific method and hands-on, inquiry-oriented instruction, including demonstrations, laboratory work, scientific models, and technology. Throughout the four years of study, students become proficient in completing experiments and in researching scientific topics.

Social Studies

The Social Studies curriculum of KIPP WAYS Academy aligns closely with the content standards of the Georgia Quality Core Curriculum. During fifth grade, students receive instruction in economics, civics, United States history, and United States geography. The sixth grade curriculum includes instruction in the history and geography of the Americas, Europe, and Oceania, while seventh graders focus on Asia, Africa, and the Middle East. Eighth grade students study the history, geography, government, and economics of the state of Georgia.

Throughout the historical studies, students are exposed to the importance of people groups who have been historically discriminated against, including women, Native Americans, African Americans, and other cultural groups.

Geography skills are also an important component of the Social Studies curriculum at KIPP WAYS Academy. Each year, students are tested on the geographical region of focus for their grade level. The assessments consist of a blank map that the students must label as follows: (a) in 5th grade, a map of all fifty states and their capital cities; (b) in 6th grade, a map of all countries, major rivers, and mountain ranges, in North America, South America, and Europe; (c) in 7th grade, a map of all countries, major rivers, and mountain ranges in Asia, Africa, and Australia; and (d) in 8th grade, a map of all major cities, rivers, lakes, mountains, and historic sites in the state of Georgia.

Economics is introduced through a school-wide monetary system by which students can earn "Scholar Dollars" and have the opportunity to purchase various academic enrichment items from a student-managed school store. A variety of projects and field lessons are also integrated with the Social Studies curriculum.

Spanish
The Spanish curriculum of KIPP WAYS Academy aligns with the content standards of the Georgia Quality Core Curriculum. The seventh grade course focuses on language acquisition through exposure to Spanish. Students learn proper pronunciation, basic vocabulary and verb conjugations in the present tense as well as study techniques for second-language acquisition. Learners will be introduced to Hispanic and Spanish culture and will participate in holiday celebrations and activities of specific countries.

The eighth grade course is a continuation of the seventh grade course. While cultural studies will continue to be a significant component of the class, the primary focus is to develop proficiency in the following basic skill areas:

- Speaking
- Listening
- Writing
- Reading

Fine Arts

The Fine Arts Department will strive to promote the development of student talent, both individually and collectively, while providing an education that encourages creative learning and excellence in the arts. The KIPP WAYS Academy Fine Arts Department is divided into the following three areas:

**Band**

The KIPP WAYS Academy Band Program develops the individual musical talents of scholars in a collaborative and team-oriented approach. Rehearsals include warm up, fundamental drills (chorales, scale/arpeggio studies, rhythmic exercises) and the improving of overall musicianship. Classes are structured to teach theoretical concepts found within the literature and to prepare students for quality performances. Students prepare for multiple performances throughout the year.

**Visual Arts**

The KIPP WAYS Academy art curriculum will offer a balance between traditional and contemporary methods of creating compositions. At all levels students will question very specifically what qualities make a work of art. Students will explore design and composition, the historical and cultural context of a piece of work, and discuss how media is used to create artwork.

**Theater**

This course will engage students in a variety of activities with the goals of improving communication and cooperation skills. The theater program provides students with a comprehensive training in all aspects of theater production with a major emphasis in performance. Students will explore topics
such as improvisation and comedy, character building, pantomime, puppetry, masks, make-up, costumes, the history of the theater and scene work.

Physical Education

The goal of the KIPP WAYS Academy physical education program is to teach skills, knowledge, sportsmanship, and safety through an exposure to a wide variety of sports and recreational activities. Students will establish a degree of physical fitness, a respect for a healthy body and mind, and an appreciation for sports. The overall mission is help students enjoy and learn about physical activity so that they will continue to be active for the rest of their lives.

Life Labs/Advisory

During Life Labs and Advisory classes, the instruction is focused on developing the character skills, leadership skills, and scholarly habits necessary for success in a college preparatory high school. The school's values are focused on during this time, and behavior problems within the school community are addressed in a proactive team environment. Students are introduced to note-taking and study skills, and receive assistance with preparing for major tests. Students practice interview skills and interaction in formal settings, including appropriate handshakes, making eye contact, and other social norms. Moreover, students discuss and debate current events and political issues and also address relevant topics of concern within their generation and community. Life Labs and Advisory classes also provide students an opportunity to discuss issues related to living healthy lifestyles with regard to diet, hygiene, and other health related issues.

Attendance Policy

In light of the school’s mission to develop scholars and scholarly attributes in its students, it is imperative that students understand the importance of attending school EVERY day. Given the amount of material covered in the longer day, missing a day at KIPP WAYS Academy is the equivalent of missing approximately 1½ days at a traditional public school. Therefore, students and parents are encouraged to make every effort possible to attend school.

If a student is going to be absent, the parent is asked to call the school office before 8:00 a.m. the morning of the absence. The school will work with the parent and student to determine the appropriate procedures for receiving and completing missed assignments.

The following guidelines have been established to minimize absenteeism. The Georgia Board of Education allows for documented absences due to:

- Personal illness
- Death or serious illness in the family
- Recognized religious holidays
- Absences caused by order of government
• Inclement weather or dangerous conditions

If a student misses the bus or oversleeps, it is the parent’s responsibility to find a way for the child to get to school. Transportation problems are not considered excused absences.

In the event that a student is absent for the first part of the day, he or she is still encouraged to report to school. Scholars who report to school after 12:00 p.m. (Monday – Friday), however, will be considered absent for the entire school day. In addition, students who report to school but leave before 10:30 a.m. will be considered absent for the entire school day. Students must be present at least 75% of the time on Saturday to be considered present.

When a student is absent, a parent or guardian must communicate in person or in writing with the school. This communication should clearly state the reason(s) for the absence. For extended absences, supporting documentation (i.e. doctor’s note) is required.

Any absence that is not supported with written documentation and/or does not fall within the guidelines of excused absences as defined by the Georgia Board of Education will be considered unexcused.

Excessive absences will be considered in any retention decision. If a student is absent a total of more than ten days, formal inquiries will be made and reported to the appropriate law enforcement agency. In addition, students absent more than fifteen days will be considered for retention.

Saturday School absences are taken very seriously and are considered in all attendance counts.

Students are also expected to arrive on time to school each day. School begins each day at 7:30 a.m. Students who arrive after 7:35 a.m. are considered tardy and will be marked as such on their attendance records. Unexcused tardies will result in a loss of 1 Scholar Dollar and may result in additional consequences for students. Every three tardies will count as an absence, which will be considered in all retention decisions.

Homework Policy

KIPP WAYS Academy takes homework very seriously. It is the school’s policy to assign homework every night, including most weekends and breaks. The purpose of this homework is to reinforce the skills taught in class. Generally, new skills will not be introduced as homework. Students can expect to have an average of 90 minutes of homework each night.

Students will be responsible for recording their assignments in a daily Agenda, which will be provided by the school. Each night, the parent is responsible for
signing the agenda and signing all homework assignments. Please note that any assignment not signed by a parent is considered incomplete and will result in consequences for the student.

Homework will be checked each morning. Children are responsible for returning all assignments promptly and completely. Homework that has been done with little effort (i.e. the student rushes through just to get done) is considered incomplete. At KIPP WAYS Academy, there are NO EXCUSES for incomplete or missing homework. Students who have questions about their assignments are expected to call their teachers.

Homework will make up part of the students’ grade in every class; however, the portion of the students’ grades in each class that is based on homework shall not exceed 25% of the total grade in that class. Most teachers will grade homework based on the students’ effort in relation to their skills. Teachers will use a system of checkmarks, which have the following meanings, and correlate to the following numeric grades:

\[+ = \text{The student has completed the assignment to the best of his/her ability.} \equiv 100\%\]
\[\sqrt{} = \text{The student has demonstrated a good level of effort.} \equiv 85\%\]
\[\sqrt{-} = \text{The student has demonstrated less than adequate effort.} \equiv 75\%\]
\[– = \text{The student has demonstrated minimal or no effort.} \equiv 50\%\]

Teachers may decide to assign a numerical value to a homework assignment in lieu of the system of checkmarks. Teachers will grade at least 1 homework assignment on average per week.

When students receive a grade on a homework assignment with which they are unsatisfied, they may redo and resubmit the assignment within a week from which the assignment was given. When they redo and resubmit work, students may raise their grade by one level only. Thus, if they earn a \(\sqrt{-}\) on a homework assignment the first time they do it, the highest grade that they can earn upon resubmission is a \(\sqrt{}\). Thus, if they earn a – on a homework assignment the first time they do it, the highest grade that they can earn upon resubmission is a \(\sqrt{-}\). Students may only take advantage of this opportunity up to three times during a quarter per class. This policy does not apply to tests or other assignments completed primarily in class.

Students who come to school with incomplete or missing assignments (regardless of the reason) will face any or all of following consequences:

- Students have the opportunity to earn 1 scholar dollar per homework assignment they turn in each morning. If an assignment is not complete, they lose the opportunity to earn that scholar dollar and start off with less money. If a student returns no homework, he or she has five less dollars to begin with (which means they have very few dollars they can lose before behavioral consequences are implemented).
- Students will be required to spend their lunch/recess in Homework Detention in order to finish their assignments that day.
• Students who still have not finished the previous night’s homework by the end of the day will be required to stay after school THAT DAY until all of their homework is complete.

Teachers may also institute additional consequences at their own discretion, which may include additional assignments, homework contracts, homework call plans, or any other reasonable consequence deemed appropriate by the teacher.

Cheating/Plagiarism

**Cheating:** Cheating will absolutely not be tolerated at KIPP WAYS Academy. Students found to be cheating will be placed on the “bench” immediately along with a one-day suspension and written assignment. Cheating includes copying someone else’s work, having someone else complete an assignment, copying the answers from an answer key, going against the directions in seeking outside assistance, etc. Repeated cheating may result in a short or long-term suspension in addition to other consequences.

**Plagiarism:** Plagiarism involves the stealing of someone else’s ideas or words as one’s own or the imitation of the language, ideas, and thoughts of another author (or person) and representation of them as one’s original work. Students who copy an idea or the actual text from another source and claim that it is their own will be guilty of plagiarism. Plagiarizing is considered against the law and will be punished at KIPP WAYS Academy. Penalties may range from detention to suspension.

Make-Up Work Policy

**When a student is absent,** all missed work must be completed. It is the student’s responsibility to consult with each of his or her teachers to make sure he or she is aware of all assignments. The time generally allowed to complete this work without a penalty will be the number of days the student was absent. For example, if a student was absent for one day, then he or she will have one day to make up any missed work.

Students may also make up missing assignments or re-do any assignment (including tests) for which the student received a grade with which he/she is not satisfied. Students will be provided TWO WEEKS from the date the assignment is returned and posted in the grade book to make up any missing assignment or to re-do any assignment. Students will only be allowed to make up assignments, however, AFTER they have attended a required tutorial session related to the assignment that is missing or needing to be redone. Students’ recorded grades will be ONE LETTER grade lower than their actual performance on any made-up assignment. For example, if a student received a D on a test, went to tutoring and retook the test and received an A- on the makeup, the recorded grade would be a B- (one letter grade below). Students receiving a 70 or below will have 10 points deducted for their recorded grade.
Teachers will post which assignments are “alive” in their classrooms so students will know which assignments they currently have the right to make-up. After two weeks, the assignment will be considered “dead” and no longer allowed to be redone. This approach will put the responsibility on the students to identify their low grades or missing assignments, seek out the tutoring, and make up the work. Teachers will not be responsible for tracking down students for missing work.

This policy is intended to assist students who are willing to work hard to maintain their grades; however, the principal reserves the right to deny the privilege of making up missing assignments or re-doing assignments for any student who abuses this privilege. Students who consistently turn in their work late or do not study for tests the first time because they know they can “fall back” on the make-up policy will have this privilege revoked.

In addition, although students may have the opportunity to make up assignments after report cards are printed (for assignments given during the last two weeks of a marking period), the HONOR ROLL & PRINCIPAL’S LIST will be determined based upon the date report cards are printed and sent home to all parents. Grades that are revised following the first printing of report cards WILL NOT be considered for the honor roll or principal’s list.

Grading / Report Cards

The school year is broken into four (4) grading periods. The marking periods are long enough (approximately 9 to 10 weeks) to allow students several opportunities to demonstrate mastery of specific skills. In addition, multiple means are used to determine students’ grades and assess their skill levels. At the end of each marking period, students will receive grades in all core academic classes. The grading scale is as follows:

\[
\begin{align*}
A+ &= 99 – 100; A &= 92 – 98; A- &= 90 - 91 \\
    & \text{Excellent achievement at the assigned performance level.}
\end{align*}
\]

\[
\begin{align*}
B+ &= 88 – 89; B &= 82 – 87; B- &= 80 - 81 \\
    & \text{Above average achievement at the assigned performance level.}
\end{align*}
\]

\[
\begin{align*}
C+ &= 78 – 79; C &= 75 – 77; C- &= 74 \\
    & \text{Average achievement at the assigned performance level.}
\end{align*}
\]

\[
\begin{align*}
D+ &= 73; D &= 71 – 72; D- &= 70 \\
    & \text{Below average achievement at the assigned performance level.}
\end{align*}
\]

\[
\begin{align*}
F &= 0 - 69 \\
    & \text{Failure to achieve at the assigned performance level.}
\end{align*}
\]
Parents are REQUIRED to meet with their child’s teacher(s) in order to receive their child’s report cards for the first and third quarters. Parents of students with deficiencies in any academic area may also be required to pick up their child’s second quarter report card. Four quarter report cards will be mailed to all parents after school has been released for the summer.

Progress Reports

The school will distribute progress reports regularly that provide information on how students are performing on specific academic standards and assessments. Homework completion and behavioral reports are sent home weekly through the school’s Checkbook Management system.

The progress report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents/guardians about how students are doing at the halfway point in the marking period. If a student is in danger of failing a class at the time progress reports are released, parent conferences will be requested on the progress report and parents will be required to meet with the teacher within one week of receiving the notice. Teachers can also request conferences with parents/guardians, and parents/guardians may call or request a conference with any teacher at any point in the year.

Final Grades

The final, year-end grade for a course is the numerical average of the four (4) marking periods. Grades are rounded to the nearest whole number. If a student receives a yearly grade lower than 70, he or she fails that course for the year.

Promotion Policy

To be considered for promotion to the next grade, students must meet at least two of the following three criteria for ALL of the core skill classes: Reading, Language Arts, Mathematics, Science, and Social Studies:

- Have a final yearly grade of 70 or above in the academic subject
- “Meet Standards” or “Exceed Standards” on the Georgia Criterion Competency Referenced Test in the academic subject
- Receive a grade of 70 or above on the final exam for the academic subject

Students who meet 2 of the 3 criteria in all core skill classes, but have a final yearly grade of 69 or below in 2 or more classes may still be considered for retention (even if they passed the final exams and CRCT tests for all classes).

If a student does not meet the above criteria for promotion to the next grade, he or she may only be promoted at the discretion of the Principal. Students who are “administratively placed” in the next grade because they did not meet the school’s promotion requirements may be denied the privileges associated with being promoted
(e.g. participating in the promotion exercises, etc.). Students who have Individual Education Plans (IEPs) will be promoted to the next grade based on successful completion of the goals on the IEP.

Evaluation Tools
KIPP WAYS Academy believes that there needs to be a wide array of assessments including school-developed assessments to track specific skills and learning, state exams to ensure that students are meeting all state standards, and national exams to help KIPP WAYS Academy faculty see the strengths and weaknesses of its methods measured against national norms. KIPP WAYS Academy measures the impact and success of its academic programs utilizing several forms of evaluation and assessment. Evaluation and assessment are conducted on an annual, quarterly, weekly, and daily basis in all curriculum areas.

When students enter KIPP WAYS Academy, they are assessed using the Iowa Test of Basic Skills (ITBS), which provides baseline data with regard to the students' overall performance in reading, language arts, and math. This test is administered to all 5th grade students during the summer or early fall, and the test results are used to inform the teachers' instruction. Students will also be required to take the complete battery of the ITBS at the end of each school year to measure their progress throughout the year.

In addition to the ITBS, the school also develops diagnostics to be administered during the summer session prior to the start of the school year. The results from these diagnostics are used as teachers develop their sequence of instruction and make decisions with regard to the allocation of time on specific standards.

KIPP WAYS Academy participates in all required statewide testing as outlined in the following table.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Georgia Criterion Competency Referenced Test</th>
<th>Iowa Test of Basic Skills (ITBS)</th>
<th>GA Writing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>X</td>
<td>X (pre and post)</td>
<td>X</td>
</tr>
<tr>
<td>Grade 6</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Once a year, the school will publish the school-wide results for all standardized tests. Parents/guardians will be informed about the performance of their individual students.
All ESOL students take annual pre-tests and post-tests of LAB (Language Assessment Battery) as required by Georgia State Department of Education.

In addition to annual standardized tests, each teacher develops an annual cumulative assessment to demonstrate that students have mastered the standards for their specific subject. This assessment may include a final exam, project, presentation, portfolio, or any other assessment that requires the student to demonstrate proficiency in all of the standards for that subject.

Summer Session

KIPP WAYS Academy runs a two-three week intensive, academic Summer Session in July. The goal of the Summer Session is to give students a “jump start” for the upcoming academic year. All students are required to attend the entire summer session every year.

Field Lessons

Field lessons are provided on a regular basis to students who are eligible through the school’s incentive program. Field lessons are designed to compliment instruction that is occurring in the classroom, but only those students who “earn” the trip (according to the predetermined “scholar dollar” requirements) will be invited to attend. Parents may be asked to contribute a small fee for field trips. At the end of the school year, students who have consistently demonstrated the school’s “WAYS to Success” throughout the year will be invited to participate in the grade level End of Year Trip, which may involve staying overnight outside of Atlanta. By signing the Commitment to Excellence parents agree to allow their child to participate in those trips for which he or she is eligible. On some trips, a limited number of parents may be invited to help chaperone. Only those parents who have been actively involved at the school will be invited to participate in such events.

Tutoring

At KIPP WAYS Academy, we believe that ALL students WILL learn. To this end, students may be able to receive extra help / tutoring during certain times of the day. Students should understand that teachers ask them to come for extra help because they care about their academic performance. Students may be assigned to (or volunteer for) tutoring classes that meet at scheduled times during the day. Students may also have tutors come during the lunch/break time or during electives. In addition, some students may occasionally be invited to stay after school for additional tutoring or homework help. Teachers may also restrict some tutoring sessions to certain students who may need targeted assistance that may not otherwise be possible with other students in attendance.

Computer / Internet Use
Computers are used to support learning and enhance instruction. Students will use computers frequently in their regular classrooms. However, all of these computer privileges depend on a student’s using the technology in a responsible, efficient, ethical, and legal manner. A student may not:

- Use the Internet for any illegal purpose;
- Use profane, obscene, impolite or abusive language;
- Change computer files that do not belong to the user;
- Violate someone else’s privacy;
- Share his/her password with anyone except adults at the school.

A student will not be allowed to access the Internet or email until the student and a parent/guardian have signed a Technology Release agreement. Unacceptable use of the Internet will result in immediate revocation of access privileges.

Textbook and School Owned Instructional Materials

The school will provide each student with a variety of textbooks and instructional materials (including workbooks, magazines, journals, library books, homework agendas, etc.). It is the responsibility of each student to keep up with their textbooks and instructional materials borrowed from the school. The school has a very limited budget for funding such instructional materials; therefore parents of students who lose or damage any of these materials will be charged the appropriate replacement costs and will be expected to pay these charges promptly. The Principal will determine the charge for such lost or damaged items.

Outstanding Fees

Students may be subject to fees for a variety of reasons, including but not limited to: breakfast and lunch fees, lost or damaged textbooks or instructional materials, or childcare fees related to tardy pick-ups. As a general rule, parents have up to 30 days to pay any outstanding fees. When such fees are not paid, children may be denied any services for which the school has to pay an additional amount of money for participation. If a child is not eligible for free lunch, for example, the school may deny food services to a child whose meal balance is beyond 30 days. The school may also prevent children with outstanding fees from participating in the school’s enrichment program (which costs the school additional money), field lessons, etc. Report cards will also not be issued to students with outstanding fees. Students with outstanding fees may also be denied re-admittance at the beginning of a new school year until all outstanding fees are paid.
Appendix J
Lease and Certificates of Occupancy
Appendix K
GEMA Safety Plan

SECTION 1
INTRODUCTION
SCHOOL EMERGENCY PREPAREDNESS PLAN

INTRODUCTION - Page 2
   Purpose
   Levels of Emergencies
   Plan Implementation

PLANNING - Page 3, 4
   Hazard Assessment
   Staff Orientation/Training
   Drills
   Evacuation
   Parent Communication/Responsibility
   Supplies and Equipment
   Emergency File

COMMUNICATIONS - Page 4

EMERGENCY ACTIONS - Page 4

EMERGENCY PREPAREDNESS PROCEDURES - Page 5

RESPONSIBILITIES - Page 5, 6
   Principal or Designee
   Office Staff
   Teachers
   Aides
   Custodians/Maintenance Person
   Bus Drivers
   Nurses/Health Assistants
   All Other Employees

EMERGENCY TEAMS - Page 6

PERSONAL PREPAREDNESS - Page 7
INTRODUCTION

PURPOSE

KIPP WAYS Academy is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration between schools, emergency response agencies, parents and the community. It has been prepared in compliance with legal requirements of Georgia Emergency Management Agency.

LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES:

• **Level One Emergency:** A localized emergency which KIPP WAYS Academy can handle by following the procedures in our own emergency plan. Examples: power outage, tornado, etc.

• **Level Two Emergency:** A moderate to severe emergency, somewhat beyond our school response capability, which may require mutual aid assistance from the fire department, police, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

• **Level Three Emergency:** A major disaster, clearly beyond the response capability of school and school district, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

PLAN IMPLEMENTATION

The Plan will be:

• initiated by the principal or other designated school official

• implemented by all staff who will remain at school and perform those duties as assigned until released by the principal.

• reviewed at least annually (Section 7, Form A, page 61)

Emergency and disaster functions have been identified and pre-assigned. (Emergency Teams, Section 4, pages 37-45)

The Emergency Teams will be updated at least annually. (Section 4, pages 37-45)
2 PLANNING

HAZARD ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or assistant principal, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. (Section 7, Form H, page 69)

STAFF ORIENTATION/TRAINING

All school staff will be oriented to this Plan by the principal and/or assistant principal at the beginning of each school year.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

DRILLS

In accordance with state law:

• Fire drills will be conducted on a monthly basis.

• A Tornado drill will be held each quarter.

• All students and staff will participate in these mandated drills.

All drills will be recorded on the Emergency Drills form. (Section 7, Form E, page 65)

EVACUATION ROUTES

The principal and/or assistant principal are responsible for establishing safe evacuation routes from all school facilities. (Section 5, page 58)

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

PARENT COMMUNICATION/RESPONSIBILITY

Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

SUPPLIES AND EQUIPMENT

Disaster supplies and equipment are maintained as follows:

• Emergency kits in the office (Section 5, page 53)

• First aid and other search and rescue supplies which may be needed during the first few hours following an emergency (Section 5, pages 54-57)

• Maintenance Manager will be responsible for shutting off the utilities at each shut-off location
EMERGENCY FILE
An Emergency File containing Student Release information for all students and blank Student Release-Permission Slips will be maintained in the school office marked EMERGENCY FILE and will be taken by the office manager whenever the school building is evacuated. (Section 7, Form M, page 74)

COMMUNICATIONS
During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. The PA system or runners will be utilized within the school building and on school grounds.

EMERGENCY ACTIONS
When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others. The following Emergency Actions are detailed in Section 2, EMERGENCY ACTIONS, pages 9-17. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught what their actions are when the following EMERGENCY ACTIONS are implemented:
- All Clear
- Convert School
- Directed Transportation/Evacuation
- Leave Building
- Secure Building
- Stand By
- Take Cover

EMERGENCY PREPAREDNESS PROCEDURES
This Plan establishes procedures to be followed which will eliminate or minimize the effects of the thirteen emergencies listed below and covered in Section 3, pages 19-36. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.
The emergencies outlined in this Plan are:
- Bomb Threat
- Chemical Accident
- Civil Disobedience
- Explosion and/or Threat of Explosion
- Fallen Aircraft
- Fire
- Flood
- Irrational Behavior
- Loss of Utilities
- Personal Emergencies
- Rabid Animal/Animal Disturbance
- Severe Windstorm
- War
Section 3, pages 19-36 provides detailed information for each emergency.

<table>
<thead>
<tr>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPAL OR DESIGNEE</strong></td>
</tr>
<tr>
<td>• Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan.</td>
</tr>
<tr>
<td>• Good judgment, based upon the facts available in any emergency situation, is of paramount importance.</td>
</tr>
<tr>
<td><strong>OFFICE STAFF</strong></td>
</tr>
<tr>
<td>• Provide assistance to principal by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.</td>
</tr>
<tr>
<td><strong>TEACHERS</strong></td>
</tr>
<tr>
<td>• Responsible for the supervision of students in their charge.</td>
</tr>
<tr>
<td>• Direct evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.</td>
</tr>
<tr>
<td>• Take roll when class relocates in an outside or inside assembly area or at another location.</td>
</tr>
<tr>
<td>• Report missing students to principal.</td>
</tr>
<tr>
<td>• Send students in need of first aid to office manager. Acquire first aid for those unable to be moved.</td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL ASSISTANTS/AIDES</strong></td>
</tr>
<tr>
<td>• Assist teacher.</td>
</tr>
<tr>
<td><strong>CUSTODIANS/Maintenance Persons</strong></td>
</tr>
<tr>
<td>• Examine buildings and plant for damage, provide damage control.</td>
</tr>
<tr>
<td>• Keep principal informed of condition of school.</td>
</tr>
<tr>
<td>• Assist as directed by the principal.</td>
</tr>
<tr>
<td><strong>ALL OTHER EMPLOYEES</strong></td>
</tr>
</tbody>
</table>
• Report to principal for directions.

## Emergency Teams

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

The Emergency Teams outlined in this Plan are:
• Communications Team
• Crisis Intervention
• Emergency Operations Center Team
• First Aid Team
• Food, Water and Supply Management Team
• Maintenance/Fire Team
• Search and Rescue Team
• Student Release Team

Section 4, pages 37-45 provides detailed information for each Emergency Team.

Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and shall be required to participate in a number of "emergency readiness" activities before an actual disaster occurs, in order to be fully prepared to respond both during and after the emergency. Section 4, pages 37-45, lists the membership for each team.

Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:
• requesting the principal or designee to fill any vacancies on the team;
• arranging for the training of new members and alternates;
• ensuring that necessary supplies and equipment are maintained;
• recommending purchase of necessary supplies and equipment to the principal or designee;
• conducting annual meetings with team members to validate or update procedures;
• attending annual meetings with other team leaders and the principal or designee;
• determining where and under what conditions the team will meet during emergencies; and
• coordinating team activities during actual emergencies.

Team Members' Responsibilities:

Team members' specific responsibilities are listed on the Team's Membership List in Section 4, pages 37-45.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.
PERSONAL PREPAREDNESS

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

• know and complete those assignments for which they are assigned

• have the confidence that they have prepared their families to deal with emergencies

Section 6 of this Plan outlines activities that can be undertaken to be personally prepared. The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.
| SECTION 2 | EMERGENCY ACTIONS .................................. 9 - 17 |
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**SECTION 2**

**EMERGENCY ACTIONS**
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</tr>
<tr>
<td>3 DIRECTED TRANSPORTATION/EVACUATION</td>
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<td>12</td>
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<tr>
<td>4 DUCK, COVER AND HOLD ON</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>5 LEAVE BUILDING</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>6 SECURE BUILDING</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>7 STAND-BY</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>8 TAKE COVER</td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
EMERGENCY ACTION 1

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) ACTION 1, ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Administrative Staff

Routing: Administrative Staff will notify grade level chairs, and grade level chairs will be responsible for relaying directions to the rest of the team.

DESCRIPTION

1. This ACTION signifies the end of the ACTION that had been initiated.

2. Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.

3. Teachers will only alert parents when authorized by the principal.

WHEN USED

1. This ACTION is used as the final ACTION to conclude:
   - Duck, Cover and Hold On
   - Leave Building
   - Secure Building
   - Stand-By
   - Take Cover
EMERGENCY ACTION 2

CONVERT SCHOOL

ANNOUNCEMENT
1. During School Hours

• An announcement in person directly or over the public address system.

Example: “Your attention please. (Pause) ACTION 2, CONVERT SCHOOL. (Pause) CONVERT SCHOOL (Pause) CONVERT SCHOOL.”

2. Other than School Hours

• Use the School PA system to notify all school employees. (Section 5, page 48).

DESCRIPTION
1. During School Hours

• Dismissal for all classes, followed by ACTION GO HOME, or if the situation dictates, hold students at school for temporary care.

• Conversion of the school into an Emergency Hospital, First Aid Station or Bomb Shelter.

• This action will normally be preceded by one or more of the other Emergency Actions.

2. Other than School Hours

• Alerting school employees through the use of the School Personnel Alerting System.

• Suspension of scheduled classes. Use Telephone Alert System. Notify District Office for assistance by other means.

• Conversion of the school into an Emergency Hospital, First Aid

3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

WHEN USED
1. This ACTION will be initiated by Atlanta Public School officials (Superintendent, etc..) from the Department of Health and Human Services or upon the request of the American Red Cross.

2. It is deemed appropriate for use during any disaster in which a requirement exists for additional shelter or medical facilities.
EMERGENCY ACTION 3  DIRECTED TRANSPORTATION/EVACUATION

ANNOUNCEMENT
1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) ACTION 3, DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION (Pause) DIRECTED TRANSPORTATION (Pause) When the dismissal bell rings."

2. Use messengers with oral or written word as an alternate means of staff notification.

DESCRIPTION
1. Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved from an area of greater danger to an area of lesser danger.

Who is assigned to each loading area?
   • Grade level chairs are responsible for ensuring that their grade level exit safely to the loading area.

Where are loading areas?
   • Students will load buses at our regular drop-off and pick-up location.

What, if any, change in vehicle traffic patterns are necessary?
   • If there are any changes in vehicle traffic patterns, we will notify the teachers and other staff as needed.

What staff supervises this ACTION?
   • The principal and/or appointed administrative staff will be responsible for supervising this action.

2. If time permits, parents will be contacted via cell phones.

3. This ACTION will normally be preceded by ACTION STAND-BY or another Action.

WHEN USED
1. This ACTION is considered appropriate for, but is not limited to, the following:
   • Flood
   • Fire
   • Chemical accident
**EMERGENCY ACTION 4 DUCK, COVER AND HOLD ON**

**ANNOUNCEMENT**

An oral command to "DUCK, COVER AND HOLD ON" (repeat as needed) given by the teacher or other staff member who realizes that a surprise attack is occurring.

**DESCRIPTION**

1. When inside
   • Upon the command "DUCK, COVER AND HOLD ON", students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows.

2. When outside
   • Upon the command "DUCK, COVER AND HOLD ON", students and staff should immediately move away from buildings and other objects which might topple over.

**WHEN USED**

1. This ACTION is appropriate for:
   • Shooting
   • Explosion
   • Surprise Attack
**EMERGENCY ACTION 5**

**LEAVE BUILDING**

**ANNOUNCEMENT**

1. Fire alarm.

2. Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.

Example: "Your attention please. (Pause) **ACTION 5, LEAVE BUILDING.** (Pause) **LEAVE BUILDING.** (Pause) **LEAVE BUILDING.**"

3. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

**DESCRIPTION**

1. The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety. (Section 5, page 58)

2. This **ACTION** should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Teachers will be notified by the principal and/or administrative staff member of the **ALL CLEAR** signal

**WHEN USED**

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

   - Fire
   - Bomb threat
   - Chemical accident
   - Explosion or threat of explosion
   - Other similar occurrences which might make the school buildings unsafe
EMERGENCY ACTION 6  SECURE BUILDING

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.
   Example: "Your attention please. (Pause) ACTION 6, SECURE BUILDING. (Pause) SECURE BUILDING. (Pause) SECURE BUILDING."

2. Teachers should initiate this ACTION anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.

3. Use messengers with oral or written word as an alternate means of staff notification.

DESCRIPTION

1. Teachers and other staff members are to immediately lock doors and have students lie on the floor.

2. While students are getting on floor, close any shades and/or blinds if it appears safe to do so.

3. Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.

4. This ACTION will not normally proceed without any warning.

5. Parents should be contacted via telephone when appropriate.

WHEN USED

1. This ACTION is considered appropriate for, but not limited to, the following:
   • Extreme Violence
   • Gunfire
**EMERGENCY ACTION 7**

**STAND-BY**

**ANNOUNCEMENT**

1. An announcement in person directly or over the public address system.
   Example: "Your attention please. (Pause) **ACTION 7, STANDBY.** (Pause) **STAND BY.**
   (Pause) Additional information to follow."

2. Use messengers with oral or written word as an alternate means of faculty notification.

**DESCRIPTION**

1. If outside, teachers are to return students to their classrooms.

2. If inside, teachers will hold students in classrooms until further instructions are given.

3. It must be followed by another **ACTION** or return to normal school activities.

**All clear signal:**

**WHEN USED**

1. This **ACTION** is appropriate for all disasters or emergencies, except those that occur without warning.
EMERGENCY ACTION 8

ANNOUNCEMENT

1. Severe Thunderstorm / Attack
   
   • An announcement in person directly or over the school public address system.

   Example: "Your attention please. (Pause) ACTION 8, TAKE COVER (Pause) TAKE COVER.
   (Pause)

   TAKE COVER (Pause) Enemy attack imminent."

   • Use messengers with oral or written word as an alternate means of faculty notification.

2. Natural Disasters
   
   • An announcement in person directly or over the public address system.
   Example: "Your attention please. (Pause) ACTION 8, TAKE COVER (Pause) TAKE COVER.
   (Pause)

   TAKE COVER (Pause) Severe Windstorm"

   • Use messengers with oral or written word as an alternate means of faculty notification.

DESCRIPTION

1. Move to and take refuge in the best shielded areas within the school buildings.

2. Parents are notified upon notification from principal. (as soon as possible)

WHEN USED

1. This ACTION is appropriate for, but is not limited to, the following:

   • Actual enemy attack or threat of attack

   • Severe windstorm with little or no warning
# EMERGENCY PROCEDURES

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<td>THREAT CONDITION RED</td>
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</tbody>
</table>
EMERGENCY PROCEDURE

If a threat by telephone comes directly to a school

1. Person receiving call should attempt to keep the caller on the telephone as long as possible and alert someone else by prearranged signal so they can get on an extension and notify telephone company to trace the call.

   • Dial "911" -- tell operator, "This is (name of caller) from KIPP WAYS Academy. We are receiving a bomb threat on another line. The number of that line is. Please trace the call."

   • Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

2. Try to determine if the caller is a student or an adult. If it is a student, it may be easier to discover identity.

3. The principal shall determine whether to evacuate the building(s) threatened.

   • Upon a decision to evacuate, if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted.

   • Avoid the use of the general alarm, if possible.

   • Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

   • If it is necessary to evacuate the entire school, use the fire alarm.

4. The principal may also decide to call the fire department or police, if, in his/her opinion it is warranted.

5. Resume school after the building(s) have been inspected and determined safe by proper authorities.

6. Do not publicize the threat any more than necessary.

If notified of call through police/sheriff department, follow items 3 through 7 above.

A written threat should be turned over to police and procedures 3 through 7 followed, if appropriate.

Individual receiving call should complete the Bomb Threat Report, (Section 7, Form B, page 62), as soon as possible.
EMERGENCY PROCEDURE

1. Determine which Emergency Action, if any, should be implemented. (The nature of the chemical and nearness of the accident will probably be the deciding factor. Evacuation of the school may be ordered by Law Enforcement, Fire Department or Civil Defense Officials.)

2. If necessary, implement Action LEAVE BUILDING.

3. Any chemical cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.

4. If time is available, initiate Action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical.

5. Notify the appropriate Fire Department.

6. Notify the Police Department or County Sheriff's Office.

7. Notify the District Office.

8. Teachers report names of missing students to office. Those not found will be reported to Fire Department or Law Enforcement Officials, if forced by conditions to evacuate the school grounds.

9. Do not allow the return of students to the school grounds or buildings until Fire Department or Law Enforcement Officials declare the area safe.

10. Upon return to school, ensure that all classrooms are aired out by opening all doors and windows.
**EMERGENCY PROCEDURE**  | **CIVIL DISOBEDIENCE/STUDENT DISORDER**

Civil disobedience is defined as any assemblage, including terrorists, on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

Action: The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.

1. Notify 911 of situation and request assistance.

2. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.

3. Teachers and custodians will be directed to lock and close their classroom doors.


5. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice **regardless** of the bells and schedule.

- Teachers and staff will be notified via public address system or school cell phones

6. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.

7. Darkening drapes and venetian blinds should be closed in rooms so equipped.

8. Any other precautions should be taken to protect students and personnel from flying glass should the windows be broken.

9. When there is any evidence of a potential problem, classes outside will immediately return to their classrooms.

10. Should a disturbance enter the building itself, the office manager should be prepared to move into principal's office.

11. Accurate record of events, conversations and actions, should be kept.

12. Authority in charge should proceed in good judgment on basis of police or other legal advice, in taking action to eliminate the situation.
EMERGENCY PROCEDURE

EXPLOSION/THREAT OF EXPLOSION

**Explosion**

1. Personally execute Action **DUCK, COVER AND HOLD ON** upon the first indication of the explosion.

2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action **LEAVE BUILDING**.

3. Notify the appropriate Fire Department.

4. Notify the Police Department or County Sheriff's Office.

5. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.

6. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

7. Do not allow the return of students or staff members to school buildings.

8. Initiate any other Action deemed necessary because of the condition of the school, or return to normal routine.

**Threat of Explosion**

1. Initiate Action **LEAVE BUILDING**.

2. Execute those Actions required under 3 through 8 above.
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<tr>
<th>EMERGENCY PROCEDURE</th>
<th>FALLEN AIRCRAFT</th>
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</thead>
<tbody>
<tr>
<td>1. Determine which Emergency Action, if any, should be implemented. (Action will depend on the size of the aircraft, nature of the crash, and its exact location.) If safe to be in building, ALL students should be kept in the building under supervision.</td>
<td></td>
</tr>
<tr>
<td>2. Sound the appropriate warning signal.</td>
<td></td>
</tr>
<tr>
<td>3. If possible, determine whether the aircraft is military, commercial, or a private plane.</td>
<td></td>
</tr>
<tr>
<td>4. Notify the appropriate Fire Department.</td>
<td></td>
</tr>
<tr>
<td>5. Notify the Police Department or County Sheriff's Office.</td>
<td></td>
</tr>
<tr>
<td>6. Notify the appropriate District official.</td>
<td></td>
</tr>
<tr>
<td>7. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.</td>
<td></td>
</tr>
<tr>
<td>8. Do not allow the return of students to classrooms until buildings have been declared safe by Fire or Law Enforcement Officials.</td>
<td></td>
</tr>
<tr>
<td>9. Ensure that students and staff members remain at a safe distance from the crash.</td>
<td></td>
</tr>
</tbody>
</table>
**EMERGENCY PROCEDURE**

**FIRE**

*Within School Buildings*
1. Immediately initiate Action **LEAVE BUILDING**.

2. Notify the appropriate Fire Department.

3. Notify the Police Department of County Sheriff's Office.

4. Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)

5. Ensure that access roads are kept open for emergency vehicles.

6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

8. Notify appropriate District Official.

9. Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

*Fire Near School*

1. Determine the need to implement any Action. If the answer is "no", continue with school routine. Notify appropriate Fire Department to be sure alarm has been given.

2. If the fire threatens the school, execute those Actions under "Within School Buildings" 1-9 above.

---

**EMERGENCY PROCEDURE**

**FLOOD**

...
Within School Buildings
1. The extent of the flood and the time before it arrives will dictate the course of action to be taken. Depending on the situation, it may be necessary to initiate one or more of the following Emergency Actions and procedures:

- Action STAND-BY, followed by
- Action LEAVE BUILDING, or
- Action DIRECTED TRANSPORTATION, or
- On official request, Action CONVERT SCHOOL

2. Sound the appropriate warning signal.

3. Keep battery powered radio tuned to a local radio station for information.
   Radio location: man office

4. Supervise the execution of the Action decided upon.
1. If necessary, call 911.

2. Determine which Emergency Action, if any, should be implemented. (The nature of the material and the nearness of the accident will probably be the deciding factor. Police, Fire, Public Health or Environmental Health Departments may order Evacuation of the school.)

3. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.

4. If necessary, Implement Action LEAVE BUILDING.

5. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If time is of prime importance, it may be necessary to evacuate the school by foot. If this occurs, move crosswind to avoid fumes, never upwind or downwind.

6. Any persons that are suspected of being contaminated with a substance that could be transferred to others should be isolated until public safety personnel carry out decontamination procedures.

7. If time is available, initiate Action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical.

8. Teachers report names of missing students to office. Those not found will be reported to Fire or Police officials, if forced by conditions to evacuate the school grounds.

9. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

10. Upon return to school, ensure that all classrooms are adequately aired.

---

**EMERGENCY PROCEDURE**

<table>
<thead>
<tr>
<th><strong>IRRATIONAL BEHAVIOR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student or Staff</strong></td>
</tr>
</tbody>
</table>
• Notify principal
• Notify Director of Student & Family Services
• Isolate person from students
• Notify family
• Protect individual from injury
• Make arrangements for necessary care of individual
• Notify Law Enforcement people if individual is endangering self or others (If violent, notify appropriate Law Enforcement Agency immediately.)

2. Campus Visitor

• Notify principal
• Isolate person from students
• Request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, avoid hostile-type actions, except in cases when necessary to safeguard person or property
• Notify appropriate Law Enforcement Agency, if necessary (Police, etc….)

Warning:
During School Hours

1. Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.

2. Make announcement in person directly or over public address system.

3. Use messengers with oral or written word as an alternate means of faculty notification.

Other Than School Hours

1. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

During School Hours

1. Determine length of time service will be interrupted.

2. Implement School Plan to carry on without utilities, or with alternate utilities (define what will be done, by whom, with what).

A. Plan for Loss of Water

Toilets: If the water supply is loss for a long period of time, students will be escorted to neighboring buildings (YMCA, Natatorium) to use their bathroom facilities.

Drinking: Food service staff will keep an ample supply of bottled water in stock.

Food Service: Cafeteria staff will keep 2-3 days of non-perishable food items in stock.

B. Plan for Loss of Electricity/ Natural Gas
Heat: Students and staff will grab coats and all grade levels will merge into one classroom to keep warm.

Light: Every teacher will have a flashlight in his/her school safety kit.

**Other Than School Hours**

1. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

2. District Office will also assist in notification process by other means.

<table>
<thead>
<tr>
<th>EMERGENCY PROCEDURE</th>
<th>PERSONAL EMERGENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Student, Staff or Visitor</strong></td>
<td></td>
</tr>
<tr>
<td>• Notify principal, call 911</td>
<td></td>
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</tbody>
</table>
• Provide privacy for the person
• Provide appropriate first aid

<table>
<thead>
<tr>
<th>EMERGENCY PROCEDURE</th>
<th>RABID ANIMAL/ANIMAL DISTURBANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The first consideration is the safety of the pupils and personnel.</td>
<td></td>
</tr>
<tr>
<td>2. Isolate the pupils from the animal.</td>
<td></td>
</tr>
</tbody>
</table>
• If animal is outside, keep pupils inside.

• If animal is inside, keep pupils outside or in some other sheltered area.

3. Call the Law Enforcement or Fire Department.

4. If animal injures someone, call the parent, and the Emergency Medical Services.

---

**EMERGENCY PROCEDURE**  
**SEVERE WINDSTORM**

*With Warning*

1. Initiate Action 7, (Section 2, page 16), **STAND-BY**.

2. Take appropriate actions to safeguard school property.
**With Little or No Warning**

1. Initiate Action **TAKE COVER**.

2. Ensure that all windows and blinds are closed.

3. Evacuate classrooms bearing the full force of the wind.

4. Do not allow structures with large, open roof spans to be used as shelter.

5. Students in annex will congregate in hallways students in main building will evacuate to the basement near inside walls.

6. Keep tuned to a local radio station for latest advisory information.

7. Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.

8. Upon passage of the storm initiate any other appropriate action, or return to normal routine.

---

**EMERGENCY PROCEDURE**

**STRANGER OR INTRUDER ON CAMPUS**

**Signage:**

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots: “All visitors entering school grounds on school days between 7:30 a.m. and 5:00 p.m. must sign-in at the main office. Failure to do so may constitute a misdemeanor.”
Lock Down School Plan
1. The signal will be given over the intercom, or other warning device, that there is now in effect a stand-by or lock-down drill.

a. Where there are no bells or PA systems, administration or counselors will act as runners to notify staff of lock-down.

b. As soon as a decision is made to lock down the school, administration will notify law enforcement using 911 rather than regular police numbers.

2. If students are in class at the time of the signal,

a. staff will:
   - explain that there is an emergency;
   - lock the classroom door (if possible)
   - have students lie on the floor;
   - close blinds and take any possible precautions to protect others from possible broken glass; and,
   - remain locked in offices until advised to move personally by administration or public safety officer or an all clear signal.

b. administration will:
   - act with custodians to check locks on all exterior doors and classroom doors;

3. If students are not in class at the time of the signal,

a. teachers will:
   - assist administration in moving students into the nearest safe building available;
   - lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure;
   - remain with students to maintain order;
   - keep students in a safe area until advised personally by administration or public safety personnel to move or that there is an all clear signal; and,
   - avoid, if possible, large open areas such as the library, gym, lawns or parking lots.

b. administration and public safety personnel will:
   - work with staff to move students into the nearest safe building available;
   - act with custodians to check locks on all exterior doors and classroom doors;
   - designate a person (an administrator, if possible) to coordinate with public safety personnel at their command post; and,
   - make sure that a site map and key set are available to public safety personnel.

4. All-clear signal will be given after consultation with the principal and/or public safety official.
5. Dissemination of information about procedures:

- Staff handbook and discussion at staff meeting
- Substitute folders
- Drill at least once a year

**Note:** Students should be aware in advance that there will be severe consequences for failure to cooperate with administration or staff during an emergency or drill.

<table>
<thead>
<tr>
<th>EMERGENCY PROCEDURE</th>
<th>THREAT CONDITION RED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeland Security Advisory of a Threat Condition Red specific to your community.</td>
<td></td>
</tr>
</tbody>
</table>

*During School Hours*
1. Initiate one of the following actions as appropriate for situation.

- Continue to monitor for more specific information.

- If circumstances allow and there is time, move students to closest suitable shelter.
  Location: YMCA

Procedure for movement to shelter: Students will use EXIT A and proceed quietly to the YMCA.

- If the above is not advisable, remain in building as place of shelter.

**Attack Without Warning**

*During School Hours*

1. Depending on the location of the initial strike, execute Action **DUCK, COVER AND HOLD ON**, or initiate Action **TAKE COVER**.

2. If the nuclear explosion is close enough to cause the execution of Action **DUCK, COVER AND HOLD**, await the passage of the blast waves, if any, and then initiate Action **TAKE COVER**.

---

**Emergency Procedure**

Civil Defense Warning of possible enemy attack or bombing.

*During School Hours*

1. Initiate one of the following actions as appropriate for situation.

- If time and circumstances allow, move students to closest suitable shelter.
  Location: YMCA
Procedure for movement to shelter: Students will use EXIT A and proceed quietly to the YMCA.

- If the above is not advisable, remain in building as place of shelter.

**Attack Without Warning**

**During School Hours**

1. Depending on the location of the initial strike, execute Action **DUCK, COVER AND HOLD ON**, or initiate Action **TAKE COVER**.

2. If the nuclear explosion is close enough to cause the execution of Action **DUCK, COVER AND HOLD**, await the passage of the blast waves, if any, and then initiate Action **TAKE COVER**.

---

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<th>EMERGENCY PROCEDURE</th>
<th>WEAPONS FIRED</th>
</tr>
</thead>
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<tr>
<td><strong>Report of Weapons Fired on Campus or Near School</strong></td>
<td></td>
</tr>
<tr>
<td>If there is a report of shots fired at, or near, a school:</td>
<td></td>
</tr>
<tr>
<td>1. Notify police department using 911.</td>
<td></td>
</tr>
<tr>
<td>2. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.</td>
<td></td>
</tr>
</tbody>
</table>
3. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.

4. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.

5. A suspect should be considered armed, unstable and extremely dangerous.

6. Have a special/pre-arranged all-clear signal when situation/school is safe/secure.
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**EMERGENCY TEAM**

**Team Leader**
- Principal

**Team Members**
- Assistant Principal
- Director of Student Family Student Services
- Office Manager
- Grade Level Chairs
**Location**

- Main Office

**Functions**

1. Reports and/or releases of emergency information concerning the status of students, staff and school facilities to the Fulton Co. Office of Emergency Services, Atlanta Board Of Education, parents, public and press.

2. Maintains communications with district employees.

3. Maintains log of all incoming and outgoing communications. (Section 7, Form N, page 75)

---

<table>
<thead>
<tr>
<th>EMERGENCY TEAM</th>
<th>CRISIS INTERVENTION</th>
</tr>
</thead>
</table>

**Team Leader**

- Principal

**Team Members**

- Assistant Principal (Alternate Team leader)
- Director of Student Family Student Services
- Office Manager
- Grade Level Chairs

**Location**
Main Office

Functions

In response to notification of an emergency or disaster, sudden death, suicide, etc., the principal or designee should immediately assemble the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

1. Preparation of a written statement to staff members as to how to handle phone calls and requests for information about the emergency or disaster.

2. Establish a crisis center on campus where crisis team members will be available to meet with the students.

3. Promptly share factual information with staff, students, parents and community.

4. Plan staff meetings or other communications as soon as possible to share information.

5. Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students’ questions and needs.

6. Provide a written statement which teachers may use to announce the event to students.

7. Request teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

---

**EMERGENCY TEAM**

**EMERGENCY OPERATIONS CENTER (EOC)**

**Team Leader**
• Principal Designee

**Team Members**
• Assistant Principal
• Maintenance Manager

**EOC Location**
• Inside: School Office

**Functions**

1. Determine appropriate actions for students, i.e. evacuate school buildings, evacuate school site, return to class, etc.
2. Assign emergency functions as appropriate.

3. Conduct drills in keeping with requirements.

4. Collect, analyze and report information concerning: students and staff who are injured or unaccounted for; facility damage assessment; etc.

5. Determine the need for, and request, outside assistance.

6. Provide the overall direction for all activities that occur during an emergency.

---

**Emergency Team**

*Team Leader*
- Office Manager

*Team Members*
- Director of Family Student Services

*Location*
- Main Office

*Functions*

1. Report to EOC to determine medical needs and plan.

2. Set up first aid area and get supplies.
3. Assess injuries and provide first aid as indicated.

4. Determine need for skilled medical assistance and request from the EOC.

5. Tag each of the injured with name, address, injury and any treatment rendered.

6. Establish priorities for the transport of the injured to hospitals, when transport is available.

7. Complete the Injury and Missing Persons Report. (Section 7, Form I, page 70)

**EMERGENCY TEAM**

**FOOD, WATER AND SUPPLY MANAGEMENT**

*Team Leader*

- Assistant Principal

*Team Members*

- Cafeteria Manager
- Office Manager

*Location*

- Inside: Cafeteria

*Functions*

1. Assess food preparation facilities.
2. Estimate number of persons requiring shelter and for what period of time.

3. Assess adequacy of available water, food, blankets and other supplies.

4. Control conservation of water.

5. Establish a list of all persons in shelter and determine any special needs.

6. Report additional equipment and supply needs to the EOC.

---

**EMERGENCY TEAM**

**TEAM LEADER**
- Principal
- Assistant Principal (Alternate)

**TEAM MEMBERS**
- Maintenance Manager
- Food Service Staff

**LOCATION**
- Main Office

**FUNCTIONS**
1. Turn off utilities and secure water system.
2. Access emergency supplies.

3. Extinguish small fires if possible.

4. Assure that emergency vehicles have access to school grounds.

5. Secure school buildings against unauthorized entry.

6. Seal off and post areas where hazardous conditions exist.

7. Set up sanitary facilities.

Note: Step 1 of this Team takes precedence over all other assignments for maintenance staff.

---

**Emergency Team**

**Light Search and Rescue**

**Team Leader**

- Principal

**Team Members**

- Assistant Principal (Alternate Team leader)
- Director of Student Family Student Services
- Office Manager
- Grade Level Chairs

**Location**

- Main Office

**Functions** (Always done in teams of no less than two people)
1. Check in with Team Leader.

2. Be sure that you have the proper equipment

3. Check the exterior of the building.

4. Turn in a building status report.

5. Develop a plan of attack.

6. Select a safe entrance.

7. Interior search.

- Mark the entry door with a slash - /. (Use a piece of tape or marker)
- Initiate a sweep of assigned area in an orderly pre-assigned sweep pattern.
- Upon entering an area call out and wait for an answer.
- Remove trapped victims FIRST.
- Remove trapped victims, if possible.
- When exiting complete original / making an X and write pertinent information on the door.
- Secure the building from re-entry after the search.
- Report to team leader and describe situation.

---

**Emergency Team**

<table>
<thead>
<tr>
<th>Team Leader</th>
<th>Student Release</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Principal</td>
<td>• Assistant Principal (Alternate)</td>
</tr>
</tbody>
</table>

**Team Members**

- Office Manager
- Director of Family & Student Services

**Location**

- Main Office

**Functions**

1. Account for all students and staff. Get Injury and Missing Persons Report from each teacher and report to EOC.
   (Section 7, Form I, page 70)

2. Check student emergency card for name of person(s) authorized to pick up student.

3. Release student only to an authorized person.
4. If in doubt, ask for identification.

5. Complete Student Release Log. (Section 7, Form L, page 73)

---

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### ALERT SYSTEM

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone Number</th>
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</thead>
<tbody>
<tr>
<td>KTA President - Faye Hammonds</td>
<td>404-344-4801</td>
</tr>
<tr>
<td>Vice President – Hazel Ford</td>
<td>404-344-5556</td>
</tr>
<tr>
<td>Secretary – Janette Revere</td>
<td>404-840-3237</td>
</tr>
<tr>
<td>Treasurer - Patricia Goggins</td>
<td>404-367-4228</td>
</tr>
</tbody>
</table>

Note: This Parent Telephone Alert System should include the names of all key parents. It should provide a method of telephone notification which does not place the burden on one person or one telephone. A "fan-out" system is recommended wherein the Principal calls 4 people who, in turn, call 5 people, and so on down the list. This Parent
Telephone Alert System is applicable when the School Principal finds it necessary to contact key parents at times when the school is not in session or when contact with key parents is vital.

Prepared By

Date Prepared_______________________     School Year
________________________

<table>
<thead>
<tr>
<th>ALERT SYSTEM SCHOOL</th>
<th>EMPLOYEE TELEPHONE ALERT SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Phone Number</td>
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<td>___________________</td>
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</tbody>
</table>
Note: This School Personnel Telephone Alert System should include the names of all school employees. It should provide a method of telephone notification which does not place the burden on one person or one telephone. A “fan-out” system is recommended wherein the Principal calls XX people who, in turn, call XX people, and so on down the list. This School Personnel Telephone Alert System is applicable when the School Principal finds it necessary to contact all school personnel at times when the school is not in session.

Prepared By _____________________
Date Prepared ________________    School Year

**BUS DRIVER DISASTER PROCEDURES**

These procedures are intended as guidelines for bus drivers to follow in the event of a disaster. It is understood that drivers may need to make spontaneous and independent decisions, depending on the emergencies, age of children, location of bus, etc. A copy of these procedures shall be kept in the emergency packet of the school buses and included as an attachment to each school disaster plan.

*Tornado*

1. Issue "**DUCK, COVER AND HOLD ON**" command.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.

3. Set brake, turn off ignition and wait for shaking to stop.

4. Check for injuries.

5. Contact school to report location and condition.

6. If instructed to continue route:
   • If in route to school, continue to pick up students.
   • If dropping students off, continue to do so if there is adult supervision.

7. If unable to contact school, complete number 6 above.

8. If it is impossible to return to school, proceed to nearest shelter. Notify school of location. Remain with children until further instructions are received from command center.

9. If the bus is disabled, stay with the bus until help arrives.

10. DO NOT ATTEMPT TO CROSS BRIDGES OR OVERPASSES THAT HAVE BEEN DAMAGED.

_Flood_

1. DO NOT drive through flooded streets/roads.

2. Take an alternate route or wait for public safety personnel to determine safety.

3. Proceed to school, home, or designated shelter, as appropriate.

Bus Driver's __________________                 Signature
Date_______________________
Signature indicates procedure has been read and understood.

**BUS ROUTES**

Insert Bus Routes are kept in Bus Route File on the desk of office manager.
EMERGENCY PHONE NUMBERS

EMERGENCY: Fire, Medical Aid .......................... 911

FIRE DEPARTMENT ..................................................... 404-730-7109

LOCAL POLICE DEPARTMENT .................................. 404-853-3434

HOSPITAL (Health Centers in the Area)

Neighborhood Union
186 Sunset Dr. NE
404-730-4665

**HOSPITAL (24hr Emergency Rooms):**
Grady Memorial Hospital 404-616-4307
Crawford Long Hospital 404-686-4411
Piedmont Hospital 404-605-3857

**Water/ Sewage- South Fulton Co.**
Non-Emer. #  770-306-3163
After Hours/ Emer. # 770-969-8046

**State Weapons/ Drugs Agencies:**
Drug and Narcotic Agency 404-656-5100
Bureau of Alcohol, Tobacco, and Firearms 404-331-6436
Drug Enforcement Administration 404-331-4401
Drug Helpline 1-800-662-4357
Guns Helpline 1-800-283-4867

**EMERGENCY SUPPLIES**

<table>
<thead>
<tr>
<th>Item</th>
<th>AUTOMOBILE/BUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM Portable Radio</td>
<td></td>
</tr>
<tr>
<td>CB Radio</td>
<td></td>
</tr>
<tr>
<td>Celluar Phone</td>
<td></td>
</tr>
<tr>
<td>Emergency Blanket</td>
<td></td>
</tr>
</tbody>
</table>
Emergency Drinking Water
Extra Batteries (flashlight/radio)
First Aid Book
First Aid Supplies
Flashlight
Food Bars
Safety Lightsticks
Sanitation Supplies

**Location**
By primary evacuation doorway in each classroom

1 backpack
1 flashlight
2 batteries
1 pair of scissors
1 first aid instruction summary sheet
1 pad of paper (for name tags, etc.)
1 pen and 1 pencil
1 light stick
1 whistle
1 sewing kit
1 package of safety pins
1 solar blanket
1 10 package of gum
1 10 package of life savers
6 packages of plastic trash bags
2 packages of small paper bags
2 packages of paper cups
1 package of premoistened towelettes
1 bottle of hydrogen peroxide
2 small packages of Tylenol
1 package of Tums
4 ammonia inhalants
2 ziplock sandwich bags
1 box of Telfa pads
1 pair of tweezers
1 box of band-aids
2 cold packs
1 2" roller bandage
1 3" roller bandage
1 roll of adhesive tape
10 pairs of disposable gloves
1 container of waterproof matches
Toilet tissue
Sanitary napkins
Triangular bandages
Saline solution

EMERGENCY SUPPLIES FOOD, WATER AND SUPPLIES (SCHOOL)

Suggested quantities are for 100 people for a period of 72 hours.

**Supplies:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large battery operated radio with batteries</td>
<td>1</td>
</tr>
<tr>
<td>Heavy duty flashlights with batteries and bulbs</td>
<td>4</td>
</tr>
<tr>
<td>Whistles (for communicating with staff and students)</td>
<td>4</td>
</tr>
<tr>
<td>Clipboards</td>
<td>4</td>
</tr>
<tr>
<td>Ink pens</td>
<td>6</td>
</tr>
<tr>
<td>Medium garbage bags</td>
<td>4 packages (40 count)</td>
</tr>
<tr>
<td>Large 3-ply garbage bags</td>
<td>4 packages (20 count)</td>
</tr>
<tr>
<td>Plastic buckets - 5 gallon</td>
<td>6</td>
</tr>
<tr>
<td>Pads of paper</td>
<td>4</td>
</tr>
</tbody>
</table>
Scotch tape 4 rolls
Bed sheet strips (to be used as optional bandages) 4
Plastic cups 6 packages (100 count)
Paper plates 6 packages (100 count)
Plastic spoons, knives and forks 6 packages (100 count)
Can openers - manual 5

**Food**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raisins - boxed and dated</td>
<td>10 lbs.</td>
</tr>
<tr>
<td>Large soups - dated</td>
<td>10 cans</td>
</tr>
<tr>
<td>Large canned beans - dated</td>
<td>10 cans</td>
</tr>
<tr>
<td>Large mixed fruit or fruit - dated</td>
<td>10 cans</td>
</tr>
<tr>
<td>Large peanut butter</td>
<td>5 tubs</td>
</tr>
<tr>
<td>Crackers</td>
<td>2 cases</td>
</tr>
<tr>
<td>Canned fruit juice</td>
<td>2 cases</td>
</tr>
<tr>
<td>Sugar</td>
<td>10 lbs.</td>
</tr>
</tbody>
</table>

**EMERGENCY SUPPLIES**

**First Aid Supplies (School)**

**First Aid Supplies**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid Handbook (current Red Cross or Nat’l Safety Council)</td>
<td>1</td>
</tr>
<tr>
<td>Alcohol</td>
<td>4 bottles</td>
</tr>
<tr>
<td>Alcohol prep</td>
<td>4 boxes - 100 count</td>
</tr>
<tr>
<td>Aluminum foil - 18 inches wide</td>
<td>4 rolls</td>
</tr>
<tr>
<td>Antibiotic solution (betadine)</td>
<td>4 bottles</td>
</tr>
<tr>
<td>Band-Aids - assorted sizes</td>
<td>8 boxes</td>
</tr>
<tr>
<td>Bandage - ACE wrap, Kerlix, Kling, or other conforming bandage of several widths - 2, 3, 4, 6 inch)</td>
<td>4 boxes each</td>
</tr>
<tr>
<td>Bandage scissors - blunt nose type</td>
<td>9 pairs</td>
</tr>
<tr>
<td>Bandage, triangular - 36 x 40 x 55 inch</td>
<td>30</td>
</tr>
<tr>
<td>Burn sheets - sterile, disposable</td>
<td>4 packages</td>
</tr>
</tbody>
</table>
Cotton balls - unsterile
Disinfectant - hand washing
Dressings - 2x2's, 3x3's & 4x4's sterile
Dressings - 5x5's & 8x10's sterile
Dressings - eye pad, oval sterile
Dressings - vaseline gauze 3x36 inch sterile
Ipecac
Kleenex
Marking pens - skin
Needles - for removing splinters & glass
Note pads
(Continued)
Sanitary napkins - can be used for heavy bleeding wounds 2 cases
Standard surgical gloves - medium and large 4 boxes
Table 4
Thermometer - oral - Tempa-dot, disposable 4 boxes each
Toilet tissue 4 cases
Towelettes - moist 15 boxes
Treatment log 1
Tweezers - large 9 pairs
Tylenol (15 grains) 6 bottles
Water purification tablets 4 bottles
or
Household bleach (6 drops in 1 gallon of water) 2 gallons

**EMERGENCY SUPPLIES**

**LIGHT SEARCH AND RESCUE**

FOR EACH TEAM MEMBER:

Back pack
Gloves
Heavy clothing
Flash light and extra batteries
Personal first Aid Kit
Water, paper cups
Whistle
Marker pens
Fire extinguisher 3-A: 40-B:C
Duct tape
Utility shutoff tools
Note pad and pen
Cell Phones
**Evacuation Routes**

Each school needs evacuation routes outlined on school plot plan(s) displayed at the main exit of each facility that houses students and/or staff. These routes should be followed during each drill and/or emergency. Each school should have a pre-designated location with an alternate location for all students/staff to assemble for roll call.

- Place copy of each of the evacuation routes behind this attachment.
## SECTION 6

PERSONAL PREPAREDNESS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK</td>
<td>60</td>
</tr>
</tbody>
</table>
Besides taking part in training and drills, each employee should take measures to become personally prepared at work. The following suggestions will help employees to become fully prepared.

• Become familiar with the location of nearby exits and alternate evacuation routes.

• Know the location of fire extinguishers and first aid kits.

• Keep a small supply of emergency food on hand (e.g., energy bars, non-perishable snack items, etc.) as well as bottled drinking water.

• Arrange nearby file cabinets so that heavier items are in the bottom, to lessen the potential of the cabinets falling over.

Always keep cabinets closed and latched when not in use.

• Do not place heavy items on top of cabinets and/or files where they could fall on seated and/or standing employees. Be especially careful about what is placed around and above your desk.

• Each employee takes responsibility for securing his/her own personal work area; and completes appropriated forms (hazard reports or work orders) as needs arise.

• Do not store boxes, etc., under desks or tables that will interfere with ability to "duck and cover".
• In cases of special dietary or medical needs required by some employees, keep a small supply of such food and medicine on hand and advise a fellow staff member of their location.

### SECTION 7

**FORMS**

<table>
<thead>
<tr>
<th>FORM</th>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>ANNUAL EMERGENCY PLAN CHECKLIST</td>
<td>61</td>
</tr>
<tr>
<td>B</td>
<td>BOMB THREAT REPORT</td>
<td>62</td>
</tr>
<tr>
<td>C</td>
<td>CLASSROOM HAZARD CHECKLIST</td>
<td>63</td>
</tr>
<tr>
<td>D</td>
<td>DAMAGE REPORT AND ASSESSMENT</td>
<td>64</td>
</tr>
<tr>
<td>E</td>
<td>EMERGENCY DRILL RECORD</td>
<td>65</td>
</tr>
<tr>
<td>F</td>
<td>EMERGENCY STATUS REPORT</td>
<td>66-67</td>
</tr>
<tr>
<td>G</td>
<td>EMERGENCY STATUS UPDATE REPORT</td>
<td>68</td>
</tr>
<tr>
<td>H</td>
<td>EVACUATION ROUTES HAZARD CHECKLIST</td>
<td>69</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Responsible Person</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>School Facilities/Grounds Hazard Assessment</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Evacuation Routes Hazard</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Update School Plot Plans</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Staff Orientation to Plan</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Update Bus Routes to Identify Potential Hazards</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Emergency Phone Numbers and Resources Update</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Survey of Special Staff Skills</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Survey of Neighborhood Resources</td>
<td></td>
</tr>
</tbody>
</table>
August Message to Parents
August Assign Disaster Functions
April Review Plan

Prepared By

Date Prepared ________________________ School Year
_________________________

FORM B

BOMB THREAT REPORT

Date ______________________ Time of Call _______________ a.m. ___ p.m. ___

Call Received by _______________________________________________________

At (Phone Number) ___________________________________________

When is the bomb going to explode? _________________ a.m. ______ p.m._____

Where is it? __________________________________________________________

What will cause it to explode? _______________________________________ 

What kind of bomb? __________________________________________________

Why are you doing this?

______________________________________________________________

Who are you?

______________________________________________________________
How can you be contacted?
________________________________________________

Record the exact language of the threat:
________________________________________________

How can you be contacted?
________________________________________________

Voice on the phone: Man ( ) Woman ( ) Child ( ) Age ______
Intoxicated ( ) Accent ( ) Speech Impediment ( )
Other ( ) ________________________________

Background noise: Music ( ) Talk ( ) Children ( ) Machines ( )
Airplane ( ) Typing ( ) Traffic ( )
Other ( ) ________________________________

Other: __________________________________________________________________________

Completed by: __________________________________________________________________

Date: __________________________________________________________________________

FORM C
CLASSROOM HAZARD CHECKLIST

Date Due_________________________________________ Room#__________________________________

Applicable
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support? ______ ______ ______

Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.) ______ ______ ______

Are aquariums and other potentially hazardous displays located away from seating areas? ______ ______ ______
<table>
<thead>
<tr>
<th>Question</th>
<th>__</th>
<th>__</th>
<th>______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Is the classroom piano secured against rolling during an earthquake?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are hanging plants secured to prevent them from swinging free or breaking windows during a tornado?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Is lab equipment secure to prevent movement?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are chemicals stored to prevent spillage?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Is ventilation adequate where chemicals are stored?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are typewriters, computers and other heavy equipment secured to prevent movement?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are animal cages secured to prevent movement?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
<tr>
<td>Are objects around doors secured so as not to fall and block exits?</td>
<td>__</td>
<td>__</td>
<td>______________</td>
</tr>
</tbody>
</table>

Completed by: _____________________________ Date: ____________________________

**FORM D DAMAGE REPORT AND ASSESSMENT**

School ____________________ Room # ___________________
Completed by ________ Date ________________ Time _______________

<table>
<thead>
<tr>
<th>Total of Injuries</th>
<th>Number of Serious</th>
<th>Structural Damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Adults</td>
<td>Injuries</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>

School
<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Date Held</th>
<th>Time Start</th>
<th>Time End</th>
<th>Remarks</th>
<th>Recorded By</th>
</tr>
</thead>
</table>

**EMERGENCY STATUS REPORT**

This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.
School ____________________________________________________

Completed by_______________________Date_________________
Time__________

Immediate Assistance Required

_______None                     _______Medical                          ________Fire
_______Search & Rescue  _______Support Personnel

Condition of Students

_______All Accounted For      __________No Injuries  _____No immediate help
_______Missing (number)       Names

___________________________
___________________________
___________________________
___________________________
___________________________

_______Trapped in Building  Names

___________________________
___________________________
___________________________
___________________________

_______Injured (number) ________Number Requiring Immediate Medical Attention

Type of Injury

___________________________
___________________________
___________________________
___________________________
___________________________

Condition of Staff

_______All Accounted For      _______No Injuries     ________No immediate help required
_______Missing (number)       Names

___________________________
___________________________
___________________________
___________________________
Trapped in Building (number)  
Names

Injured (number)  Number Requiring Immediate Medical Attention
Type of Injury  Names

Condition of School Building and Grounds  
e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood  
e.g.: fallen power lines, debris-cluttered streets, etc.
Completed by ______________________ Date____________
Time____________

_____ Number of children remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_________ water

_________ food

_________ blankets

_________ additional personnel (number) to assist in student care

_____ Other:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
<table>
<thead>
<tr>
<th>School ____________________________________________</th>
<th>Yes</th>
<th>No</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do hallways and/or doors contain glass panels?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are these panels of safety (tempered) glass?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do lockers, bookshelves and other storage unit’s line Hallways?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is lighting dependent on electricity rather than sunlight?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do building exit routes pass through arcades, canopies? or porch-like structures?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are clay or slate tiles on roofs of school buildings?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is building faced with parapets, balconies or cornices?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are gas, sewer and power lines near outdoor assembly? areas?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: (1) This form is to be completed each school year prior to return of teachers.
(2) Results from this assessment may:

Completed by: ___________________________

Date: _______________________________

69

**FORM I INJURY AND MISSING PERSONS REPORT**

Teacher's Name__________________________________________

Date____________

School_____________________________________________ Room #______________

**INJURED**

<table>
<thead>
<tr>
<th>Name</th>
<th>Type of Injury</th>
<th>Location</th>
</tr>
</thead>
</table>

**MISSING PERSONS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Possible Location</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Resource</th>
<th>Resource Persons Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search/Rescue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care of Students at School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering/Structural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience/Equipment</td>
<td>Name of Employee(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>Medical/First Aid Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Search &amp; Rescue Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire Fighting Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Equipment (Indicate Type)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessible Emergency Vehicles and Equipment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### FORM L  
**STUDENT RELEASE LOG**

<table>
<thead>
<tr>
<th>Time In</th>
<th>Students Name</th>
<th>Disposition</th>
<th>Time Out</th>
<th>Name of Person Released To</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School: ___________________________________________

Date: ___________________________________________


FORM M  

STUDENT RELEASE - PERMISSION SLIP

School ________________________________________________________________

Date__________________________ Time______________________________

Student’s Name____________________________________________________

Authorized Adult__________________________________________________

Relationship to Student_____________________________________________

Student Being Transported to __________________________________________

Phone Number____________________________________________________

Verified by________________________________________________________

(Signature)
## Telephone Communication Log

<table>
<thead>
<tr>
<th>Date</th>
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Adopted: June 2003

Revised: August 2007

This document will serve as the official manual of policies and procedures for the accounting and administrative functions conducted by KIPP WAYS Academy. From time to time, as additional matters require or changes are appropriate, this manual may be amended by a majority vote of the KIPP WAYS Academy Board of Directors.
SECTION I: FISCAL POLICIES

PART 1 Internal Control Policies -- describes KIPP WAYS Academy’s systems and controls in place to safeguard the assets of the School.


PART 3 Accounting for Assets, Liabilities and Fund Equity- establishes policies for accounting for the school’s assets, liabilities and fund equity.

PART 4 Support and Revenue Policies - reflects when and how to recognize income provided from various sources.

PART 5 Cost Accounting Policies – establishes cost accounting policies.

PART 6 Property Management Policies - presents policies and practices over the identification, control and disposition of Federal government and school-owned property, equipment and materials.

PART 7 Procurement Policies - sets forth policies for procuring goods and services.

PART 8 Travel Policies – sets forth policies for reimbursing employees for travel expenses.

PART 9 Consultants and Independent Contractors - presents policies and practices governing consultant and independent contractors.

SECTION II: FISCAL PROCEDURES

PART 1 General Accounting Procedures – describes the overall accounting system design.

PART 2 Cash Management Procedures – describes the cash receipts, disbursements, and petty cash systems.

PART 3 Purchasing Procedures – sets forth the procedures for purchasing items.

PART 4 Reimbursement Procedures – describes the process for reimbursing employees.

PART 5 Credit Card Procedures – describes the procedures for making credit card purchases.
PART 6 Payroll Procedures – describes the payroll and personnel procedures.

PART 7 Property and Equipment Procedures – describes the acquisition, depreciation, disposal and inventory of fixed assets.

PART 8 Accrued Liabilities Procedures – describes the accrued expense procedures.

PART 9 Management Reporting Procedures – describes the budgeting and financial reporting procedures.
SECTION I
FISCAL POLICIES

PART 1
INTERNAL CONTROL POLICIES

INTRODUCTION
Internal control policies provide KIPP WAYS Academy with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, KIPP WAYS Academy has additional responsibilities to ensure the public's confidence and the integrity of the school's activities. The following policies will highlight some of the areas of internal controls.

A.) COMPLIANCE WITH LAWS

KIPP WAYS Academy will follow all the relevant laws and regulations that govern the charter schools within the State of Georgia. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of KIPP WAYS Academy:

i. Political Contributions

No funds or assets of KIPP WAYS Academy may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of KIPP WAYS Academy for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. KIPP WAYS Academy also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities

a. Contributions by an employee that are reimbursed through expense accounts or in other ways.
b. Purchase by the organization of tickets for political fundraising events.

c. Contributions in kind, such as lending employees to political parties or using the school assets in political campaigns.

ii. Record Keeping

To provide an accurate and auditable record of all financial transactions, KIPP WAYS Academy’s books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by the State of Georgia’s statues, applicable to Charter Schools.

Further, KIPP WAYS Academy specifically requires that:

a. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of KIPP WAYS Academy.

b. Receipts and disbursements must be fully and accurately described in the books and records.

c. No false entries may be made on the books or records nor any false or misleading reports issued.

d. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

B.) ORGANIZATIONAL CONFLICT OF INTEREST OR SELF-DEALING (RELATED PARTIES)

KIPP WAYS Academy will follow all applicable state laws regarding conflict of interest and disclosure. Additionally, it may not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the KIPP WAYS Academy or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

i. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.

ii. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.

iii. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.

iv. Payment of compensation, unless authorized by the Board of Directors, by the School to an affiliated or unaffiliated organization or a private or related individual.

v. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the school
Thus, KIPP WAYS Academy will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

C.) BOARD OF DIRECTORS AUTHORITIES

The Board of Directors will meet monthly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, Principal’s report, new business and other items.

D.) Signature Authorities

The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of KIPP WAYS Academy. The Principal (who will serve as the President of the Corporation) shall sign all bills, notes, receipts, acceptances, endorsements, and checks in an amount up to, and including $10,000. The Principal and Assistant Principal (who will serve as the Vice President of the Corporation) shall cosign all bills, notes, receipts, acceptances, endorsements and checks in an amount over $10,000.

E.) Security of Financial Data

i. The school’s accounting software should be reviewed to ensure that general and application controls to unauthorized access to data is precluded (i.e. proper password protection and authorizations for inquiry or browse only functions.)

ii. The system’s accounting data must be backed up weekly by the Office Manager and/or the school’s Accountant to ensure the recoverability of financial information in case of hardware failure.

iii. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Office Manager from unauthorized access.

F.) Security of School Documents
Originals of the following corporate documents are maintained and their presence is verified on a periodic basis:

i. Charter and all related amendments
ii. Minutes of the Board of Directors and subcommittees
iii. Banking agreements
iv. Leases
v. Insurance policies
vi. Vendor invoices
vii. Grant and contract agreements
viii. Fixed asset inventory list

G.) Use of School Assets

No employee may use any of the school property, equipment, material or supplies for personal use without the prior approval of the Principal.

H.) USE OF SCHOOL CREDIT CARDS

A. Credit cards will be used only for school-related expenditures. All charges must be supported by invoices or receipts to be eligible for payment by the school.

B. Monthly credit card statements are reconciled to invoices and receipts and are approved by Principal, unless not deemed independent, then the approval would be by the Office Manager or Director of Business Operations.
A.) BASIS OF ACCOUNTING

KIPP WAYS Academy will maintain its accounting records and related financial reports on the accrual basis of accounting.

B.) Accounting Policies

The accounting policies and financial reporting adopted are consistent with the special purpose governmental unit requirements of the Governmental Accounting Standards Board (GASB), including Statement of Governmental Accounting Standards No. 34 – Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments. GASB is the recognized standard setting body for establishing governmental accounting and financial reporting principles.

C.) Basis of Presentation

The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures.

D.) Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

E.) Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.
F.) Cash Management

KIPP WAYS Academy will maintain cash accounts at Wachovia Bank or any other financial institution approved by the Board of Directors. The school will monitor cash flow statements regularly to ensure proper cash management and to evaluate actual flows to projected trends.

G.) Budgets

1. The Principal, in consultation with staff and the school’s accountant, will prepare an annual operating budget of revenues and expenses and a cash flow projection. This budget and projection are reviewed and approved by the Board of Directors annually and modified as necessary.

2. Financial statements displaying budget vs. actual results are prepared by the Office Manager, Principal, Director of Business Operations, and/or the Accountant and presented to the Board of Directors at each monthly board meeting.

H.) Insurance

1. KIPP WAYS Academy maintains minimum levels of coverage, as required by Atlanta Public Schools and as recommended by the Board of Directors, for the following policies:
   i. General liability
   ii. Business & personal property (including auto/bus)
   iii. Workers’ compensation
   iv. Personal injury liability
   v. Educators Legal Liability (including D & O)
   vi. Umbrella Liability

2. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

I.) Record Retention And Disposal

1. Records are maintained for the following indicated minimum periods:
   Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors’ invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees’ timesheets and other public documents are retained for seven years after the original entry date.

2. The following records supporting Federal contracts, as required by U.S. Office of Management and Budget are retained for the indicated minimum periods:
i. For three years after submission of the final report of expenditures: general ledger, trial balance, accounts payable and accounts receivable ledger, payroll register, and petty cash book, check register and checks, invoices. Except for:

   a) If any litigation, claim, or audit is started before the expiration of the 3-year period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

   b) Records for real property and equipment acquired with Federal funds shall be retained for 3 years after final disposition.

ii. Permanently: Audit reports, annual corporate reports, charter, board minutes, tax and legal correspondence, labor contracts, insurance claims and policies, and retirement and pension records.

3. The disposal date determined under this policy is the end of the fiscal year, or the date of final payment of government grants.

4. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

5. All financial records are maintained in folders by account, organized by fiscal year.

6. In connection with the disposal of any records, a memorandum of record disposal is prepared by the Office Manager listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

J.) Financial Reporting

The Office Manager and the school’s Accountant will maintain supporting records in sufficient detail to prepare KIPP WAYS Academy’s financial reports, including:

1. Annually:
   i. Financial statements for audit
   ii. Annual budget

2. Monthly
   i. Internally generated budget vs. actual financial statements by fund and by program
   ii. Billing invoices to funding sources
   iii. Updated cash flow projection

3. Periodically:
1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns as well as IRS Form 990

2. Other reports upon request

K.) AUDIT

The Principal will arrange annually for a qualified certified public accounting firm to conduct an audit of KIPP WAYS Academy’s financial statements in accordance with Government Auditing Standards and the Governmental Accounting Standards Board. The Board of Directors will approve the auditor in May of each year.
PART 3

POLICIES RELATED TO ASSETS, LIABILITIES AND Fund equity

A.) ASSETS

1. BANK ACCOUNTS
   Bank accounts are only held at Federal Deposit Insurance Corporation (FDIC)-insured banks:
   
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<th>Purpose/Limitation of Account</th>
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<td>Wachovia Bank</td>
<td>Savings and Checking Accounts</td>
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<tr>
<td>Bank of America</td>
<td>Checking Accounts</td>
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   Other such financial institutions may be included if the Board approves such institutions. Money will only be kept in bank accounts that are easily liquidated.

2. PETTY CASH PAYMENTS
   i. Petty cash payments are made from a fund not to exceed $150, and should be for cash advances, local expense reimbursement and small-dollar vendor purchases, provided proper documentation is furnished with each request. No individual payment shall be greater than $75.
   
   ii. The petty cash account will be balanced on a weekly basis by the Office Manager, who shall serve as the Petty Cash Custodian. The replenishment check is made out to “(Custodian’s name) - Petty Cash Custodian” on an as needed basis.

3. Fixed Assets
   The Office Manager and/or Director of Business Operations will be responsible for keeping an inventory of all equipment and furniture both purchased and donated to the school. Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method.

B.) Liabilities and Net Assets

1. ACCOUNTS PAYABLE
   Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

2. ACCOUNTS PAYABLE PAYMENT POLICY
   Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.
3. ACCRUED LIABILITIES
Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

C.) DEBT
1. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year.

2. All short-term and long-term debt is approved by the Board of Directors and may not exceed the duration of the charter.

3. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

D.) Net Assets

Net Assets are recorded in accordance with generally accepted accounting principles applicable to special purpose governmental units.
PART 4
Revenue

KIPP WAYS Academy records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to special purpose governmental units.
PART 5

COST ACCOUNTING POLICIES

A.) CONSISTENCY IN COST ACCOUNTING

Practices used by the KIPP WAYS Academy in estimating costs in grant/contract proposals are consistent with its accounting practices used in accumulating and reporting costs. Accounting practices used by the school in accumulating and reporting actual costs is consistent with its practices used in estimating costs in its grant and contract proposals.

B.) COST ACCOUNTING PERIOD

The fiscal year of KIPP WAYS Academy is July 1st through June 30th. The same accounting period is used for all adjusting entries and accruals.
PART 6

PROPERTY MANAGEMENT POLICIES

A.) Record And Report Of Property

1. The Office Manager is responsible for maintaining records for every item of property greater than $500 in the school’s possession, as follows:
   i. Name and description
   ii. Serial number, model number, or other identification
   iii. Vendor name, acquisition date and cost
   iv. Location and condition of the equipment
   v. Ultimate disposition data, including date of disposal and sales price or method of disposal

B.) PHYSICAL INVENTORIES

1. The school performs a physical inventory of all property in its possession or control at the end of each school year.

2. The physical inventory records include each asset, the related control number, location, and a brief description of its condition.

3. The physical inventory is reconciled to the detailed fixed asset subsidiary, and differences are investigated and reconciled.

4. The school's financial audit includes an audit of its physical inventory and property.

C.) Disposal Of Property And Equipment

1. No item of property or equipment shall be removed from the premises without prior approval from the Principal.

2. KIPP WAYS Academy has adopted standard disposition procedures for staff to follow, which includes an Asset Disposal Form, which identifies the asset, the reason for disposition, and signature of the requester. The form also allows for an identification of the asset’s book value, condition of the asset, and supervisory approval or denial.

3. When property is retired, the appropriate asset in the fixed asset subsidiary will be adjusted and properly reflected in the General Fund.
PART 7

PROCUREMENT POLICIES

A.) Procurement

The School procures only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements are made using best value contracting which includes assessing the best value considering quality, performance and price. As a charter school, KIPP WAYS Academy is exempt from the state bidding laws, with the exception of capital outlay (which the school does not receive from public tax dollars). However, the school will use a competitive procurement process, which requires sound business reasons for purchases less than $10,000. The school will select the best value by obtaining three written quotes for items greater than $10,000. When appropriate, the school may also access state contracts for services and goods.

B.) Procurement Objectives

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.
2. Make all purchases in the best interests of the school and its funding sources.
3. Obtain quality supplies/services needed for delivery at the time and place required.
4. Buy from responsible sources of supply.
5. Obtain maximum value for all expenditures.
6. Deal fairly and impartially with all vendors.
7. Maintain dependable sources of supply.
8. Be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the school/supplier relationships.

C.) Purchase Orders

The school will execute a Purchase Order for all purchases and the Purchase Order shall be approved by the Principal.
PART 8

TRAVEL POLICIES

EMPLOYEE MILEAGE REIMBURSEMENT

1. All employees are reimbursed at the standard mileage rate per mile as determined by the Internal Revenue Service for use of their own vehicle for business related travel in excess of 30 round-trip miles. In addition, parking fees and tolls paid are reimbursable if supported by invoices.

2. All employees requesting such mileage reimbursement are required to furnish a Travel Report containing the destination of each trip, its purpose and the miles driven, parking fees and tolls, within one month after the travel date, supported by invoices, if applicable.
PART 9
CONSULTANTS AND CONTRACTORS

A.) CONSULTANT UTILIZATION

The utilization of all consultants and contract personnel are sufficiently evidenced by:

1. Details of all agreements (e.g., work requirements, rate of compensation, and nature and amount of other expenses, if any) with the individuals or organizations providing the services and details of actual services performed.

2. Invoices or billings submitted by consultants, including sufficient detail as to the time expended and nature of the actual services performed.

3. The use of a management contract for educational and administrative services will clearly identify the contractor’s performance requirements, including students’ academic achievement, contractor’s compensation and the school’s rights to educational curricula and intellectual property developed.

B.) INDEPENDENT CONTRACTORS

The use of consultants is closely monitored so as not to vary from the rules of the Internal Revenue Code. In particular, consultants will:

1. Adhere to a precise contract scope of services, recomputed or at least adjusted annually. This consultant agreement will specify the obligation of the consultant to pay his or her own self-employment taxes, if applicable.

2. Not receive any fringe benefits as such, although their fee may include provision for fringe benefits.

3. Not be assigned a permanent workstation.

4. Make their services available or work for a number of firms or persons at the same time.

5. Will use his or her own stationery or time sheet in billing for services.
SECTION II
FISCAL PROCEDURES

PART 1
GENERAL ACCOUNTING PROCEDURES

A.) Overall Accounting System Design
Chart of Accounts

To support the decision making process and to provide consistent ways of reporting, the school will use a chart of accounts that reflects the structure of the state of Georgia’s Chart of Accounts and coding system.

B.) General Ledger Activity

**Major Controls**

1. Timeliness of Entries
   All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current. At minimum, all entries will be made at the end of the month after the accounting event.

2. Support Documentation
   All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

3. Audit Trail
   A complete audit trail is maintained by the use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

**Procedures**

1. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the Office Manager before entering into the accounting system.

2. Each entry in the accounting system is made by the school’s accountant.

3. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.
Part 2

CASH MANAGEMENT PROCEDURES

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds.

A.) Cash Receipts

Major Controls

1. **Cash Flow Projection**
   
   KIPP WAYS Academy annually prepares and updates monthly a cash flow projection to monitor and ensure adequate cash flow.

2. **Cash Receipts Policies**
   
   The school has internal control systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner.

3. **Internal Accounting Controls**
   
   Listed receipts and credits compared to accounts receivable and bank deposits.

Procedures

1. All checks are given to the Office Manager who immediately restrictively endorses all checks. If a check or cash is received in person, a duplicate receipt is written and given to the individual.

2. The Office Manager prepares a deposit slip for the cash or check, and records the cash receipt in the Petty Cash DEPOSIT Log.

3. A copy of each check to be deposited is made and attached to a copy of the deposit slip and filed in the "To Be Recorded" file.

4. The Principal and/or Director of Business Operations reviews all deposit slips before they are entered into QuickBooks.

5. The Accountant inputs journal entries and the Office Manager files the deposit slips and check copies in the appropriate file.

6. The Office Manager makes deposits on a daily or no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.

7. Reconciliation of cash receipts to deposit slips and bank statements are performed by the Accountant on a monthly basis after review by the Principal.
B.) Cash Disbursements

Major Controls

1. Cash Disbursement Policies
   Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

2. Internal Accounting Controls
   (i) Pre-numbered checks and special check protective paper.
   (ii) Match disbursement records against accounts payable/open invoice files.
   (iii) Bank statements reconciled to cash accounts and any outstanding checks verified by the Office Manager.
   (iv) Supporting documentation canceled to prevent resubmission for payment.
   (v) Detailed comparison of actual vs. budget disbursements on a periodic basis.
      (vi) Separation of duties to the extent possible for an organization the size of the school.

Procedures

1. When the transaction is complete and payment is due, a pre-numbered check is prepared by the Office Manager who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.) and submits the package to the Principal for approval.

2. All invoices submitted for signature will include approvals for payment, check number, and date of payment.

3. The Principal signs checks, after examining the supporting documentation, and the Director of Business Operations records the appropriate budget codes on the documentation at the end of each month.

4. After having been signed, the checks are mailed directly to the payee by the Office Manager.

5. All supporting documents are canceled (i.e. stamped PAID) and filed by the Office Manager.

6. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.

7. Bank statements are reconciled monthly by the Accountant and reviewed by the Principal and/or Director of Business Operations.
C.) Petty Cash

Procedures for Petty Cash

1. The Charter School will maintain a petty cash system of $150, which will be maintained and secured by the Office Manager. At the beginning of the year, the Office Manager will write a $150 check to Petty Cash. Cash is kept in the Petty Cash Expenditure Envelope or box (and kept separate from cash receipts).

2. The Office Manager maintains a Petty Cash Expenditure Log of all disbursements made from the petty cash fund. No disbursements will be for greater than $75.

3. Any change and all receipts are put back in the Petty Cash Expenditure Envelope. If any employee loses a receipt, he or she is required to write a note to the file.

4. When the fund needs to be replenished, a check request is prepared by the Office Manager, attaching the log of disbursements and supporting receipts.

5. Any differences between the check request to bring the fund up to the petty cash amount and total disbursements made are reviewed and a justification is prepared.

6. The Principal approves all check requests to replenish the petty cash fund and, in doing so, examines the log of disbursements and supporting receipts.

7. Funds disbursements are entered into the accounting system as split transactions and receipts are filed by the Chart of Accounts.
Part 3

PURCHASING PROCEDURES

Procedures for Purchasing Items

1. Buyer completes purchase requisition and turns into Principal.

2. Principal approves and gives buyer a copy of a purchase order. Purchase requisition is stapled to the purchase order and is filed in Pending Order file.

3. Order is called in by buyer.

4. Package arrives.

5. Office Manager receives the package and examines the packing slip at the office to make sure all items are there.

6. Office Manager sends package to buyer and gets the purchase order & purchase requisition out of the Pending Order file.

7. When the invoice is received by the Office Manager, it is stapled to the purchase order, purchase requisition, and packing slip and given to the Principal with the prepared check (see Cash Disbursement Procedures above).
PART 4

Reimbursement Procedures

1. Buyer completes purchase requisition and turns into Principal.

2. Principal approves and files purchase requisition in Pending Order file. Copy of approved purchase requisition is sent to buyer.

3. Buyer buys what he/she needs and comes back with purchased items and receipts to Office Manager.

4. Office Manager gives buyer a reimbursement form.

5. Buyer completes reimbursement form and staples receipt to form.

6. Reimbursement form with receipt is given to Office Manager, who staples it to the purchase requisition and files in To Be Paid file until it is ready to be given to the Principal with the prepared check.
PART 5

Credit Card Purchases

1. Buyer submits purchase requisition to principal (when possible and when necessary).

2. Principal approves and copy of approved purchase requisition is sent to buyer.

3. Buyer is given school credit card, buys what he/she needs, and comes back with purchased items and receipts to Office Manager.

4. Office Manager files receipts in Outstanding Credit Card file until credit card bill arrives.

5. When office manager receives credit card bill, she compares purchases to Outstanding Credit Card receipts and staples all of the receipts to the credit card bill. The entire bill is sent to the principal with the prepared check.

6. Principal and/or Director of Business Operations codes each line item by budget code, and returns the package to the Office Manager, who stamps the credit card bill “PAID.”

7. Accountant records payment in accounting software and Office Manager files in the Paid Credit Card file. A copy of all receipts is made and filed by account.
PART 6

PAYROLL PROCEDURES

A.) Payroll Services

1. The School will contract with a payroll service provider to oversee and administer all of the School’s payroll services.

2. The Accountant will update the financials monthly and reconcile with the reports provided by the payroll provider.

3. The payroll service provider is responsible for withholding taxes and remitting them to proper authorities.

4. The payroll service provider also withholds the appropriate amount of salaries for benefits and for payment into the Georgia Teacher Retirement System.

B.) Personal and Sick Leave

1. Full-time employees at KIPP WAYS Academy are entitled to ten (10) total leave days with compensation. Three (3) days are allowed for personal leave, and seven (7) are restricted to leave for personal or family illness. Employees may carry over up to 5 days to the next year.

2. Employees accrue leave time on a bi-monthly basis over 24 pay periods. Employees are allotted .4167 days per pay period.

3. Employees are required to provide at least two (2) days advanced notice to the Principal for personal leave. The Principal will identify “Critical Days” at the beginning of the school year; personal leave days are not allowed on these days.

4. Leave taken is recorded by the Principal and reported bi-monthly to the Payroll Provider.

5. Employees’ earned leave balances are adjusted bi-monthly by the Payroll Provider to reflect leave time earned and used.

C.) Timekeeping

Hourly employees and full-time employees working on Saturdays will adhere to the following procedures for timekeeping:

Procedures

5. Employees are required to sign in and out on the Hourly Employee Log located at the office when working at an hourly rate.

6. At least five days prior to the payroll due date, hourly employees are responsible for submitting time sheets to the Director of Business Operations.

7. The Director of Business Operations will keep a spreadsheet of overtime and hourly employees to ensure proper payment at the correct hourly rate. When a timesheet has been called into payroll, the timesheet will be marked “paid”
and the payroll date will be recorded on the timesheet. Completed timesheets are filed by the Director of Business Operations.
PART 7

PROPERTY AND EQUIPMENT (P&E) PROCEDURES

A.) Record-Keeping Over Property and Equipment

Major Controls

1. Capitalization Policies
   KIPP WAYS Academy follows generally accepted accounting principles as applicable to special purpose business-type activity governmental unit. All fixed asset purchased are capitalized in the year of purchase, and recorded in the General Fund. The School follows the policy of capitalizing all fixed assets purchased greater than $1,000.

2. Fixed Asset Classification
   Fixed assets are accounted for by the following classifications: land, building, leasehold improvements equipment, furniture, and computer hardware and software.

3. Complete Record of P&E Acquisition Costs
   The fixed assets subsidiary ledger contains the full history of each capital asset acquired: original acquisition cost, and any costs incurred to prepare the asset for use.

Procedures

1. Asset acquisitions, transfers, and dispositions are entered in the fixed assets subsidiary ledger on a periodic basis.

2. The fixed assets subsidiary ledger is reconciled with the accounting system annually. Any differences are analyzed and resolved by the Accountant.

B.) Depreciation Procedures

1. The school capitalizes all fixed assets when acquired, and records the historical cost of these items in the General Fund. In accordance with generally accepted accounting principles, as they relate to special purpose business-type activity, government units, under GASB 34 depreciation expense must be recorded by the Accountant in the statement of revenue, expenditures and changes in net assets. The school will use the straight line method of depreciation over the assets useful life as determined as follow:

   - Computers 3 years
   - Office Equipment 5 years
   - Vehicles 10 years
   - Office Furniture 7 years
   - Leasehold Improvements Life of lease or 5 years which ever is greater
   - Building Improvements 20 years
   - Building 30 years
C.) Inventory of Property and Equipment

1. Upon receiving property or equipment, the Office Manager is responsible for recording the following:
   i. Name and description
   ii. Serial number, model number, or other identification
   iii. Vendor name, acquisition date and cost
   iv. Location and condition of the equipment
   iv. Ultimate disposition data, including date of disposal and sales price or method of disposal

2. The Office Manager and Principal perform a physical inventory of all property in the school’s possession or control at the end of each school year. The physical inventory records include each asset, the related control number, location, and a brief description of its condition. The physical inventory is reconciled to the detailed fixed asset subsidiary, and differences are investigated and reconciled. The school’s financial auditors also do a complete audit of physical inventory and property.

D.) Disposal of Property and Equipment

   No item of property or equipment shall be removed from the premises without prior approval from the Principal. When disposing of property or equipment, the following procedures will adhered to:

   1. A determination is made by the school personnel as to the usefulness of a fixed asset.

   2. An Asset Disposal Form is prepared by the Office Manager.

   3. The Asset Disposal Form is reviewed and signed by the Principal.

   4. A copy of the Asset Disposal Form is routed to the Accountant, who enters the dollar amount of the disposed fixed asset as a reduction in the fixed asset subsidiary ledger, and adjusts the control account in the General Fund. The treatment of any proceeds from the disposition, and the recognition of any gain or loss on sale of the disposed asset, is also recorded in the General Fund revenue account at this time.
PART 8
PROCEDURES FOR ACCRUED LIABILITIES

The Accountant is responsible for accurately setting up and recording accrued liabilities.

Major Controls

A. Maintaining an Accrual Register
   To properly set up and monitor accrued liabilities and accrual accounts related to salaries and wages, vacation pay and payroll taxes.

B. Reconciliation of the Subsidiary Schedules with the General Ledger Control Account
   On a periodic basis, a reconciliation is performed between the subsidiary schedule and the General Ledger control account.

Procedures

1. An accrual subsidiary schedule is established and maintained by the Accountant for each type of accrual.

2. The school records all accruals at fiscal year end, or when determined necessary by the Accountant.

2. A General Journal entry is prepared at every month-end and year-end to record all accruals.
PART 9

MANAGEMENT REPORTING PROCEDURES

A.) Annual Budget

Procedures

1. In preparation of the annual operating budget, the Principal prepares a preliminary budget and cash-flow projections.

2. To support budgets and projection estimates, the Principal prepares current year-to-date financial data with projections of year-end totals.

3. The Principal and the Finance Committee Chair review the budget and projections submitted for completeness and reasonableness.

4. The Board of Directors approves and adopts the final budget.

5. The adopted budgets totals are entered in the General Ledger for the new fiscal year, in order to prepare budget to actual reports.

B.) Financial Reporting

Procedures

1. The Principal prepares monthly budget vs. actual financial reports and cash flow projections for the Board of Directors meetings.

2. KIPP WAYS Academy will submit to an audit of its financial statements by a qualified certified public accounting firm, in accordance with Governmental Auditing Standards.
Appendix M
Year 6 Monthly Cash Flow
Appendix N
5 Year Budget
# Appendix O
## KIPP WAYS Academy
### Fundraising History

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<th>Year</th>
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# KIPP WAYS Academy Capital Campaign 2005-2006

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