

Conversion Charter Petition Cover Pages

Part I. Charter School Information

Check one: New Petition Renewal Petition

Name of Petitioning Traditional Public School Chestnut Mountain Elementary School

Name of Proposed Charter School Chestnut Mountain Creative School of Inquiry

Local School System Hall County School System

School address 4841 Union Church Road, Flowery Branch, GA 30542

School contact person <u>Dr. Sabrina May</u>	<u>Principal</u>
Name	Title

Address of school contact (if different from above) _____

Telephone number of school contact 770-967-3121

Fax number of school contact 770-967-4891

E-mail address of school contact Sabrina.may@hallco.org

Part II. Assurances and Signatures

1. This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote October 20, 2011

Total Number of Faculty and Instructional Staff 52

Number Approving 50 Percent Approving 96%

Number Disapproving 2 Percent Disapproving 4%

Sabrina May, PhD 10/21/2011
Principal's Signature Date

2. This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks' advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting October 20, 2011

Total Number of Parents Attending Meeting 65

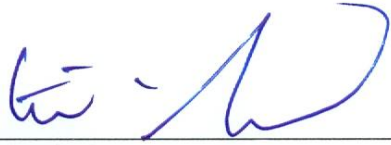
Number Approving 63 Percent Approving 97%

Number Disapproving 2 Percent Disapproving 3%

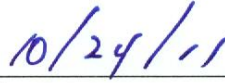
Sabrina May, PhD 10/21/2011
Principal's Signature Date

3. This charter petition was approved by the Hall County Board of Education on October 24, 2011.

Date



Superintendent



Date




Chair, Local Board of Education



Date

4. Petitioner(s) assure(s) that the proposed charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.



Authorized Representative, Charter School



Date

Part III. Executive Summary

Charter School Name Chestnut Mountain Creative School of Inquiry

Grade Levels Served K-5 Ages Served 5 - 12

Proposed Opening/Renewal Date August 2012

Proposed Charter Term 5 years

Enrollment Numbers -

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	100	100	100	120	140	140								700
Yr 2	100	100	100	120	140	140								700
Yr 3	100	100	100	120	140	140								700
Yr 4	100	100	100	120	140	140								700
Yr 5	100	100	100	120	140	140								700

NCLB

Is this school currently in, or has it ever been, in Needs Improvement status under NCLB?

No Yes

Mission

Chestnut Mountain Creative School of Inquiry will promote excellence in learning through teamwork, character, research, and rigorous creative experiences. By engaging students in 21st Century learning skills such as inquiry, collaboration, creativity, and communication through the use of technology, student achievement will rise.

Academic Program

The academic program of Chestnut Mountain Creative School of Inquiry will engage students in learning through inquiry-based instruction and 21st Century pedagogy. Using Common Core Georgia Performance Standards (CCGPS), teachers will develop integrated units of study which promote research and inquiry. Students will develop *questions, research* and *discover* the answers to their questions, then present what they have learned in *creative* ways. Technology will be highly visible within performance assessments, as students creatively showcase what they have learned using Web 2.0 tools such as WeVideo, Glogster, Voice-threads,

and green screen technology. The various possibilities for students to demonstrate their learning are endless as inquiry, creativity, and rigor will drive this academic program. In addition, once per month students will participate in cross grade level interest-based learning groups. This will give students an opportunity to learn about various interests focused on CCGPS related to health literacy, civic literacy and global awareness.

Organization

As a charter school, we will utilize the full flexibility from law, rule and regulation during the course of the charter including varying class sizes throughout the day, multi-age grouping during monthly enrichment classes, and innovative instructional delivery models. Our charter will be managed by the Local Governing Board (LGB), and not by an Education Management Organization. The LGB will receive support from the Hall County Board of Education to ensure the efficient and effective operation of our school. High accountability measures will be in place in return for full flexibility allowable to charter schools.

The school community has been involved in this move towards charter status. Through a “Dream a School” activity, the school staff, Parent/Teacher Organization Board, and the School Council identified important components of school curriculum and organization that would best meet the needs of our students. The common themes became the structure of curriculum and instructional model proposed in this charter. Last year, we started a program of choice at Chestnut Mountain, which the school named the Creative School of Inquiry (CSI) in one third, one fourth and one fifth grade class. Due to a high level of student engagement, excitement in learning, increased test scores, and parental endorsement, the program grew in popularity and parents requested we offer CSI to Kindergarten, first and second grade students. As excitement for the program grew among the parents, it also grew in popularity among the teachers. During January, 2011, teachers requested we entertain the idea of becoming a charter school, with this program being the model of instruction in all grade levels. While it would be possible to offer CSI as a program of choice, we feel the development of Chestnut Mountain Creative School of Inquiry as a charter would provide flexibility, bring the school together as well as align our goals for a common purpose: to meet the needs of the students we serve.

Part IV. Conversion Charter School Petition Requirement

Address the following requirements and insert the appropriate page number(s) of the petition.

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

1. Page 10 Describe the autonomy that the conversion school shall have from the local school system, which may include, among other things, a description of how financial resources will be managed; how human resources will be managed and personnel evaluated; school governance and the extent to which parents, community members, and other stakeholders will participate in the governance of the school.
2. Pages 10-11 Describe any innovations that will materially distinguish the conversion school from the school's pre-conversion model and that require the flexibility offered through the charter model.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

3. Page 11 Describe the focus of the curriculum.
4. Pages 11-14 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
5. Page 15 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page 15 Describe how the charter school will meet the needs of students identified as gifted and talented.
7. Pages 15-16 Describe any extracurricular or other auxiliary educational activities the charter school may offer.
8. Page NA If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

9. Page 16 For students with disabilities, describe how the charter school will provide state and federally mandated services.
10. Page 17 For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.
11. Page 17 Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
12. Page 17 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

DESCRIPTION OF ASSESSMENT METHODS

13. Page 17 Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.
14. Page 18 Describe how the charter school intends to use this assessment data to measure, monitor and improve achievement for students.

GOALS AND OBJECTIVES

15. Pages 18-22 Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.
16. Pages 22-23 Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

WAIVERS

17. Page 23 State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.
18. Page NA If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

DESCRIPTION OF SCHOOL OPERATIONS

19. Page 24 Describe the attendance zone for the charter school.
20. Page 24 Describe the rules and procedures that will govern the student admission, including whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1)(B).
21. Page 24 Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.
22. Page 24 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
23. Page 24 Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.
24. Page 24-25 Generally describe the charter school's employment procedures and policies.
25. Page 25 Describe how and by whom the principal's performance will be appraised.
26. Page 25 State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
27. Page 25 Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
28. Page 25 Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
29. Page 24 Describe whether transportation services will be provided and, if so, briefly describe the

transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.

30. Page 25 Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.
31. Page 25 Describe the school facility and if any alterations are expected to be made.

PARENT AND COMMUNITY INVOLVEMENT

32. Pages 25-28 Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

33. Page 28 Describe the level of autonomy the charter school will have over budgets and expenditures.
34. Page 28 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

35. Pages 28-29 Describe the governing board's plan to comply with the provisions of O.C.G.A. § 50-14-1 *et. seq.* and O.C.G.A. § 50-18-70 *et. seq.*
36. Page 29 Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
37. Pages 29-30 Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
38. Page 30 Describe any proposed business arrangements or partnerships with other entities, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
39. Page 31 Disclose any potential conflicts of interest of the governing board members, and describe how the governing board will ensure that current and future board members avoid conflicts of interest.
40. Page 31 Describe how the governing board will ensure effective organizational planning and financial stability.
41. Page 31 Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
42. Page 31 State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

HIGH SCHOOL CLUSTER CHARTER PETITION – Required only if the petition seeks to create a cluster charter pursuant to O.C.G.A. § 20-2-2063(b).

43. Page N/A Describe the rationale for petitioning as a high school cluster.
44. Page N/A Describe how each school shall be held accountable for performance goals stated in the charter including Adequate Yearly Progress (AYP).
45. Page N/A Describe how the high school cluster as a whole shall be held accountable for performance goals stated in the charter.

SCHOOL IN NEEDS IMPROVEMENT- Required only if the petition seeks to convert a school in Needs Improvement to a charter school. Chartering can be a dramatic and comprehensive intervention in a low-performing school that can produce significant gains in student achievement within the charter term. Please use this section of the petition to explain how you intend to accomplish this goal. The overarching theme of this and other responses should be to demonstrate where the school is pre-charter, what steps the school will take post-charter that would not otherwise be possible without the flexibility offered by chartering and how this will increase student achievement.

46. Page N/A Explain why the school is in Needs Improvement. If the school has been in Needs Improvement for three years or more, please discuss the steps the school has taken to make AYP and any progress the school has made.
47. Page N/A Describe the proposed changes to the learning environment (e.g. changes in the school culture, creation of school-based rituals, development for mentor, advisor, and teacher relationships) and how these changes will enable the school to make Adequate Yearly Progress.
48. Page N/A Describe the proposed changes to the teaching environment (e.g. changes to the curriculum including remediation and accelerated learning programs, professional development innovations including teacher evaluations, changes in staffing and recruitment, merit based pay, longer school day/year) and how these changes will enable the school to make Adequate Yearly Progress.
49. Page N/A Describe the proposed changes to school level decision making (e.g. change in school leadership, ability of the principal to select and assign staff positions without regard to seniority, more decision making authority for teachers and parents, increased community involvement) and how these changes will enable the school to make Adequate Yearly Progress.
50. Describe any other changes that will result if your school uses chartering as a school improvement strategy.

REQUIRED ATTACHMENTS/APPENDICES

- App. Pages 34-35 Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
- App. Page 36 Attach a copy of any admissions application the charter school seeks to use.
- App. NA Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.
- App. Page 33 Letter of Intent
- App. Page 37-38 Technology Matrix
- App. Page 39-41 Reference List
- App. Page 42-58 Code of Conduct

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

Chestnut Mountain Creative School of Inquiry will be managed by the Local Governing Board (LGB), having the autonomy of a charter school while under the umbrella of the Hall County Board of Education. The LGB, consisting of parents, business partners, and school staff, will determine how financial resources will be used throughout the school. The LGB will meet monthly to assist with planning, organization, monitoring student progress and evaluating programs. The charter school will have autonomous control over its financial resources. The Hall County Accounting Division sets up separate accounts for charter schools and the school, under the guidance of the LGB will submit a budget to that division. The LGB will also provide input for the evaluation of the principal. The principal will seek assistance from the Associate Superintendent for Human Resources to oversee the hiring and the evaluation of staff members to ensure a highly qualified staff. The LGB will work with the Parent Teacher Organization (PTO) to support the parent volunteer program and aid in the development of community outreach.

The unique innovations to be implemented in the charter include inquiry-based instruction with a focus on standards literacy, digital literacy, civic literacy, health literacy and global awareness. Students will become literate in the standards through differentiated inquiry-based units of study. The curriculum includes digital literacy, teaching students to critically evaluate the information they discover. Civic literacy will be embedded in the curriculum through character education, service learning, and the provision of opportunities for students to solve age-appropriate school and community issues. Health and wellness topics taught by our school nurse, and additional physical exercise supervised by our physical education teacher once per six weeks will provide students the opportunity to gain understanding in Health literacy. In addition, inquiry units will provide real-world connections beyond the classroom to promote global awareness. The use of technology, collaboration, communication and creativity will be richly embedded through-out all aspects of curriculum and Chestnut Mountain Creative School of Inquiry.

In addition, the students who attend Chestnut Mountain Creative School of Inquiry will experience cross-grade level courses based on student interest each month. The curriculum for these monthly enrichment classes will include connections to the Common Core Georgia Performance Standards (CCGPS) through standards literacy, digital literacy, health literacy, global awareness, and civic literacy such as patriotism, volunteerism and community involvement. This charter school is seeking full flexibility from law, rules and regulations to support innovative organization of varying class sizes throughout the day, cross grade-level groups, innovative instructional delivery models, and offering school choice based on lottery.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

Chestnut Mountain Creative School of Inquiry will base its curriculum on the state CCGPS (Common Core Georgia Performance Standards) guided by standards literacy, digital literacy, civic literacy, health literacy, and global awareness. Inquiry, technology, communication and collaboration skills will be implemented in all aspects of the curriculum.

Inquiry, choice, and creativity are at the heart of the curriculum of the charter school. A review of research in the areas of inquiry-based instruction, developing creativity, and 21st Century pedagogy was conducted as the curriculum and pedagogy model for CSI was developed. Research shows using an inquiry-based curriculum with students creates deeper understanding (DeWitt, 2003), as well as improved student engagement and on-task behavior (Godbey, Barnett, & Webster, 2005; Haefner & Zembal-Saul, 2004). Inquiry-based curriculum provides opportunities for students to ask questions about something of interest and time to explore answers (Chang & Mao, 2001; Dewey, 1902/2001, DeWitt, 2003; IBO, 2002; Wilson & Murdock, 2004). Students who inquire explore new ideas and creatively investigate problems with more than one possible solution (Dewey, 1938/1997; DeWitt, 2003; Haefner & Zembal-Saul, 2004, Torrance, 1977). Inquiry involves learning through experiences. Instead of teachers imparting knowledge, they create experiences for students to achieve understanding (Joseph, Mikel & Windschitel, 2002; Kliebard, 1986; Schon, 1983; Smyth, 2000). Inquiry involves students working cooperatively in pairs or small groups. They

share with others what they are thinking and how they approach their questions (Aubrecht, 2005; Chang & Mao, 2001; Haefner & Zembal-Saul, 2004; Vygotsky, 1978). There is time for students to reflect as they consider answers to their questions and make decisions about what to do or what to believe (Ennis, 1993; Hudgins & Edelman, 1988). Students know and understand the purpose for learning (Wehlage, Newmann & Secada, 1996). Students learn where to find information, how to analyze it, and apply it to real situations. They learn to communicate their knowledge and take action beyond the classroom or the school building (DeWitt, 2003; Wehlage, Newmann & Secada, 1996). This skill is also an important part of 21st Century learning (Jacobs, 2010).

Although inquiry-based curriculum is typically used with gifted program students, research supports the use of inquiry with all students. Owens, Hester & Teale (2002) found using inquiry with students who have disabilities shows higher levels of engagement and improvement in student achievement. Benefits include increased student engagement, and the development of a deeper understanding of what students are learning (Godbey, Barnett & Webster, 2005; Owens, Hester & Teale, 2002; Miller, 2003). In addition, students learn to ask deeper questions, and they stay interested in what they are learning which increases on-task behavior (Godbey, Barnett & Webster, 2005; Haefner & Zembal-Saul, 2004).

Creativity is an important component of the CSI program. A recent IBM poll of 1500 CEO's identified creativity as the number one "leadership competency" of the future (IBM News, 2010). In the CSI curriculum model, students use creativity to demonstrate understanding of the standards. Beghetto (2004), Torrance (1977), Vygotsky (1978) believe opportunities for inquiry develop creativity. In addition, the use of technology and creativity in the classroom is supported by the most recent Horizon Report (Johnson, Adams & Haywood, 2011).

Standards Literacy will consist of inquiry units that are interdisciplinary and aligned to the CCGPS ensuring all standards and elements are taught prior to the administration of the required state assessments. Based on the CCGPS, students will have clear learning goals and objectives, and the language of the standards

will be used to communicate the learning goals. Inquiry-based units will guide students to develop questions, research and discover answers to their questions, and then creatively demonstrate what they have learned through performance tasks. The inquiry units will provide opportunities for student choice, tapping into their interests and learning styles.

The students we teach are inundated with information; therefore digital literacy is a vital component of the CSI curriculum. Students are more engaged when technology is used by the teacher, and when students are given opportunities to use technology for research and creating products to show their understanding (Jacobs, 2010; Owens, Hester & Teale, 2002). In order to provide students with the optimal access to inquiry units, technology will be utilized and embedded throughout the curriculum. Instruction in digital literacy will include teaching students to evaluate information found on the internet critically and competently. Students will also use technology to build digital portfolios of their work.

Civic Literacy will be imbedded in the CSI program throughout the school. Character education will teach students about their responsibilities of being a citizen and the importance of respecting others. Students will learn about patriotism, the importance of volunteerism, and how to solve age-appropriate school and community issues through experiences such as serving as a student ambassador and participating in Patriotic Day, a school-wide community event to honor service men and women. In addition to civic literacy being embedded in the inquiry-based units, once per month the charter will offer cross grade-level enrichment classes based on student interest. This will provide an opportunity to engage in civic literacy. Examples may include learning about volunteer organizations and participating in community service events.

According to the State Department of Public Health, obesity of children and youth in Georgia is a significant public health problem (retrieved from <http://health.state.ga.us/pdfs/epi/cdiee/DPH.Epi.7-20-11.pdf> on 9.30.11). This organization suggests, “Schools can encourage healthy lifestyles in students by adopting policies, environmental features, and providing programs supporting healthy diets and regular physical activity” (p.1). As the concern for childhood obesity continues to grow, it is important to provide instruction

in Health literacy. This new partnership will be a vital component of the charter's health literacy focus. The focus on students' health and wellness began with the school's partnership with United Health Card and the Alliance for a Healthier Generation. Through this health initiative, the school will work with the community to educate them on the importance of proper nutrition and exercise for students. In addition, through the leadership of the school nurse and Physical Education teacher, the students will be given additional instruction in physical, health, and nutrition education throughout the school year.

The CSI program will include global awareness. Through inquiry-based units, students will learn that there is a world beyond their classroom and local community. Students will make real world connections through various activities such as pen pals in another state, or talking to students in a school across the globe via video conferencing. As Stewart (in Jacobs, 2010) suggests, "International knowledge and skills are no longer just a luxury for a few would-be specialists, but are a new basic for all students" (p. 101). By making real-world connections, students learn to communicate their knowledge beyond the classroom or the school building (DeWitt, 2003; Wehlage, Newmann & Secada, 1996).

In summary, instruction in the components of CSI will be interactive and collaborative by incorporating strategies such as higher order thinking skills and flexible groupings that are differentiated to meet the needs of all students. Instruction will incorporate digital literacy in which students will learn to critique information as students use technology to research, organize, evaluate and communicate what they learn. Students will use rubrics to assess themselves based upon their learning goals and demonstrate what they have learned through various performance assessments, as well as state required tests. High expectations of quality student work will be evident as students will develop authentic projects based on their interest and choice. Research shows implementation of instructional practices that focus on non-traditional, rigorous curriculum often raise test scores because when teachers hold students accountable to high academic standards, their achievement improves (Chang & Mao, 2001; McBride & Bonnette, 1995). A rigorous curriculum includes opportunities for

students to engage in meaningful experiences that focus on research and inquiry (Dewey, 1938/1991; DeWitt, 2003; Metz, 2004).

Chestnut Mountain Creative School of Inquiry's student body will consist of students who live in Hall County. To ensure continuity, students who are currently attending Chestnut Mountain will automatically be enrolled in the charter school as their parents have been involved in the charter conversion process. Students who are not currently enrolled will be granted access to the charter through the lottery system. Our current teacher-to-student ratio is based on Hall County class sizes; however the charter will seek flexibility in class size allowing flexible grouping throughout the school day. In Kindergarten – third grade the targeted teacher to student ratio will be 1:18, and in Fourth and Fifth grade classes, the targeted ratio will be 1:25. With the teacher to student ratio being smaller than the current suggested class size, teachers will be able to better facilitate inquiry-based learning and differentiate instruction to meet the needs of all students.

Chestnut Mountain Creative School of Inquiry will continue to offer the SEARCH Program for students identified for the gifted program. SEARCH includes a variety of services to meet the advanced learning needs of the gifted students we serve. The foundation of SEARCH is an interdisciplinary enrichment curriculum provided through delivery models approved by the State of Georgia. The rigorous curriculum emphasizes critical and creative thinking skills, problem solving, research and reference, and communication, as defined by the state's core competencies for the gifted student and the SEARCH Program goals. By year 5 of the charter, at least 25% of the school's staff will have obtained the gifted endorsement on their certificate since this includes teaching strategies for inquiry-based curriculum as well as differentiating the curriculum to provide appropriate challenges for all advanced learners. Gifted Endorsed teachers, as well as experts in the fields of 21st Century Learning, creativity, and technology will provide additional training for staff members who are not enrolled in gifted endorsement classes.

Extracurricular and auxiliary educational activities will be provided for the students who attend Chestnut Mountain Creative School of Inquiry. Students will be given an opportunity to participate in creative clubs

such as Odyssey of the Mind in which students collaborate to solve unusual and stimulating problems in a creative manner. Additional opportunities such as the Junior Master Gardeners and Chorus may also be offered if student interest exists.

STATE AND FEDERALLY MANDATED SERVICES

Chestnut Mountain Creative School of Inquiry will be a conversion charter supported by the Hall County Board of Education, and the school will have the full benefit of all services provided to other schools in the district. These services include a Director of Special Education Services as well as cluster-assigned Special Education Coordinators. The school will follow the structure of the Georgia Department of Education's Pyramid of Interventions for accelerated remedial instruction consistent with State Board rule and law. This structure includes services of a Student Support Team at the third tier and special education referral services for both students with disabilities and gifted students at the fourth tier. To conform to state and federal mandates, services will be provided to assist students with disabilities having an Individualized Educational Program (IEP). Students with an IEP will participate in the curriculum model of the charter, with modifications as outlined in their IEP. Researchers found remediation of basic skills with a focus on direct instructional teaching methods often does not work with struggling students (Chang & Mao, 2001; Shippen, Houchins, Calhoon, Furlow, & Sartor, 2006), however inquiry-based curriculum is beneficial for at risk students (Change & Mao, 2001; Miller, 2003; Rapp, 2005). Chestnut Mountain Creative School of Inquiry will comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. The school will also comply with all federal requirements including the availability of supplemental services consistent with State Board rule and law. The charter will continue to provide co-teaching and resource services as well as instructional and testing accommodations according to the mandates of IEPs and Section 504 Plans.

Chestnut Mountain Creative School of Inquiry will provide ESOL services as mandated by the state as well as instructional and testing accommodations based on TPC plans. A parent liaison will provide assistance in communication with parents of students in the ESOL program. This liaison will also support ESOL parent involvement at Chestnut Mountain Creative School of Inquiry. The charter will provide extension of instructional services to students not meeting grade level expectations per available Instructional Extension funds. The charter will implement inquiry-based, interdisciplinary units with all students, modifying projects as necessary. The charter will provide interventions as necessary to meet the needs of the students requiring state and federally mandated services.

DESCRIPTION OF ASSESSMENT METHODS

Chestnut Mountain Creative School of Inquiry will participate in all state-mandated assessments. The school will continue to use the Infinite Campus data system and the Pioneer RESA Insight reports to monitor student achievement longitudinally, from their entrance in Kindergarten until they exit fifth grade. Currently the Criterion Reference Competency Test (CRCT) for 3rd, 4th and 5th grade students are state-mandated assessments. In a review of the data for CRCT over the past several years scores for Chestnut Mountain Elementary students have gradually increased. Spring 2010 scores for full academic year students reveal 88.4% passed Reading/ELA, and 78% passed math. Current 2011 scores show 92% passed Reading/ELA and 89.6% passed math. The largest gains were made in the Exceeds category with growth from 26.8% to 35.2% exceeding in Reading/ELA and 28.1% to 49.8% exceeding in Math. This increase in scores gave the school favorable AYP status.

While there were numerous school improvement initiatives which contribute to our current success, we believe it is the implementation of the strategies in the CSI program which helped to move a large percentage of students into the Exceeds category. Examination of the data for CSI students illustrates the success of the students in the pilot program. The third grade class had a mean score of 868 in Reading, 858 in ELA, and 892 in Math, with 85%, 70% and 80% scoring in the Exceeds category respectively. Fourth grade CSI students had

mean scores of 853 in Reading, 846 in ELA, and 860 in Mathematics with 58%, 38% and 81% scoring in the Exceeds category respectively. Fifth grade CSI students had mean scores of 859 in Reading, 851 in ELA, and 864 in Math with 78%, 56% and 70% scoring in the Exceeds category respectively. These percentages exceed the state average for CRCT scores. Based on these results with limited students, the charter would allow us to expand CSI to benefit the learning of all students.

In addition to using state-mandated assessments to monitor student progress, teachers will use formative and summative assessments to monitor student progress and guide their instruction. Informal assessments and performance assessments will help teachers monitor students' understanding of CCGPS. Teachers will use formal assessments such as the Developmental Reading Assessment II (DRA II), Singapore Math Assessments, and Daily Oral Language tests to monitor progress and make adjustments in instruction. Monitoring the progress of Tier 2/3 students will occur through regular Response to Intervention (RTI) meetings with the administration and will follow the state's pyramid of intervention guidelines. Those who are falling behind in academic skills will receive immediate intervention through additional services provided before, during, and after regular school hours.

In addition to teachers monitoring student growth in the classroom, representatives from each grade level serving on the School Improvement Team will monitor student progress on a monthly basis using electronic data monitoring tools such the school's monitoring spreadsheet to ensure progress toward instructional goals of the charter. The compilation of the grade level data will be shared with the LGB.

GOALS AND OBJECTIVES

Students will improve academic performance of all areas of curriculum as mandated by the State of Georgia measures approved by United States Education Department (USED) subsequent to the waiver process invoked by President Obama or on measures required by a reauthorization of the Elementary and Secondary Education Act.

Goal 1: To develop the critical thinking, collaboration, creativity, and communication skills of all students through inquiry-based thematic units based on CCGPS.

Year 1: Inquiry-based thematic units will be developed and implemented in all second through fifth grade classrooms. Inquiry-based units in the areas of social studies and science will be developed and implemented in all kindergarten and first grade classrooms.

Year 2: Cross grade level enrichment classes will be offered to third through fifth grade students one day per month.

Year 3: Cross grade level enrichment classes will be offered to all second through fifth grade students one day per month.

Year 4: Cross grade level enrichment classes will be offered to all first through fifth grade students one day per month.

Year 5: Cross grade level enrichment classes will be offered to all kindergarten through fifth grade students one day per month.

Goal 2: To meet or exceed levels on state measures approved by USED subsequent to the waiver process invoked by President Obama or on measures required by a reauthorization of the *Elementary and Secondary Education Act*. Additionally, the percentage of students scoring at the “Exceeds” level will be **higher** than the average of all other schools in the Pioneer RESA region.

- Measure for Reading in all grade levels: Student achievement in reading will increase by the following percentages as measured by the Developmental Reading Assessment (DRA II). Benchmark reading levels set by DRA II Guide.

<i>DRA II</i>	<i>End of Year Benchmark</i>	Present	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	<i>Level 6</i>	85%	86%	87%	88%	89%	90%
First Grade	<i>Level 18</i>	85%	86%	87%	88%	89%	90%
Second Grade	<i>Level 28</i>	79%	82%	85%	88%	89%	90%
Third Grade	<i>Level 38</i>	83%	85%	87%	88%	89%	90%
Fourth Grade	<i>Level 50</i>	83%	85%	87%	88%	89%	90%
Fifth Grade	<i>Level 60</i>	81%	83%	85%	88%	89%	90%

- Measure for Reading in state assessed grade levels All students in applicable grade levels will score **higher** than the AMO for the meets or exceeds level on state measures approved by USED in Reading.

Reading	Baseline (CRCT) 2010-2011	Present Year 2011-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Third Grade	93.1%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fourth Grade	93.1%	96%	State AMO	State AMO	State AMO	State AMO	State AMO
Fifth Grade	91.6%	93%	State AMO	State AMO	State AMO	State AMO	State AMO

- Measure for ELA All students in applicable grade levels will score **higher** than the AMO for the meets or exceeds level on state measures approved by USED in English Language Arts.

ELA	Baseline (CRCT) 2010-2011	Present Year 2011-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Third Grade	89.2%	94%	State AMO	State AMO	State AMO	State AMO	State AMO
Fourth Grade	89.2%	94%	State AMO	State AMO	State AMO	State AMO	State AMO
Fifth Grade	91.3%	93%	State AMO	State AMO	State AMO	State AMO	State AMO

- Measure for Math All students in applicable grade levels will score **higher** than the AMO for the meets or exceeds level on state measures approved by USED in Math.

Math	Baseline (CRCT) 2010-2011	Present Year 2011-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Third Grade	91.3%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fourth Grade	91.3%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fifth Grade	86.7%	93%	State AMO	State AMO	State AMO	State AMO	State AMO

- Measure for Science All students in applicable grade levels will score **higher** than the AMO for the meets or exceeds level on state measures approved by USED in Science.

Science	Baseline (CRCT) 2010-2011	Present Year 2011-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Third Grade	87.5%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fourth Grade	87.5%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fifth Grade	86.7%	94%	State AMO	State AMO	State AMO	State AMO	State AMO

- Measure for Social Studies All students in applicable grade levels will score **higher** than the state average for the meets or exceeds level on state measures approved by USED in Social Studies.

Social Studies	Baseline (CRCT) 2010-2011	Present Year 2011-2012	Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017
Third Grade	90.3%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fourth Grade	90.3%	95%	State AMO	State AMO	State AMO	State AMO	State AMO
Fifth Grade	84.7%	90%	State AMO	State AMO	State AMO	State AMO	State AMO

Goal 2: To exhibit professional learning growth of all staff members in the areas of technology, incorporating 21st century teaching practices, gifted teaching strategies, and inquiry-based instruction.

- Measure of Technology Implementation: Personnel will complete a self-assessment using the Hall County Technology Matrix, set goals and demonstrate growth on the matrix each year of the charter grant (see appendix for example of matrix)

Baseline 2010-2011 School Average	Present Year 2011-2012	Yr 1	Yr 2	Yr 3	Yr 4
6.4	9.8	11.5	13.8	16.2	18.0

- Measure of gifted endorsed certified staff: By the end of the charter term, 25% of teachers on staff will become gifted certified, and all teachers will participate in professional learning related to Creative Inquiry Units.

Baseline Present (2010-2011) # with gifted endorsement / # certified staff	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
1/34 = 2.9%	4/35=11%	5/35=14%	6/35=17%	7/35=20%	9/35=25%

- Measure for professional learning in the creative inquiry model of instruction (inquiry-based instructional practice and technology integration)
 - Year One - 85% of all staff will participate in year-long, school-based professional learning related to the CSI model of instruction.
 - Year Two – 90% of all staff will participate in year-long, school- based professional learning related to the CSI model of instruction.
 - Year Three – 95% of all staff will participate in year-long, school-based professional learning related to the CSI model of instruction.
 - Year Four – 100% of all staff will participate in year-long, school-based professional learning related to the CSI model of instruction.
 - Year Five – 100% of all staff will participate in year-long, school-based professional learning related to the CSI model of instruction.

Goal 3: To implement a democratic charter governance procedure that includes appropriate decision-making opportunities for students, parents, community members, teachers, and administrators.

Measure of Implementation:

- Year One: All stakeholders will have representation on the Local Governing Board.
- Year One: The School Improvement Team will be comprised of certified and non-certified staff representing all grade levels and specials areas. This team will work with the LGB to ensure the successful implementation of the charter plan.
- Year One: All stakeholders will have an opportunity each year of the charter to complete satisfaction surveys which will include an open-ended response section to offer feedback and suggestions. The survey will measure the effectiveness, viability, and competency of Chestnut Mountain Creative School of Inquiry as well as our financial management and performance, operational management, and the overall satisfaction of the stakeholders.

- Years One through Five: Data to monitor measurement of the goal will include LGB meeting agendas and meeting minutes, School Improvement Team minutes, and a yearly compilation of the results from parent, student and community member surveys.

WAIVERS

Chestnut Mountain Creative School of Inquiry will utilize the full flexibility from law, rule and regulation during the course of the charter; however, the school will comply with all requirements of the Single Statewide Accountability System and will meet or exceed performance-based goals included in the charter. Specifically, Chestnut Mountain Creative School of Inquiry will seek flexibility with regard to class size, teacher certification, and variance in the length of the school day.

The number of students in each homeroom class will be based on teacher/student ratios 1:18 in Kindergarten through third grades; and 1:25 in fourth and fifth grade classroom; however the waiver will provide flexibility for teachers to determine the number of students in a class throughout the day based on creative inquiry instruction and independent learning goals. In addition, the class sizes for the monthly enrichment courses will vary based on student interest.

Students, who are not currently enrolled in the school, will apply for acceptance into the charter. A lottery will determine enrollment, with priority being given to siblings of students who are currently enrolled. Transportation for students living in close proximity to the school will be provided, but those living in further regions may have to furnish transportation.

In regards to teacher certification, there may be circumstances in which the school may hire a teacher who is highly qualified according to NCLB guidelines, but may not currently hold PSC certification. Flexibility of the instructional delivery model will be used to implement the components of CSI as outlined in this charter petition. Flexibility in varying the length of instructional time will be used when students are in cross grade-level enrichment groups, or attending additional Health and PE classes.

DESCRIPTION OF SCHOOL OPERATIONS

Chestnut Mountain Creative School of Inquiry will be an open enrollment school; therefore any student in Hall County may apply. Enrollment of students who do not currently attend the school will be based solely on lottery, rather than personal student information, such as test scores, attendance rates, or discipline records. The general population will be notified of the charter application process through information on the school website, news/ media coverage, and parent meetings. The LGB will then enact the lottery system in order to determine the students out of our district that will be admitted to Chestnut Mountain Creative School of Inquiry. Preference will be given to siblings of currently enrolled students. Transportation will be provided for students who live in close proximity to the school. Parents of students currently enrolled will be given an opportunity to opt out of the charter and transfer to another Hall County school based on a list of options provided by the Hall County Board of Education.

Since the diversity in the school is reflective of the community in the southern end of Hall County, the balance between racial and socioeconomic status of the students who will apply is expected to be commensurate with the current population. Chestnut Mountain Creative School of Inquiry will require students to follow the Hall County Code of Conduct (see appendix), and abide by all county policies including attendance, behavior and tardy policies, or risk losing the option to attend the charter school. All due process laws and procedures will be followed. Grievances and complaints from students, parents and teachers will be handled at the most appropriate level. The principal and LGB will make every attempt to solve the grievance or complaint before submitting it to the Hall County Board of Education.

The principal will seek assistance from the Associate Superintendent of the Hall County Board of Education Human Resources Department to handle all employment of the charter school faculty and staff. The school will always be committed to hiring the most highly qualified applicants and will also seek to recruit teachers with the gifted endorsement as this supports the instructional delivery model outlined in our charter. Currently, all teachers in the school are duly certified by the Professional Standards Commission (PSC). There

may be circumstances in which the school will hire a teacher who does not have PSC certification. These teachers will be required to provide documentation of training and they will be involved in professional learning led by the school and system staff. Pursuant to state hiring policies, all faculty and staff are subject to fingerprinting and background check. In addition, evaluation of staff members will follow the policies of the state of Georgia, including the new *Teacher Keys Evaluation* for Georgia school systems. The evaluation of the principal will include input from the LGB, and the use of the new *Leader Keys* for Georgia school systems. All school employees will be paid according to the state and local salary schedule, and we will comply with teacher tenure provision provided by current state statute.

The current school facility was opened in the fall of 2008, and each classroom includes a projection system with an *Interwrite* pad, providing 21st Century learning tools for teachers. It also includes a state of the art kitchen. The cafeteria and school nutrition employees will work with the school system's Food Services Director to provide the most nutritious meals possible for our students. The food service at Chestnut Mountain Creative School of Inquiry will follow all state and federal rules and regulations regarding school food service. No major changes to the facility will be requested, other than to change the name on the signs to reflect the conversion to charter status.

PARENT AND COMMUNITY INVOLVEMENT

The local community was involved in the planning of the move to the new facility as well as the move toward a charter petition. In 2008, a Vision Team was established, which consisted of 15 parent representatives from Chestnut Mountain Elementary and Spout Springs Elementary schools, eight teachers, and two administrators. The Vision Team worked together to plan the merge of the two school communities. Although we had a successful year forming a new school community, in 2010, our community and staff began to rethink our use of traditional teaching methods due to a growing desire among the parents of Hall County students to enroll their children in schools with non-traditional approaches to teaching. Through the use of a

“Dream a School” activity, the school staff, Parent/Teacher Organization Board, and the School Council identified important components of school curriculum and organization that would best meet the needs of the students in our community. The common themes of the “Dream a School” activity were to provide engaging, inquiry-based instruction through thematic units based on the Georgia Performance Standards, to incorporate strong use of technology, and to provide opportunities for students to be creative in demonstrating their learning.

In the spring of 2010, our School Improvement Team requested approval from the Hall County Board of Education to pilot a program of choice at Chestnut Mountain Elementary. We were granted permission to offer this program, which we named CSI, in one third, one fourth, and one fifth grade classroom. Students were accepted into the program through an application process. Due to a high level of student engagement, excitement in learning, and parental endorsement, the program has grown in popularity. The parents in our community have requested we grow the program to include more students and offer it to Kindergarten, first and second grade students.

As excitement for the program grew among the parents, it also grew in popularity among the teachers. During January, 2011, teachers in several grade levels requested that we entertain the idea of becoming a charter school, with this program being the model of instruction in all grade levels. As evidenced by the growing popularity of the nearby World Language Academy which opened in 2008, Martin Technology Academy which opened in 2010, as well as other schools which have recently converted to charter schools in our area, there is both an interest and a need in our community for a charter school to meet the specific academic and creative needs of our students. Chestnut Mountain Creative School of Inquiry will attract students whose interests are in the areas of research, creativity and technology. An elementary school of this type does not currently exist in Hall County. While it would be possible to offer CSI as a program of choice at Chestnut Mountain, we feel the development of Chestnut Mountain Creative School of Inquiry as a charter school would provide the flexibility we need to implement CSI in all grade levels. In addition, the move to a

charter school would allow students to attend our school through lottery, instead of requiring an application. It will be a successful school reform model as we focus on using 21st Century pedagogy that will engage all students, not just those who meet current application requirements.

Parents have been an integral part of the move toward a charter school. Our Parent/Teacher Organization (PTO) as well as our School Council members provided input into the charter petition. The PTO is very involved with raising funds to assist in technology purchases to support the implementation of CSI. In addition, parents will have the opportunity to volunteer in the “Just Two Hours” program, which provides recognition for their pledged commitment to the school.

Community partnerships are also evident in our school. The DoJo Karate of Braselton is a business partner who is involved in helping to teach character education lessons to our students. In addition, the school will continue the collaborative partnership with North Georgia College and State University as a training center for new teachers. The YMCA is another partner, who offers an after-school care program for our students. Partners in Education will continue to be an integral part of supporting our school, by providing feedback, financial support, and community presence.

Programs such as Jr. Achievement, 4H, ADVANCE, and Junior Master Gardeners will continue to provide services to the students. Jr. Achievement will continue to educate our students on the world of business and economics, free enterprise, capitalism, and entrepreneurship. The 4H program is a youth development program that focuses on science, health and agriculture. ADVANCE is a program taught by the Sherriff’s Department that teaches strategies that emphasize development of social competence, conflict resolution and positive alternatives to drugs, violence and gangs. Junior Master Gardeners engage children in novel, hands on, group and individual learning experiences that provide a love of gardening, develop an appreciation for the environment and cultivate the mind. These programs allow our students the opportunity to provide service to others through leadership, service learning projects and character development.

In addition to the visibility of these partners in our school, we will host Evidence of Learning events to celebrate student learning, wherein all stakeholders will be invited to experience authentic artifacts of learning, as presented by the students.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

Charter schools by law and rule must operate as self-governing organizations; therefore, Chestnut Mountain Creative School of Inquiry will utilize autonomous control over budgets and expenditures guided by the LGB. Additionally, the school must retain fiscal responsibility. The school will undergo annual independent audits by the State Auditor. The LGB will work within the guidelines of the State of Georgia and the Hall County Board of Education in fiscal management. The Hall County Board of Education has made a commitment to support this school, including financial assistance where needed. Chestnut Mountain Creative School of Inquiry will be a part of Hall County's Infinite Campus Student Information System, which will aid in the calculation for FTE funding purposes by this system.

With the granting of a charter, opening of Chestnut Mountain Creative School of Inquiry will occur in August, 2012. When the charter is granted, the school will apply for a competitive implementation grant. The charter will comply with all federal monitoring requirements for schools receiving federal or state funds. The school currently has a number of partners, including North Georgia College and State University, YMCA, and numerous corporate business partners. We will continue to seek additional partners for donations, both monetary and through goods and services. The school will also seek additional grants for funding of special projects when available.

DESCRIPTION OF GOVERNANCE STRUCTURE

Chestnut Mountain Creative School of Inquiry will be governed by a Local Governing Board (LGB). The role of this board will be to assist in the implementation of the Charter plan submitted to the State Board of

Education. The LGB will monitor the implementation of the charter plan, including school goals. Members will also provide suggestions for school improvements, assist with communication within the community, and provide input for the evaluation of the principal. The function of the LGB will be communicated to the community through presentations at staff and PTO meetings by the principal. Board members will be trained by central office staff and the principal, ensuring the understanding of their role in managing the charter and guiding school improvement. The LGB will meet all requirements of the provisions of O.C.G.A. § 50-14-1 *et. seq.* and O.C.G.A. § 50-18-70 *et. seq.* requiring open meetings.

Although the LGB has not yet been established, the Board will consist of nine individuals who are parents, business partners from the school community, and staff members. It is important that the members have certain skills necessary to implement, manage, and monitor the goals of the charter school. These skills include business savvy, a passion for service in the community, an enthusiasm for 21st Century teaching strategies, and insight into the current trends and issues in education and the Hall County community. In addition, the teachers who serve on the Board will have expertise in infusing technology into inquiry-based, thematic teaching as well as engaging students in research and developing creative products to demonstrate learning.

Three members will be parents of students who attend our school, one member will be a business partner, three members will be teachers, one member will be the school bookkeeper (who has knowledge and training in school finance), and the last member will be the principal. The Board members will work in conjunction with the Hall County Board of Education to ensure the efficient and effective operation of our school. Members will be recruited in various ways, depending on the type of position they hold on the Board and will serve two to three year terms, alternating to ensure consistency of the Board. As members rotate off, new members with the same qualifications will be added keeping a consistent number of Board members throughout the five years of the charter.

The Business Partner who serves will be recruited by the parents, teachers, and principal from the list of current Business Partners, or from new businesses in the community. This member will be a person who is successful in managing a local business, and someone who is passionate about the charter and sensitive to the needs of the community. The Business Partner will serve a three year term.

Of the three parent representatives, one will be a member of the PTO Board and will be recruited by the principal. PTO Board members are actively involved in the actions of the school and have a vested interest in the success of the school. All of the current PTO Board members are in support of the school's conversion to charter status, so he/she will bring passion to the success of the charter plan. This member will serve two years. The additional parent representatives will be recruited by the principal, the PTO Board member, and teachers serving on the LGB from the large group of parent volunteers who are active at Chestnut Mountain. This person will be someone with a strong interest in implementing the charter petition, and someone who will present a parent's perspective. One parent will serve one year, the other will serve two years, giving the opportunity to involve a new parent each year.

Three teachers will be chosen by the staff to serve as representatives on the LGB for the first year of the charter. One teacher will serve one year, another will serve two years, and the third teacher will serve three years. Beginning the second year of the charter, the Teacher of the Year representative, who is also chosen by the staff, will serve on the LGB taking the place of the teacher who rotated off the board. The teachers who serve will have training in 21st Century pedagogy as well as a strong understanding of inquiry-based instructional practices. They will have experience in using technology to engage their students in research, discovery and creative expression. In addition, the teachers will assist the principal and the PTO Board member in recruiting the parent members for the LGB.

The school secretary will be a member of the LGB. The role of this person will be to provide input in budgetary issues, ensure compliance in budget expenditures, and to take minutes at all meetings. This person is

trained by the Hall County Board of Education Finance department each year, ensuring state and federal compliance in budget management.

The final member of the LGB will be the principal of Chestnut Mountain. The principal will provide consistency in the charter implementation by serving on the Board all five years of the charter. In addition, the principal will provide vision, leadership and knowledge of the overall school charter plan to Board members.

Any member of the LGB may resign from the board by delivering a written resignation to the principal or secretary. The LGB shall have the right to remove a member who is no longer active. In order to remove a member, at least six of the remaining members must determine that the member to be removed is no longer willing or able to be an active member of the Board. The Local Board position shall be automatically vacated if the member resigns, if the person is removed from the position, or if the member no longer meets the qualifications outlined in this charter petition. If a position is vacated during the school year, the remaining members will determine the replacement.

If conflicts arise among the LGB, a quorum consisting of at least 6 of the 9 members must be present to vote, and the majority of the vote shall determine the solution to the conflict. Each member of the LGB is authorized to exercise one vote if they are present at the meeting in order to vote. The adoption of bylaws or changes to the bylaws requires at least five (5) affirmative votes.

The LGB will lead the communication and marketing platform of the conversion, ensuring that parents know and understand the aspects of the charter petition. This charter school does not intend to contract the services of a for-profit entity or any other educational management agency.

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Appendix 1



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ELOISE T. BARRON, Ph.D.
ASSISTANT SUPERINTENDENT
FOR TEACHING & LEARNING

WILLIAM S. SCHOFIELD
Superintendent

February 28, 2011

Mr. Louis Erste
Charter School Division
Georgia Department of Education
2053 Twin Towers Ease
Atlanta, GA 30334

Mr. Erste:

It is the intention of the Hall County Board of Education to open a Creative School of Inquiry charter school in August, 2012. This school will be a conversion charter. The charter petition will be sent to your office by the required deadline of November 1, 2011. The school will be a K-5 elementary school which will offer unique learning opportunities to meet the needs of our student population.

The Creative School of Inquiry (CSI) will use a specialized learning environment based on Dewey's Theory of Inquiry (1938/1991), E. Paul Torrance's model for Guiding Creative Talent (1962), and pedagogical practices suggested by Heidi Hayes Jacobs in Curriculum 21 (2010). Teachers will use the Georgia Performance Standards to create meaningful inquiry-based experiences through thematic units of study. Students will generate questions based on their interest in topics from the standards, then research answers to their questions. Students will choose creative ways to demonstrate evidence of their learning. Research shows inquiry-based curriculum engages students (Aubrecht, 2005; Chang & Mao, 2001) and helps them develop a deeper understanding (Godbey, et.al., 2005). National Organizations call for an inquiry-based curriculum (National Council for the Social Studies, 1992; National Council of Teachers of Mathematics, 2000). Providing opportunities for students to develop creativity and learn technological tools will prepare students to be successful in the 21st Century (Jacobs, 2010).

The petition will convert the new Chestnut Mountain Elementary School (opened fall 2007) to Chestnut Mountain Creative School of Inquiry. The new facility allows space to open enrollment to all Hall County students. The underlying factor for converting this school to a charter school is to meet the needs of all learners in the community by restructuring the school day to include inquiry-based curriculum and creativity creating a 21st Century learning environment.

We are asking for your support of this petition and we thank you for your assistance in this matter.

Sincerely,

Will Schofield
Superintendent

Nath Morris, Chairman
Hall County Board of Education

Accredited by the Southern Association of Colleges and Schools







Appendix 2



HALL COUNTY SCHOOLS
Gainesville, GA 30501
Possible/Tentative 2012-2013

August 2012							September 2012							October 2012							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4			3	4	5	6	7	8	7	8	9	10	11	12	13
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	28
26	27	28	29	30		30	23	24	25	26	27	28	29	28	29	30	31				
November 2012							December 2012							January 2013							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3			3	4	5	6	7	8	6	7	8	9	10	11	12
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	13
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	20
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	27
25	26	27	28	29	30	30	23	24	25	26	27	28	29	27	28	29	30	31			
							30	31													
February 2013							March 2013							April 2013							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						1	2		1	2	3	4	5	6	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
24	25	26	27	28		31	24	25	26	27	28	29	30	28	29	30					
May 2013							June 2013							July 2013							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4							1		1	2	3	4	5	6	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
26	27	28	29	30	31	30	23	24	25	26	27	28	29	28	29	30	31				

Pre-Planning (All Schools) August 3-5, 2012
Post-Planning (All Schools) May 22-23, 2012

-  Teacher Planning/Professional Learning/Holiday for Students (Oct. 14 P.L. Systemwide – K-12)
-  Holiday (Students &/or Staff)
-  School Days for Students
-  Potential Additional Instructional Day (Pending Finances)
-  Potent. Inclem. weather
-  Make-Up Days/Holiday (Student)

**Appendix 3
Possible Master Schedule for 2011-2012**

K	SSR	Calendar	Literacy: Reading & Writing 8:20- 9:35	BLOCK 9:35 – 10:20	Reading 10:20- 11:00	LUNCH 11:00– 11:30	Math 11:30 – 12:40	Recess 12:40 – 1:10	CSI: Social Studies/Scie nce Inquiry block 1:20 – 2:15
1	SSR	Calendar	Literacy: Reading & Writing 8:20-9:40	CSI: Social Studies / Science Inquiry Block 9:40- 10:45	Recess 10:45– 11:15	LUNCH 11:15– 11:45	BLOCK 11:50 – 12:35	Math 12:35 – 1:30	LEARNING LAB (RTI, Inquiry Project time) 1:30 – 2:15
2	SSR	Calendar	Thematic Inquiry Units/ Small group reading/writing/SS/Science 8:20-10:20	BLOCK 10:20 –11:05	Inquiry	LUNCH 11:33– 12:03	RECESS 12:05 – 12:35	Math 12:35 – 1:30	
3	SSR	Calendar & Math 8:00 – 8:50	BLOCK 8:50 – 9:35	Thematic Inquiry Units / Small group reading/writing/SS/Science 9:35-11:45		LUNCH 11:47– 12:17	RECESS 12:20 – 12:50	Inquiry continued 12:50 – 1:30	
4	SSR	First Period 8:00 – 9:40 INQUIRY (Reading/ELA/SS) or INQUIRY (Science/ Math)	Second Period 9:40 – 11:30 INQUIRY (Reading/ELA/SS) or INQUIRY (Science/ Math)		RECESS 11:30 – 12:00	LUNCH 12:00– 12:30	BLOCK 12:35 – 1:20		
5	SSR	BLOCK 8:05 – 8:50	First Period 8:50 – 10:35 INQUIRY (Reading/ELA/SS) or INQUIRY (Science/ Math)	Second Period 10:35 – 12:15 INQUIRY (Reading/ELA/SS) or INQUIRY (Science/ Math)		LUNCH 12:17 – 12:47	RECESS 12:55 – 1:25		

Appendix 4
Application for Admission
To
Chestnut Mountain Creative School of Inquiry

A form must be completed for each child applying for admission

Child's Name _____

Address _____

City/State/Zip _____

Phone _____

Email address _____

Current school _____

Current grade _____ Grade next year _____

Name(s) of siblings currently attending Chestnut Mountain Creative School of Inquiry:

Name(s) of siblings making application to attend:

As a student, I understand that entering Chestnut Mountain Creative School of Inquiry is a commitment on my part to complete elementary school, which uses the CSI model of instruction. I pledge to always give my very best.

Signature of Student

Date

As a parent, I understand that my child is committed to Chestnut Mountain Creative School of Inquiry to complete elementary school in an environment focused on the CSI model. I further understand that I am making a commitment to volunteer at least 2 hours during the school year, and provide transportation if it is not provided by the Hall County BOE. I also understand it is important for my child to arrive to school on-time and be present for a full day of instruction, unless prohibited by illness or family emergency.

Signature of Parent/Guardian

Date

Technology Integration Matrix		Levels of Technology Integration into the Curriculum					
		0	1	2	3	4	5
		Pre-entry: Teacher minimally uses/integrates instructional technology	Entry: The teacher uses technology to deliver curriculum content to students.	Adoption: The teacher directs the students in the conventional use of tool-based applications. If such applications are available, this level is the minimum expectation.	Adaptation: The teacher encourages adaptation by allowing students to choose and modify a tool-based application to accomplish a task.	Infusion: The teacher creates a learning environment that infuses the power of technology tools throughout the day and across subject areas.	Transformation: The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
Characteristics of the Learning Environment	Active: Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Students minimally use technology for drill and practice and computer based training.	Students use technology for drill and practice and computer based training.	Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Throughout the day students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Given ongoing access to online resources, students actively choose and pursue topics beyond the limitations of even the best school media center.
	Collaborative: Students use technology tools to collaborate with others rather than working individually at all times.	Students minimally use technology tools to collaborate with others.	Students primarily work alone when using technology.	Students have opportunities to utilize collaborative tools, such as blogs and wikis, in conventional ways.	Students have opportunities to select and modify technology tools to facilitate collaborative work.	Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Technology enables students to collaborate with peers and experts in both real and non-real time, within and beyond the classroom.
	Constructive: Students use technology tools to build understanding and new knowledge rather than simply receive information.	Technology is minimally used to deliver information to students.	Technology is used to deliver information to students.	Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct new knowledge.	Students have opportunities to select and modify technology tools to assist them in the construction of new knowledge.	Students utilize technology to make connections and construct new knowledge across disciplines and throughout the day.	Students use technology to construct, share, and publish new knowledge to a worldwide audience.

<p>Authentic: Students use technology tools to solve real world problems meaningful to them rather than working on artificial assignments.</p>	<p>Students infrequently use technology to complete assigned activities.</p>	<p>Students use technology to complete activities that are generally unrelated to real world problems.</p>	<p>Students have opportunities to apply technology tools to some content-specific activities that are based on real world problems.</p>	<p>Students have opportunities to select and modify technology tools to solve problems based on real world issues.</p>	<p>Students select appropriate technology tools to complete authentic tasks across disciplines.</p>	<p>Using technology tools, students collaborate effectively to solve real world problems and create new knowledge in the community and beyond.</p>
<p>Goal Directed: Students use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.</p>	<p>Students do not use technology tools to set goals, plan activities, monitor progress, and evaluate results rather than simply completing assignments without reflection.</p>	<p>Students receive directions, guidance, and feedback from technology, rather than using technology tools to set goals, plan activities, monitor progress, or self-evaluate.</p>	<p>From time to time, students have the opportunity to plan, monitor, or evaluate and activity.</p>	<p>Students have opportunities to select and modify the use of technology tools to facilitate goal setting, planning, monitoring, and evaluating specific activities.</p>	<p>Students use technology tools to set goals, plan activities, monitor progress, and evaluate results throughout the curriculum.</p>	<p>Students engage in ongoing collaborative, metacognitive activities at a level that would be impossible to achieve without the support of technology tools.</p>

Appendix 6
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Appendix 7

CODE OF CONDUCT

AND
DISCIPLINE PROCEDURES

Hall County Schools

Revised: June 2010

INTRODUCTION

It is the purpose of the Hall County Board of Education to operate the school system in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend our schools. In accordance with that purpose, the Hall County Board of Education has adopted a policy that requires schools to follow codes of conduct that focus on maintaining a good learning environment for all students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with the rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in this Code of Conduct and Discipline Procedures. Such governing rules shall be published and provided annually to all school personnel and students. Parents are encouraged to become familiar with the policies, regulations and rules of the school system, and to be supportive of these in their daily

communication with their children and others in the community.

Major discipline offenses, including, but not limited to, drug and weapon offenses, can lead to a school being named as an Unsafe School according to the provisions of the State Board of Education Rule – Unsafe School Choice Option.

Will Schofield, Superintendent

711 Green Street

Gainesville, Georgia 30501

Phone: 770-534-1080 FAX: 770-535-7404

Website: <http://www.hallco.org>

*FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
(FERPA)*

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the Hall County School System receives a request for access. Generally, a parent will be permitted to obtain a copy of education records of his/her child upon reasonable notice and payment of

reasonable copying costs. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Hall County School System to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading, or otherwise in violation of the student's privacy or other rights.

If the School System decides not to amend the record as requested by the parent or eligible student, the System will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record, commenting on the contested information in the record.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Generally, schools must have written permission from the parent or eligible student before releasing information from a student's record. However, FERPA allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in case of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to Georgia law.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed of the Hall County School System as an administrator, supervisor, instructor, or other support staff member (including health or medical staff and law enforcement until personnel); a person serving on the School Board; a person or company with whom the System has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, or such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the System discloses, and forwards if necessary, education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to object to the release of "directory" type information such as a student's name, address, telephone number, date and place of birth, honors and awards, weight and height of student if he/she is a member of an athletic team, photograph, grade level, and dates of attendance. Parents or eligible students may request, in writing, that the Hall County School System not disclose directory information about them. They should make this request annually by September 30th.

5. The right to file with the U.S. Department of Education a complaint under 20 C.F.R. 99.64 concerning alleged failures by the Hall County School System to comply with requirements of

the Family Educational Rights and Privacy Act or the regulations promulgated there under.

The Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

(1) Parents and eligible students (18 or older or emancipated minors) shall be notified at the beginning of the school year of the approximate dates during the school year when any of the activities listed below are expected to be scheduled. The Board of Education has developed and adopted policies, in conjunction with parents, regarding the activities described in paragraph 1. In accordance with Board policies, prior written consent must be obtained from parents before students are required to submit to any survey that contains questions about one or more of the areas listed in subparagraph (1)(A) and that is funded in whole or in part by the U.S. Department of Education. Parents have the right to inspect any survey or instrument used in the collection of information under subparagraphs (1)(A) and (1)(B) before the instrument is administered or distributed to a student and to opt out their student from participation in any activities described in paragraph (1) in accordance with regulations developed by the Superintendent.

(A) The administration of any survey containing one or more of the following items:

- (i.) Political affiliations or beliefs of the student or the student's parent;
- (ii.) Mental or psychological problems of the student or the student's family;
- (iii.) Sex behavior or attitudes;
- (iv.) Illegal, anti-social, self-incriminating, or demeaning behavior;
- (v.) Critical appraisals of other individuals with whom respondents have close family relationships;

- (vi.) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- (vii.) Religious practices, affiliations, or beliefs of the student or student's parent; or
- (viii.) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without prior written consent of the parent or eligible student.

(B) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

(C) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, or of other students.

(2) Parents may, upon request, inspect any instructional material used as part of the educational curriculum for their student.

(3) The school is required by federal law to give this notice to parents. However, the school does not have scheduled any marketing activities or physical exams such as those described in paragraphs 1(B) and (C). If any such activities are initiated during the school year, parents will be notified accordingly and will be afforded all rights as described herein.

(4) Parents/ eligible students who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-4605.

NO CHILD LEFT BEHIND ACT (NCLB)

In compliance with the requirements of The No Child Left Behind Act of 2001, the Hall County School System informs parents that they may request information about the professional qualifications of their student's teacher(s). The following information may be requested:

- 1) whether the teacher has met the Georgia Professional Standards Commission

- requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- 2) whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- 3) the college major and any graduate certification or degree held by the teacher;
- 4) whether the student is provided services by paraprofessionals, and, if so, their qualifications.

If a parent wishes to request information concerning their child's teacher's qualification, please contact the school principal.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures.

CODE OF CONDUCT

The students of the Hall County School System are expected to maintain good order and discipline in the school environment. Good order and discipline may be described as the absence of distractions, frictions and disturbances which interfere with the optimum functioning of the student, the class and the school. It is also the presence of a friendly yet business-like rapport in which students and school personnel work cooperatively toward mutually recognized and mutually accepted goals.

This Code of Conduct is effective during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event and while traveling to and from such events;

- On vehicles provided for student transportation by the school system and at bus stops.

Also, students may be disciplined for conduct off campus which could result in the student being criminally charged with a felony and which makes the student's continued presence at the school a potential danger to persons or property at the school or which disrupts the educational process.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a **progressive discipline process**. A major consideration in the application of the code is that the disciplinary action taken by school officials be **the least extreme measure** that can resolve the discipline problem. Circumstances to be considered include, but are not limited to, the following factors: age, health, maturity, academic placement of the student, prior conduct, attitude, cooperation of the parents, willingness to make restitution, and the seriousness of the offense. Such factors may be taken into account in determining the punishment to be imposed, including any decision to impose a punishment that is more or less severe than suggested in this Code of Conduct.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them replace inappropriate behaviors with those that are consistent with character traits from Georgia's Character Education Program.

The following disciplinary actions may be imposed for any violation of this Code of Conduct:

- Warning and/or counseling with a school administrator or counselor
- Loss of privileges
- Isolation or time-out
- Temporary removal from a class or activity
- Notification of parents
- Parent conference
- Corporal punishment
- Detention/Saturday school
- Temporary placement in an alternative education program

- Short-term suspension
- Referral to a tribunal for long-term suspension or expulsion
- Suspension or expulsion from the school bus
- Referral to law enforcement or juvenile court officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such a referral to be necessary or appropriate.

Students may be suspended due to repeated violations of any rule. The **MAXIMUM** punishment for any offense is expulsion, but suspension for more than 10 days or expulsion will be determined only by a disciplinary tribunal as outlined in the Hall County Board of Education Policy JCEB.

When guilt is established and accepted by the student and parent, a negotiated waiver settlement may be considered based on the consequences the school administration would recommend to a tribunal. If the student, parent/guardian, and a hearing officer appointed by the superintendent accept this agreement, a tribunal will not be held. A waiver

agreement does not grant a student permission to enroll in the Alternative Learning Center (ALC) program. However, a student can be suspended with the option to apply for admission to ALC. The minimum stay at ALC is one semester.

A conference with the student must precede any immediate suspension from school. If immediate suspension is the action to be taken by school administrators, it must not exceed 10 school days. **Parents must be notified.** School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Personal property items, school lockers, desks and other school property are subject to inspection and search by school authorities at any time without further notice to students or parents. At the discretion of administrators, students are

required to cooperate if asked to open book bags, lockers, etc. Metal detectors and drug or weapon-sniffing dogs may be utilized at school or at any school function, including activities which occur outside normal school hours or off the school campus.

GEORGIA CODE NOTICE

Georgia Code Section 20-2-735 now requires us to advise parents that they should inform their children on the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult.

BEHAVIOR THAT WILL RESULT IN DISCIPLINARY PROCEDURES

1. Possession, sale, use in any amount, distribution, or under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, unauthorized prescription drug or drug paraphernalia: Immediate suspension pending a disciplinary tribunal, and immediate referral to law enforcement officials. Distribution, attempted sale or sale of these substances requires suspension for the remainder of the semester in which the incident occurred, plus expulsion for one full semester. Participation in the system's early intervention program for student and parent (SUPER 1) is required for first-time category one offenders to re-enroll in the regular school program; attendance does not reduce the number of days of suspension.

2. Possession, sale, attempted sale, use in any amount, distribution, or under the influence of an alcoholic beverage or other intoxicant: First offense: Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. The student and parent or guardian will be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days. Second or subsequent offense: Mandatory referral to tribunal and/or referral to law enforcement officials.

3. Possession, sale, attempted sale, use, or distribution of over-the-counter drugs or of substances represented as drugs or alcohol:

Immediate suspension, system's early intervention program for student and parent (SUPER 1), possible referral to disciplinary tribunal and/or referral to law enforcement officials. First time offenders may be offered the opportunity to attend SUPER 1 in lieu of up to half the original suspension, not to exceed five (5) days.

4 Possession or use of a weapon or dangerous instrument:

Immediate suspension pending a disciplinary tribunal and immediate referral to law enforcement officials. Firearm infractions require a minimum one calendar year expulsion. (O.C.G.A. 16-11-127.1 - A fine of not more than \$10,000; imprisonment for not less than two or more than ten years, or both.)

5. Assault (physical or verbal), including threatened violence upon another student, a teacher, or another school official:

Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed an assault upon a teacher, other school official or employee; possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed an assault upon another student.

6. Battery, including sexual battery, upon another student, a teacher, another school official or persons attending school-related functions:

Immediate suspension, automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher, other school official or employee, possible referral to law enforcement officials, and possible referral to the disciplinary tribunal if a student is alleged to have committed a battery upon another student.

7. Fighting: Possible out of school suspension, possible referral to a disciplinary tribunal hearing, possible referral to law enforcement officials.

8. Disrespectful conduct, including the use of vulgar or profane language, toward teachers, administrators, other school personnel, other students, or persons attending school-related functions:

Possible removal from class, activity, or situation, conference with teacher, parents, and

counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.

9. Any behavior based on a student's race, national origin, religion, sex, or disability including verbal or non-verbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature, or sexual harassment as defined pursuant to Title IX of the Educational Amendments of 1972:

Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.

10. Inciting, advising or counseling of others to engage in prohibited acts:

Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.

11. Classroom and school disturbances:

Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, suspension, and/or referral to disciplinary tribunal.

12. Possession or use of tobacco in any form and tobacco use-related paraphernalia such as lighters and matches:

Detention, in-school suspension, Saturday School, out-of-school suspension, and/or parent conference.

13. Willful or malicious damage to real or personal property of the school or to personal property of any person legitimately at the school during school or off school hours: Possible suspension, referral to disciplinary tribunal, possible referral to law enforcement officials, and/or possible restitution. (O.C.G.A. 20-2-753)

14. Marking, defacing, or destroying school property during school or off-school hours: Possible suspension, possible referral to the disciplinary tribunal, and/or possible restitution.

15. Theft. In-school or out-of-school suspension, restitution, and possible referral to law enforcement officials.

16. Extortion or attempted extortion: Immediate suspension, possible referral to the disciplinary tribunal, and/or possible restitution.

17. Possession and/or use of fireworks: Parent conference, possible suspension, and possible referral to the disciplinary tribunal and to law enforcement officials.

18. Activating a fire alarm under false pretenses or making a bomb threat: Immediate suspension, possible referral to disciplinary tribunal and referral to law enforcement officials.

19. Insubordination, disorderly conduct, disobeying school rules, regulations, or directives, disobeying directives given by teachers, administrators, or other school staff: Possible removal from class, activity, or situation, conference with teacher, parents, and counselor, detention, in-school suspension, Saturday School, suspension, and/or referral to disciplinary tribunal.

20. Violation of school dress code: Possible removal from class, activity, or situation, parent conference, detention, Saturday School, and/or in-school suspension.

21. Use of profane, vulgar, or obscene words, gestures, images, or indecent exposure, including possession or transmission of such words or images (such as 'sexting'): Parent conference, confiscation, detention, in-school suspension, or suspension, possible referral to disciplinary tribunal, and/or possible referral to law enforcement officials.

22. Use of cell phones and other electronic devices in violation of the Hall County Schools Acceptable Use of Electronic Media for Students Agreement.: Parent conference, detention, in-school suspension, confiscation, possible referral to law enforcement officials, and/or suspension.

23. Inappropriate public displays of affection: Parent conference, detention, in-school suspension, and/or suspension.

24. Gambling or possession of gambling devices: Parent conference, detention, in-school suspension, and/or suspension.

25. Moving and non-moving driving violations: Short-term or long-term revocation of driving privileges, in-school suspension, and/or detention.

26. Giving false information to school officials: Parent conference, detention, in-school suspension, and/or suspension.

27. Falsifying, misrepresenting, omitting or erroneously reporting information regarding instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student: Parent conference, detention, in-school suspension, and/or possible referral to a disciplinary tribunal. Any student (or parent or friend of the student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

28. Cheating on school assignments: Zero grade for assignment, substitute assignment, detention, parent conference and/or in-school suspension.

29. Bullying: Discipline for any act of bullying, including cyber bullying, as defined under the bullying definition in this document, shall be within the discretion of the principal which may range from a reprimand to out-of-school suspension. However, upon a tribunal finding that a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall at a minimum be assigned to the Alternative Learning Center.

30. Criminal law violations: Any on or off campus behavior of a student which could result in the student being criminally charged with a felony and which makes the student's continued presence at the school a potential danger to persons or property at the school or which disrupts the educational process may be subject to disciplinary action, including in-school suspension, short-term suspension and referral to a disciplinary tribunal.

31. Willful and persistent violation of the Student Code of Conduct: Student who chronically and/or habitually violate school rules or this Code of Conduct may be referred to the disciplinary tribunal, even if the offenses the student has committed do not include such a referral as a possible consequence.

32. Failure to comply with compulsory school attendance as required under Code Section

20-2-690.1: Any student who is in violation of this Code section shall be subject to a referral to the court having jurisdiction. Each day's absence from school in violation of this part after the school system notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child shall constitute a separate offense.

33. Violation of the Acceptable Use of Electronic Media for Students Agreement for personal electronic devices, computer hardware, software, network and internet access, to include any unauthorized entry into a computer network secured site. Revocation of privilege, parent/ guardian notification, detention, in-school suspension, and/or suspension, possible referral to the disciplinary tribunal and/ or law enforcement. Warning statement: The act of entering or attempting to enter a computer network secured site (hacking) is a very serious offense that may include permanent expulsion from the school system.

DEFINITION OF TERMS

ASSAULT: Any threat or attempt to physically harm another person or any act which reasonably places another person in fear of physical harm. (Example: threatening or abusive language)

BATTERY: Actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual.

BULLYING: The bullying of a student by another student is prohibited. In accordance with Georgia law, "bullying" means an act which occurs on school property, on school vehicles, at designated bus stops, or at school related functions or activities, or by use of data or software that is accessed through a computer, a computer system, computer network, or other electronic technology of a local school system that is:

- 1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or

- 2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm; or
- 3) Any intentional written, verbal, or physical act which a reasonable person would perceive as being intended to threaten, harass, or intimidate, that;
 - a) Causes another person substantial physical harm within the meaning of Georgia Code Section 16-5-23.1 or visible bodily harm as such term is defined in Code Section 16-5-23.1
 - b) Has the effect of substantially interfering with a student's education;
 - c) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment ; or
 - d) Has the effect of substantially disrupting the orderly operation of the school.

CORPORAL PUNISHMENT: Physical punishment of a student by a school official in the presence of another school official.

DETENTION: A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the student's attendance before school or after school. Students are given one day's warning so that parents or guardians can make arrangements for transportation.

DISCIPLINARY TRIBUNAL: School officials appointed by the Board of Education to sit as fact finder and judge with respect to student disciplinary matters.

DISORDERLY CONDUCT: Any act that substantially disrupts the orderly conduct of a school function, the learning environment, or poses a threat to the health, safety, and/or welfare of students, staff or others.

DRESS CODE: The current dress code is maintained in the principal's office and appears in student handbooks.

EXPULSION: Removal of a student from school beyond the end of the semester.

EXTORTION: Obtaining money or goods from another student by violence, threats, or misuse of authority.

FIGHTING: Mutual participation in a fight involving physical violence where there is no one main offender and no major injury – does not include verbal confrontations, tussles, or other minor confrontations.

FIREWORKS: The term "fireworks" means any combustible or explosive composition or any substance or combination of substances or article prepared for the purpose of producing a visible or audible (large or small) effect by combustion, explosion, deflagration, or detonation, as well as articles containing any explosive or flammable compound and tablets and other devices containing an explosive substance. (Also includes stink bombs/smoke bombs.)

GAMBLING: Engaging in a game or contest in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

HARASSMENT: Behavior based on a student's race, sex, religion or disability that is unwelcomed, unwanted, and/or uninvited by the recipient. It can be verbal, non-verbal, and/or physical and includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

IN-SCHOOL SUSPENSION: Removal of a student from class(es) or regular school program and assignment of that student to an alternative program isolated from peers.

PHYSICAL VIOLENCE: Intentionally making physical contact of an insulting or provoking nature with the person of a school official; or intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in GA Code Section 16-3-21.

SATURDAY SCHOOL: Principals may assign students in grades 7-12 to Saturday School for

violations of the rules governing attire, tardiness, class cuts, leaving school without permission, cutting detention hall, tobacco and unexcused absences.

SUSPENSION: Removal of a student from the regular school program for a period not to exceed the end of the semester. During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

SYSTEM'S EARLY INTERVENTION PROGRAM FOR STUDENT AND PARENT: This early intervention program is for youth ages 12-18 and their parents/guardians. For a category one offense the Substance Use Prevention Education Resource (SUPER I) Program is a prerequisite for re-entry to the regular school program. For other indicated offenses, the SUPER I Program is voluntary, and the student and parent(s) or legal guardian(s) will be offered the opportunity to attend in lieu of up to half of the original suspension, not to exceed five (5) days. See your school counselor for more information about this program.

THEFT: The offense of taking or, if in lawful possession thereof, appropriating any property, of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

WAIVER: A waiver is a signed admission of guilt and acceptance of consequences in lieu of a formal disciplinary tribunal.

WEAPONS: The term weapon is defined in Georgia Code Section 16-11-127.1 and for the purpose of this policy includes any object which is or may be used to inflict bodily injury or to place another in fear for personal safety or well-being. The following things may be defined as dangerous weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, any bat, club, or other bludgeon-type weapon, any stun gun or taser, bowie knife,

switchblade knife, ballistic knife, any other knife, straight-edge razor or razor blade, spring stick, metal knucks, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or oriental dart, or any weapon of like kind.

Consequences and Penalties for Non-Compliance with Compulsory School Attendance Law

Assuring that children attend school regularly is an important part of a parent's responsibility. Parents are responsible for providing school officials with verification of reasons (written absence notes) for each absence. When your child must be absent, it is important that you state the reason(s) for your child's absence(s) in writing and share these with the school as soon as possible. Any absence not certified by a parent/guardian, physician or court/other agency (meeting the definition of an unexcused absence) is considered unexcused.

Failure to comply with compulsory school attendance as required under Code Section 20-2-690.1. Any parent, guardian, or other person residing in this state who has control or charge of a child or children shall enroll and send such child or children to a public school, a private school, or a home study program that meets state requirements. Any parent, guardian, or other person who has control of a child or children who is in violation of this Code section shall be subject to a fine not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five (5) unexcused days of absence for a child shall constitute a separate offense.

TEACHER AUTHORITY ACT

It is the policy of the Board of Education that the Superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to Georgia law as cited in O.C.G.A. 20-2-738 and 20-2-751.5(d).

A teacher shall have the authority, consistent with board policy, to manage his or her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom. Any teacher who has knowledge that a student has exhibited behavior which substantially interferes with the teacher's ability to communicate effectively with his/her class or with the ability of each student's classmates to learn, shall file a report of such behavior with the principal or designee. The principal and teacher shall thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737 and 738.

STUDENT SUPPORT PROCESSES

The Hall County Board of Education provides a variety of resources which are available at every school within the district to help address student behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources include, but are not limited to, Student Support Teams, school counselors, and chronic disciplinary problem student plans.

PARENTAL INVOLVEMENT

This Code of Conduct is based on the expectation that parents, guardians, teachers and school administrators will work together to improve and enhance student behavior and academic performance and will communicate freely their concerns about, and actions in response to, student behavior that detracts from the learning environment. School administrators recognize that two-way communication through personal contact is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

- (A) Place the student into another appropriate classroom, in-school suspension, or an alternative education program.
- (B) Impose out-of-school suspension for not more than ten school days, including any time during which the student was subject to out-of-school suspension after his or her removal from class pursuant to subsection (b) of this Code section:
- (C) Make another placement or disciplinary decision or recommendation consistent with local board policy; or
- (D) Implement or recommend any appropriate combination of the above and return the student to the class from which he or she was removed upon the completion of any disciplinary or placement action taken pursuant to this paragraph.

The Code of Conduct specifies within its standards of behavior various violations of the Code which may result in a school staff member's request that a parent or guardian come to the school for a conference. Parents are encouraged to visit the schools regularly and are expected to be actively involved in the behavior support processes designed to promote positive choices and behavior.

Georgia law mandates that any time a teacher or principal identifies a student as a chronic

disciplinary problem, the principal shall notify by telephone call and by mail the student's parent or guardian of the disciplinary problem, invite the parent or guardian to observe the student in a classroom situation, and request at least one parent or guardian to attend a conference to devise a disciplinary and behavioral correction plan. Georgia law also states that before any chronic disciplinary problem student is permitted to return to school from a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

The law allows a local board of education to petition the juvenile court to require a parent to attend a school conference. If the court finds that the parent or guardian has willfully and unreasonably failed to attend a conference requested by the principal pursuant to the laws cited above, the court may order the parent or guardian to attend such a conference, order the parent or guardian to participate in such programs or such treatment as the court deems appropriate to improve the student's behavior, or both. After notice and opportunity for hearing, the court may impose a fine, not to exceed \$500.00, on a parent or guardian who willfully disobeys an order of the court under this law.

Major discipline offenses including, but not limited to, drug and weapon offenses can lead to any state school being named as an Unsafe School according to the provisions of the State Board of Education Rule 160—4-16 Unsafe School Option.

Appendix 9

THE SCHOOL BUS GUIDE

& School Bus Code of Conduct



HALL COUNTY SCHOOL SYSTEM

Mike Garner, Transportation Supervisor

Information for Parents and Students about School Transportation

A public school transportation program has but one purpose - to safely transport the students. Therefore, it is extremely important that each student be aware of his/her role and responsibility in seeing that the entire operation works smoothly and efficiently.

Several of the important areas in which students are asked to cooperate are as follows:

SAFE RIDING - 10 SAFETY RULES

1. Arrive at your bus stop 5 minutes before your scheduled pick-up time.
2. Dress for the weather - umbrella and raincoat for rain; coat and gloves when cold.
3. Never stand or play in the road. Wait for the bus a safe distance from the road.
4. Always use the handrail when boarding or leaving the bus. Do not wear clothing or carry bags that have strings or straps that could get caught in the handrail.
5. Remain seated when the bus is moving. Your seat is designed to protect you in the event of an accident.
6. Never try to reach anything under or beside the bus. If you drop something while crossing in front of the bus, do not return to pick it up. The bus driver cannot see you. After crossing safely, ask the driver for help.
7. Observe silence when approaching and while stopped for railroad crossings so the driver can hear if a train is coming.
8. Look carefully before crossing the road. Do not assume that a car will stop for you - wait to be sure it is stopped before crossing. Watch for your driver's signal before crossing the road.

9. Always cross in front of the bus - never behind it!
10. Talk quietly. Do not "horseplay". Your driver must give full attention to driving to ensure your safety.

BUS STOP CONDUCT

- A. Students who misbehave at the bus stop may be subject to disciplinary action
- B. If you must cross a street or road to get to the bus stop on the opposite side, wait until the bus arrives and cross in front of the bus only after the stop sign on the bus is activated and only when signaled by the bus driver.
- C. Be at the bus stop on time, but not too early. The bus driver is responsible for the maintenance of his schedule and cannot wait for tardy pupils. Each student should have books in hand and be ready to board the bus by the time the driver opens the door.
- D. Any student who leaves the school grounds while waiting for a bus to arrive will not be allowed to ride a bus home after returning to the school grounds. Individuals who leave the school grounds will be reported to the principal for disciplinary action.

ENTERING AND LEAVING THE BUS

- A. Wait until the bus has come to a complete stop before attempting to board or leave the bus.
- B. Load starting at the rear of the bus, sitting three to a seat, unless otherwise directed by the driver.
- C. Enter and leave the bus in an orderly and quiet manner.
- D. Enter and leave the bus only at the front door, except in case of an emergency.
- E. After leaving the bus, if you must cross the highway, walk at least ten feet in front of the bus, then:
 1. Make certain the bus is stationary, the door is still open and the stop signal is extended.
 2. Upon signal from the driver, proceed across the roadway in the following manner: Walk (don't run) in front of the bus within sight and hearing of the driver, look both ways and stay out of the line of traffic until the path across the roadway is free of any danger.
 3. The danger signal is a blast of the horn. Stop immediately and look at the bus driver.
- F. A student will not be put off a bus for misconduct at any place other than his home or school.

CONDUCT ON THE BUS

- A. Obey the bus driver.
- B. Do not disturb the bus driver while he/she is driving.
- C. Boys and girls will be seated separately.
- D. Stay in your seat and do not change seats unless so directed by the driver - and then only if the bus is stopped.
- E. Sit down while the bus is in motion.
- F. Keep voices low. Avoid shouting or whistling.
- G. No bullying, "rough housing", pushing, fighting, throwing things, or profane or abusive language.
- H. Do not open or close windows of the bus without the driver's permission.
- I. Keep all body parts inside the bus.
- J. Help keep the bus clean, sanitary, and orderly. Never tamper with the bus or any of its equipment. Willful damage or destruction of any part of the bus is prohibited and any such damage must be paid for by the student or parent.
- K. A student shall not operate the door nor stand in the driver's compartment.

PHYSICAL VIOLENCE GUIDELINES

Students are being prohibited from acts of physical violence, bullying, physical assault or battery, verbal assault, and disrespectful conduct toward the driver or other persons on the school bus. Georgia law defines physical violence as (1) intentionally making physical contact with another that is of an insulting or provoking nature, (2) intentionally making physical contact which causes physical harm to another. Georgia law also mandates that students found by a tribunal to have committed an act of physical violence against a teacher, bus driver, school official, or school employee involving intentional physical contact of an insulting or provoking nature shall be disciplined by expulsion, long-term suspension, or short-term suspension. If intentional physical violence against one of the above employees causes physical harm (unless in self-defense), the student shall be expelled from the public school system for the remainder of the student's eligibility to attend public school and referred to juvenile court. Students in kindergarten through grade eight who commit the above acts may, on the recommendation of the tribunal and at the discretion of the school system, be permitted to re-enroll in the regular public school program for grades nine through twelve.

THE FOLLOWING ARE RESTRICTED ON THE BUS:

- A. Eating is not permitted on the bus during the school day.

- B. No glass container of any kind will be transported.
- C. Beverages will not be permitted regardless of the type of container used. Exceptions may be made during exceptionally hot weather.
- D. The use of tobacco is forbidden.
- E. Gum is also forbidden.
- F. Students will be permitted to carry only books and other items related to school work which can be held in the student's lap. Large musical instruments, sports equipment, snakes, and live animals will not be transported. Band instruments may be transported if they can be held in the student's lap and if they do not take up seat space.
- G. Electronic devices, including but not limited to cell phones, pagers, audible radios, tape or compact disc players without headphones, or any other electronic device that might interfere with the school bus communications equipment or the school bus driver's safe operation of the bus are prohibited.
- H. Students are prohibited from using mirrors, lasers, cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's safe operation of the school bus.

School bus transportation is a privilege afforded pupils by the Board of Education; it is not a right. The purpose of the policies herein is to help create a safe and wholesome atmosphere for the students who ride the bus.

SCHOOL BUS ELIGIBILITY POLICY (EDDB)

(April, 2002)

Students are eligible for transportation by school bus provided they live within the attendance area of the school they attend. Bus routes are established under the direction of the Superintendent and in accord with recommendations of the Division of Pupil Transportation, Georgia Department of Education.

Additions to existing routes are based upon the following guidelines:

- (1) The student must live at least 3/10 miles from the present bus route and,
- (2) The student must live on a state or county maintained road with adequate space for the bus to turn around and,
- (3) The road must be wide enough for the bus and another vehicle to pass.

Students are assigned to a particular bus route and can only change buses with the approval of the Principal and the Transportation Department. Students must get on and get off from their assigned bus at selected bus stops unless written permission is granted to let off at a stop other than the designated stop. This request from the parent must be made in writing to the principal. Parents will assume the responsibility of the child when such a request is granted.

BOARD BUS DISCIPLINE POLICY (JCDAD)

(February, 2003)

The transportation of students is an important function in our school system. Every precaution must be taken to see that students are transported safely. The same behavior is expected on the school bus as is expected in the classroom. The Code of Conduct and Discipline Procedures that apply for the school, also apply while students are being transported by any vehicle provided for the transportation of students. In addition, it is important that students abide by the bus discipline policies as outlined herein.

Fighting on the bus and abusive language or profanity toward the bus driver will result in a minimum of five days suspension from the bus. A student whose behavior warrants that the bus return to the school will be suspended from riding the bus for a minimum of twenty (20) school days.

Bus Drivers will report specific disciplinary problems to the principal or assistant principal in writing on the Bus Conduct Report Form. If the driver is uncertain about who was unruly or who caused the disturbance, the driver will report the incident to the principal for investigation. After the principal administers the proper disciplinary action, a copy of the Bus Conduct Report Form will be forwarded to the parent, the bus driver, and the Transportation Supervisor that day or the following school day. This form will indicate the action taken by the principal. The principal will maintain a file of the Bus Conduct Report Form.

As required by Georgia law, a student found to have engaged in physical acts of violence* shall be subject to the penalties determined by a tribunal. If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting involving the parent/guardian and appropriate school district officials shall be held to develop a school bus behavior contract. This contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus.

It shall be the responsibility of all principals to abide by the following procedure for enforcing the bus conduct policy:

- **FIRST OFFENSE**: The principal shall take proper disciplinary action, which may include suspension from riding the bus, based on the nature or severity of the offense.
- **SECOND OFFENSE**: The principal shall suspend the student from riding the bus for at least five (5) school days.

- **THIRD OFFENSE**: The principal shall suspend the student from riding the bus for at least ten (10) school days.
- **FOURTH OFFENSE**: The principal shall suspend the student from riding the bus for at least twenty (20) school days.
- **FIFTH OFFENSE**: The principal shall suspend the student from riding the bus for at least sixty (60) school days.
- **SIXTH OFFENSE**: The principal shall suspend the student from riding the bus for at least one hundred eighty (180) school days.

* **See Physical Violence Guidelines above.**

**STUDENTS WHO ARE SUSPENDED FROM THE BUS
ARE SUSPENDED FROM ALL BUSES.**

UNSERVED SUSPENSION WILL CARRY OVER TO THE NEXT SCHOOL YEAR.

SEVERE WEATHER

Should severe weather necessitate closing or early dismissal of school, this information will be broadcast over WDUN Radio (550 AM) and other area radio stations. School closing announcements will be released to the media by approximately 6:00 a.m.

School buses will not leave school during a tornado or severe weather WARNING. Buses will run regular routes when the warning is canceled.

BUS LOADING ZONES

Parents are asked to please avoid bus loading zones at the schools during the times when buses are loading or unloading students. If you need to pickup students in the afternoons, please wait until the buses have left the campus.

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