

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 September 14, 2009

Total Number of Faculty and Instructional Staff 72

Number Approving _____ Percent Approving _____

Number Disapproving _____ Percent Disapproving _____

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 September 14, 2009

Total Number of Parents Attending Meeting _____

Number Approving _____ Percent Approving _____

Number Disapproving _____ Percent Disapproving _____

Principal's Signature

Date

3. This charter petition was approved by the _____
Board of Education on _____.
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

education. Additionally, thematic curricular units will be carefully designed to engage all students with a variety of learning styles. A broad range of materials, activities, approaches, and interconnected learning opportunities will encourage each child to discover and develop his or her own strengths. While each content area will offer its own rigorous curriculum based on the Georgia Performance Standards, integration with other areas of interest will create a dynamic choreography of learning. Additionally, the academic program at The Wauka Mountain Multiple Intelligences Academy will be grounded in Howard Gardener's Theory of Multiple Intelligences.

The Multiple Intelligences model will be implemented to tap into each child's interests, strengths and curiosities. Howard Gardner first developed this method of using the intelligences to identify children's strengths. The major goal of the Multiple Intelligences model is to personalize education and build life-long learners. This goal will be accomplished by offering exposure to all areas of multiple intelligences.

Organization

The Wauka Mountain Multiple Intelligence Academy will operate as a school of innovation using multi-grade level classrooms where students can progress at their own pace. The Academy will employ integrated, thematic teaching where teachers at all grade levels work together to make the instruction of the core curriculum meaningful and relevant. Grounded in Howard Gardner's Theory of Multiple Intelligences, instruction will emphasize the construction of knowledge through hands-on, project-based, and inquiry learning. Students and teachers will establish portfolio, standards-based assessment and grading techniques.

All of the eight intelligences will be treated with equal importance. The Theory of Multiple Intelligences stresses the use of verbal and mathematical intelligences as well but additionally believes that educators should recognize and teach to a broader range of talents and skills. By presenting material in a style which engages most all of the intelligences, students will become excited about learning and teachers will be allowed to reinforce the same material in a variety of ways.

Much of the student work will involve projects designed to incorporate learning from multiple disciplines. Students will work both independently and in teams, presenting their findings to their peers, working with mentors, and sharing their work with partner schools online. Additionally, students will select specialty classes that will extend learning and provide exposure to the eight intelligences. Examples of specialty classes include foreign language, advanced technology, dance, horticulture, and culinary arts. Portfolios, both electronic and hard-copy notebooks, will be maintained by students and teachers to indicate progress towards and mastery of the Georgia Performance Standards.

From the beginning, the School Council, the Parent Teacher Organization, and staff members participated in conversations regarding the development of a Multiple Intelligences Academy. Members of those groups joined in planning meetings with the principal and central office staff to explore the opportunities and ramifications involved in starting a charter school. Our community has been involved in these discussions, and their vote is recorded herein. The Wauka Mountain Multiple Intelligences Academy will not be managed by an outside organization.

Part IV. Conversion Charter School Petition Requirements

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

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

1. Page 11 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. Page 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 12 Describe the focus of the curriculum.
4. Page 13 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
5. Page 14 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page 14 Describe how the charter school will meet the needs of students identified as gifted and talented.
7. Page 15 Describe any extracurricular or other auxiliary educational activities the charter school may offer.
8. Page N/A 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 15 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 16 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 15 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 18 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 19 Describe how the charter school intends to use this assessment data to measure, monitor and improve achievement for students.

GOALS AND OBJECTIVES

15. Page 20 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. Page 20 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 N/A 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 23 Describe the attendance zone for the charter school.
20. Page 23 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 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 24 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 25 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 26, 27 Describe the school facility and if any alterations are expected to be made.

PARENT AND COMMUNITY INVOLVEMENT

32. Page 27 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. Page 29 State whether the charter school will utilize a governing board, or a local school council as provided for in O.C.G.A. § 20-2-85. If the charter school will use a governing board, describe its 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 If the charter school will utilize a governing board, describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
37. Page 29 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 30 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 30 Describe how the governing board will ensure effective organizational planning and financial stability.
41. Page 30 Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
42. Page 32 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. 34 Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.
- App. 33 Attach a copy of any admissions application the charter school seeks to use.
- App. N/A 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.

DESCRIPTION OF AUTONOMY AND MATERIALLY DISTINGUISHABLE FACTORS

The Wauka Mountain Multiple Intelligences Academy will enjoy the autonomy of a charter school, even though it will operate under the umbrella of the Hall County Board of Education. The local school council will operate in collaboration with the Hall County Board of Education to govern the school. The school will have autonomous control of its financial resources. The Academy will work in tandem with the Associate Superintendent for Human Resources to manage the hiring and evaluation of its faculty and staff in order to assure highly-qualified staff.

The current Wauka Mountain Elementary School operates as a fairly typical elementary school. However, within the educational philosophy of The Wauka Mountain Multiple Intelligence Academy is the firm belief that all students can become successful learners and that there are no predetermined limits to what students can accomplish at any age. The teaching methods of the Wauka Mountain Multiple Intelligences Charter Academy will be informed by the *Theory of Multiple Intelligences* developed by Howard Gardner. The eight intelligences are:

Verbal/Linguistic (word smart), Logical/Mathematical (math smart), Musical (music smart), Visual (art smart), Kinesthetic (body smart), Interpersonal (people smart), Intrapersonal (self smart), and Naturalist (nature smart). Students will be grouped in multi-age classrooms with the opportunity to be taught according to their needs, not their age.

Our mission is to build a shared educational experience offering exposure to learning through all eight intelligences, as defined by Gardner. Students will be exposed to a deeper understanding of a rigorous curriculum that provides various opportunities to explore the world in which they live. Our staff and community will engage in a partnership dedicated to meeting the needs of both

individual students and our school as a whole. We are committed to a school that teaches the way students learn and spirals the learning across disciplines, where students demonstrate their knowledge through cross-curriculum projects and performance assessments in addition to national, state, and system assessments.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

The curriculum at Wauka Mountain Multiple Intelligence Academy will include all subject areas that are a part of the Georgia Performance Standards. There will be a strong focus on literacy using Reader's Workshop, Writer's Workshop, and Guided Reading to address the current Georgia Performance Standards. There will be a focus on math using the Singapore Math Curriculum, a focus on social studies promoting exploration and investigation, and a focus on science emphasizing inquiry learning. The traditional art, music, and physical education classes will be offered in creative ways through the use of specialty classes. Children will be grouped into multi-age learning laboratories that allow the flexibility for enrichment and remediation.

The Multiple Intelligences model is implemented to tap into each child's interests, strengths and curiosities. Howard Gardner first developed this method of using the intelligences to identify children's strengths. The major goal of the Multiple Intelligences model is to personalize education and build life-long learners. This goal will be accomplished by offering exposure to all areas of multiple intelligences while focusing on student's strengths.

Performance standards at The Wauka Mountain Multiple Intelligence Academy will be incorporated into a theme allowing teachers to connect their curriculum to each of the intelligences. This provides an opportunity for collaboration among teachers as well as an

emphasis on each teacher's area of expertise. This collaboration allows for the eight intelligences to interconnect in a more meaningful way through project development.

Specialty classes will be informed by all stakeholders and designed by staff, parents, and community to enhance the curriculum and allow for students to experience each area where their strengths will naturally emerge. Through these strengths students will develop intrinsic motivation and be encouraged to produce their own original work. Students will be given the freedom to choose the specialty classes that interest them. In these classes, students will be able to explore their interest and expand their knowledge. These classes also allow for in-depth exploration of a topic. Children will better understand how their education connects to real life through their specialty classes as well as through field trips and presentations. Examples of special classes include: foreign language, dance, horticulture, culinary science, gymnastics, swimming, golf, archery, tennis, advanced technology, drama, sculpture & painting, video & photography, public speaking, community service, vocal performance, guitar, and flute.

Project development will be an important component of the educational program. During the course of the school year, students will complete two projects. These projects will showcase the student's intelligence and growth. Students will be allowed to choose a topic related to the school-wide theme. Such choices will help students to develop intrapersonal skills and individual strengths. The project will then be created and presented in the capacity the student chooses. The projects will then become part of the student's electronic portfolio which will be used to reflect student growth and determine student strengths and interests. The portfolio will be maintained throughout the child's educational career at The MI Academy.

The idea of Multiple Intelligences breaks the traditional mode in many ways. All eight intelligences will be incorporated into all subject areas and specialty classes. This model also encourages student choice and responsibility for learning. The curriculum and delivery of instruction will be innovative and relevant. Teaching, learning, and assessment will be presented in such a manner that it is applicable to student's lives. Increasing student achievement will be a significant focus. Through these creative efforts we hope to produce well-rounded, life-long learners.

The Wauka Mountain Multiple Intelligences Academy will pull enrollment from the existing school zone. The attendance zone shall be the existing attendance zone for Wauka Mountain Elementary School as defined by the Hall County School System. The opportunity for voluntary, open enrollment will also exist for students in other areas of the school system based on availability of space. The school will establish and maintain small classroom environments with student to teacher ratios of approximately 1:21; however, with the open and integrated structure of the teaching and learning environment, there may be more than one teacher and more than one group of students interacting in the same learning laboratory. With thematic learning, the focus will be on the respective themes, not on the integrity of the classroom group.

Special needs students, including students with disabilities as well as gifted students, will be a part of The Wauka Mountain Multiple Intelligences Academy. With the emphasis on thematic learning and project-based assessments, all special needs students will be able to learn contextually integrated information and produce evidence of learning that is relevant to their

lives. Both special education teachers and gifted teachers will work within the classroom environment and in resource learning situations to meet the needs of all learners.

The Wauka Mountain Multiple Intelligences Academy will provide extra-curricular activities that teachers and parents are willing to support. The activities will be centered on the multiple intelligences and will be extensions to the curriculum. Examples include a golf club, chorus, drama club, school newspaper, Junior Master Gardeners, Odyssey of the Mind teams, art club, technology club, and Math Olympians.

STATE AND FEDERALLY MANDATED SERVICES

The Wauka Mountain Multiple Intelligences Academy will be a charter school initiated and supported by the Hall County School district, 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 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). The school will comply with all 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 NCLB requirements including the availability of supplemental services consistent with State Board rule and law.

The Wauka Mountain Multiple Intelligences Academy will provide a full continuum of services to students with disabilities to the same extent as other schools in the Hall County School System. The current special education staff has been heavily involved in the planning for the charter school. The Academy will continue to require all teachers and administrators to attend special education training programs to the same extent required by all other Hall County schools. The Academy will also implement the same identification, evaluation, placement, reporting, and due process procedures, and use the same special education delivery options as other schools in Hall County provide. The Academy will submit to program review by state and local officials to the same extent required of other schools in Hall County. Copies of all Special Education Individual Education Plans (IEP) will be reviewed by the Hall County School System's Department of Special Education Services. Free transportation and other related services will continue to be provided when required by a student's IEP.

A variety of support services will be in place to address the broad range of students' needs. Students needing support to master the Georgia Performance Standards will be identified by teachers and support staff using multiple sources of data in order to have a clear representation of the students' strengths and challenges. The variety of evaluative tools collected will include both formative (pre-and-post tests, weekly tests, etc.) and summative (standardized tests, district common assessments, performance tasks, culminating activities, etc.) assessments. The various

data will be used in aggregate and disaggregate forms to determine specific skills which are lacking for each student and for groups of students.

A comprehensive range of assistive services will be provided to students in individual classrooms and through school-wide programs and interventions. Included in these services will be: gifted education (SEARCH), Early Intervention Program (EIP), English as Second Language (ESOL), Occupational Therapy, Adaptive Physical Education, Physical Therapy, Assistive Technology, Speech and Language Instruction, the Explorer's Club (Extended Day Tutoring), and school counseling services. Best practices identified by research will be used throughout the building and reinforced through an extensive professional learning plan.

Since the population of Hall County schools is 34% Hispanic, the Hall County School District serves one of the largest student populations of English Language Learners in the state. The system has an ESOL Coordinator as well as a large number of ESOL teachers in the system. The services and resources of this staff will extend to The Wauka Mountain Multiple Intelligences Academy. In recruitment, the system will attempt to hire highly-qualified teachers with gifted endorsements.

For students demonstrating academic strengths, classroom strategies and structures provide an opportunity for teachers to accelerate and maximize learning. Renzulli Learning will be used to identify students' strengths and provide units of study and individualized activities. Rubrics and student work samples are used to specify characteristics of work that exceeds standards expectations. The gifted education teacher will collaborate with the classroom teacher and offer

a daily resource classroom for gifted students. Additionally, he will offer enrichment to all students through an inclusion model for a portion of the week and participate in the specialty class instruction.

Our CAMP (computer, art, music and PE) teachers will be aware of instructional plans and will be effective in previewing and reinforcing academic content and vocabulary. Additionally, all staff members will receive the same high level of professional learning to provide consistency in teaching and assuring that best practices are used throughout the building.

The Hall County School System is an indemnifying party in the event that The Wauka Mountain Multiple Intelligences Academy fails to provide eligible students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law

DESCRIPTION OF ASSESSMENT METHODS

Realizing that all students do not progress at the same pace, a system of progress monitoring will be put into place so that all students will be assessed on a regular and timely basis. Those who are falling behind in academic skills will receive immediate intervention. The school will follow the structure of the Georgia Department of Education's Pyramid of Interventions for accelerated remedial instruction. The school will have access to Hall County's assessment management systems for pre- and post-testing and formative assessments so that students' skills can be monitored frequently and timely intervention can occur. Since we are committed to a school that teaches to a way that students learn and spirals the learning across disciplines, where students

demonstrate their knowledge through cross-curriculum projects and performance assessments in addition to national, state and system assessments, the teachers will work together to institute a monitoring plan whereby both students and teachers will be able to check progress toward goals.

Performance data for students at Wauka Mountain Multiple Intelligences Academy will be collected in a series of numerical and narrative reports that measure students' progress against curriculum standards, often supported by the use of a performance rubric. Students' conceptual knowledge as well as skill knowledge will be charted, and the progress of students will not be fettered by grade-level restraints. Rather, students will progress and be enriched by their learning style as measured by assessments of multiple intelligences.

The Hall County Board of Education is the charter petitioner for Wauka Mountain Multiple Intelligences Academy; therefore, Wauka Mountain Multiple Intelligences Academy will receive services that all other schools in the system receive. Wauka Mountain Multiple Intelligences Academy will be included in the planning and administration of all state-mandated assessments. It will also be a part of the Infinite Campus system that will allow longitudinal monitoring of both state and local assessments. The administration and teachers will monitor students' progress toward goal attainment from the time they enter kindergarten to the time they finish fifth grade. This monitoring will continue through annual School Improvement Plans at Wauka Mountain Multiple Intelligences Academy. The charter school has no intention of requesting a waiver of either state or federal accountability requirements.

GOALS AND OBJECTIVES

Goal One: To develop the multiple intelligences of young people by (a) systematically assessing strengths; (b) providing enrichment opportunities, resources, and services to develop the strengths of all students; and, (c) using a flexible approach to curriculum differentiation, the use of school time, types of assessment, and community resources.

Measure:

- 100% of all students will complete the Renzulli Learning Profile by the end of the first year of operation to continue through year five.
- 100% of all students will attend specialty classes aligned to the eight multiple intelligences described by Howard Gardner during the first year of operation to continue through year five. Student and parent choice will determine the specialty class that the child attends.
- 100% of all students will complete two performance assessments each year during the first year of operation to continue through year five.
- 100% of all students and teachers will maintain either electronic or hard copy portfolios of student performance.

Goal Two: To improve the academic performance of all students in all areas of regular curriculum and to blend into the core curriculum activities that will engage students in meaningful and enjoyable learning.

Measure:

1. **Year One:** At least 75% of all students in third grade will be reading at or above grade level as measured by the DRA II. This percentage will increase 4% per

year up to reach the system goal of 90% of all third grade students reading at or above grade level measured by the DRA II by year five.

2. **Year One:** At least 75% of all students in grades K-5 will master at least 80% of mathematical concepts as measured by the Universal Screener used by the Hall County School System. The percentage will increase by 4% per year up to the system goal of 90% of all students mastering at least 90% of mathematical concepts as measured by the Hall County Universal Math Screener by year five.
3. **Year One:** At least 75% of all students in applicable grade levels will score at the “meets” or “exceeds” level on the CRCT in both math and reading. This percentage will increase at a minimum to Annual Measureable Objective levels each year up to 100% of all students in applicable grade levels scoring at the “meets” level by the end of year three. The percentage of students scoring in “exceeds” category will increase by 2% per year in reading and math from the present 49% in reading and the 46% in math to 59% in reading and 56% in math.
4. **Year One:** At least 80% of all students will score at or above the state mean score on the state writing assessment. This percentage will increase by 2% per year, increasing to a goal of 90% of all students in the fifth grade scoring at or above the state mean score for the state writing assessment by year five.

Goal Three: To improve continuous, reflective, growth-oriented professionalism for all school personnel.

Measure:

1. 100% of all staff will be engaged in professional learning related to Howard Gardner's Multiple Intelligences.
2. 100% of all staff will be engaged in professional learning related to thematic instruction.
3. 100% of all staff will be engaged in professional learning related to differentiation of instruction.
4. 100% of all staff will be engaged in professional learning related to portfolio assessment.

Goal Four: To create a learning community that honors ethnic, gender, and cultural diversity, mutual respect and caring attitudes toward one another, respect for democratic principles, and preservation of the Earth's resources.

Measure:

1. 100% of all staff will be engaged in creating thematic units that integrate ethnic, gender, and cultural ideas.

Goal Five: To implement a democratic school governance procedure that includes appropriate decision-making opportunities for students, parents, teachers, and administrators.

Measure:

1. All stakeholders will be represented on the Governing Board or on the Student Council Advisory Committee.

2. All stakeholders will have an opportunity in March of each year of the charter to complete satisfaction surveys with an open-ended response section to offer feedback and suggestions. The survey will measure the effectiveness, viability, and competency of The Wauka Mountain Multiple Intelligences Academy as well as financial management and performance, operational management, and the overall satisfaction of the stakeholders.

WAIVERS

The Wauka Mountain Multiple Intelligences Academy 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.

DESCRIPTION OF SCHOOL OPERATIONS

The school currently has an attendance zone for students in a geographic area surrounding the school. The attendance zone shall be the existing attendance zone for Wauka Mountain Elementary School as defined by the Hall County School System. Students outside that established zone may apply for admission to the school. Enrollment will be open by lottery on an availability basis. A draft application is attached. When accepting applications outside of the charter school zone, the school will give preference in the lottery to siblings of currently enrolled students.

The student population of Hall County is 34% Hispanic. We anticipate attracting students of a variety of ethnic, racial, or socioeconomic categories. The school is being established to meet a need for the population of Hall County. It is something the parents of Hall County desire; therefore, we do not expect difficulty in maintaining enrollment.

The discipline procedures, codes of conduct, and due process procedures for The Wauka Mountain Multiple Intelligences Academy will follow those established by the Hall County School District. A copy of those procedures is attached. Grievances and complaints from students, parents, and teachers will be handled at the most appropriate level. They may be appealed first to the principal, then to the Governing Board.

Hall County has an extensive recruiting system for teachers including a Job Fair each spring. At that Job Fair, over 900 new applicants visit and make application to Hall County Schools. The Hall County Associate Superintendent for Personnel has made a commitment to highlight The Wauka Mountain Multiple Intelligences Academy at the next Job Fair so that motivated, quality applicants have the opportunity to seek employment at the charter school. Likewise, quality applicants have the opportunity apply for transfers from existing Hall County schools. The Wauka Mountain Multiple Intelligences Academy will enjoy the benefits of the Job Fair because the Hall County Board of Education is committed to opening a successful multiple intelligences academy. The school will hire highly qualified applicants. At this juncture, all teachers in the school are duly certified by the Professional Standards Commission. There may be circumstances, especially at the time that certain specialty classes are added, in which highly-qualified teachers who are not certified may be hired. The charter school will operate under the

state salary structure. It is the intent of the school to comply with the teacher tenure provision in state statute.

One of the roles of governing board of The Wauka Mountain Multiple Intelligences Academy will be to make annual evaluations of the principal of the school. This evaluation will follow the procedure currently in place in the Hall County School System, and the evaluation will follow ethical guidelines established by the Professional Standards Commission. Likewise, it will be the governing board's responsibility to act as mediator for grievances brought forth by parents, students or teachers.

It is imperative that all schools work under an umbrella of safety. The Wauka Mountain Multiple Intelligences Academy will produce a safe and secure learning environment for its students by maintaining state and local requirements. All staff members will be required to submit to fingerprinting and background checks as are all employees of the school system.

Students who live in the established attendance zone of the school will be transported. Those students who apply to the school from other school zones may have to obtain transportation from other sources. The school system's transportation system complies with all laws and rules regarding transportation of students.

Lunchroom facilities already exist, and The Wauka Mountain Multiple Intelligences Academy will work with the school system's School Food Services Director to provide nutritional meals

for the school. The food service at The Wauka Mountain Multiple Intelligences Academy will follow all rules and regulations regarding school food service.

No alterations are expected to be made for school operations at The Wauka Mountain Multiple Intelligences Academy.

PARENT AND COMMUNITY INVOLVEMENT

Wauka Mountain Elementary School is one of twenty-one elementary schools located in Hall County, Georgia. Located twelve miles north of Gainesville, Wauka Mountain is near the small town of Clermont, Georgia.

Wauka Mountain has a rich history; the current building was opened in 1977 when Clermont Elementary and Brookton Elementary were consolidated to make Wauka Mountain Elementary School. Traditions from each of the former schools are still honored today; in fact, the annual Chicken Pie Supper has been held for eighty-four years. Many of the grandparents of students at Wauka Mountain attended school at one of the former elementary schools and most still reside in the community. Grandparents' Day at our school is quite an event! The school is afforded tremendous community and family support with an active Parent Teacher Organization, School Council, and parent volunteers.

The Wauka Mountain Multiple Intelligences Academy will be located in the current Wauka Mountain Elementary School at 5850 Brookton Lula Road, Gainesville, GA 30506. The school contains 40 classrooms, office space, a cafeteria, a gymnasium, a media center, and two

computer labs. It is fully equipped for occupancy in the type educational environment proposed in this charter. The facility is located on a beautiful campus of approximately 20 acres with an established greenhouse and outdoor classroom. The facility is in excellent condition and maintained on a routine basis by the Hall County School System. Hall County will continue to provide maintenance and lawn services to The Wauka Mountain Multiple Intelligences Academy.

The superintendent of the Hall County School District has been actively speaking to community groups for several years concerning the need for innovative charter schools in Hall County. He has also spoken at public board of education meetings regarding the establishment of a charter school for this purpose.

From the onset of planning for Wauka Mountain Multiple Intelligence Academy, parents have been involved. Both the School Council and the Parent -Teacher Organization participated in conversations regarding the development of a Charter Multiple Intelligences School at Wauka Mountain. Members of those groups joined in planning meetings with the principal and central staff to explore the opportunities and ramifications involved in starting a charter school. A charter committee was developed with teachers, parents and community representatives to develop the charter proposal. Several meetings were held during the 2008-2009 school year to introduce the parents to this new concept. Brochures were sent home weekly about the charter school concept and about multiple intelligences. The parents and staff voted in support of the exploration of a charter school at Wauka Mountain.

On September 14, 2009, the school hosted a public meeting of all the stakeholders of this school at Wauka Mountain. At that meeting a final vote was held on the contents of the charter petition.

Wauka Mountain will work in a collaborative partnership with J.A. Walters Y.M.C.A., Mossy Creek Golf Course, and several other small businesses in the community. These partnerships will not only bring credit to the school, they will also aid in obtaining quality enrichment into the school and community. Because the school is a charter school, there will be many advisory groups. These groups will be inclusive of all stakeholders, including partner members as well as parent and community members.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

Charter schools, by law and rule, must operate as autonomous organizations; therefore, the Wauka Mountain Multiple Intelligences Academy will exert autonomous control over budgets and expenditures guided, of course, by its governing board. Likewise, the school must retain fiscal responsibility. The school will undergo annual independent audits by the State Auditor. The principal of the school will be the Chief Financial Officer. It should be clear at this point that the charter petitioner for this school is the Hall County Board of Education. The Board has made a commitment for the success of this school which includes financial support where needed. The Wauka Mountain Multiple Intelligences Academy will be a part of the school system's Infinite Campus Student Management System. The enrollment of the school will be calculated for FTE funding purposes by this system.

With the granting of a charter, opening of the school will occur in August, 2010. The school system stands ready to spend the funds it has committed as soon as the charter is granted. When the charter is granted, the school will apply for a competitive implementation grant, and The Wauka Mountain Multiple Intelligences Academy will comply with all federal monitoring requirements for schools receiving federal funds. As mentioned previously, the Hall County Board of Education has made a large financial commitment to this project. Additionally, Wauka Mountain currently has a number of partners, including the YMCA. The Wauka Mountain Multiple Intelligences Academy will seek additional partners for both monetary and in-kind donations, and the school will also seek additional grants for funding of special projects.

DESCRIPTION OF GOVERNANCE STRUCTURE

Wauka Mountain Multiple Intelligences Academy will operate under the auspices of the Hall County Board of Education and a governing board as provided for in O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records). All laws and regulations regarding open and public meetings and inspection of public records will apply.

The governing board will be selected through nomination by the current school council and voted on by the current parents and teachers. The governing board will mirror the school council with members consisting of two community representatives, two teacher representatives, and two parent representatives. Initially, one representative from the community, the teachers and the parents will serve a four year term with the other members serving a two year term. Subsequent governing board members will be appointed by the active governing board in alternating two

year terms to provide continuity within the board. Members of the governing board may not represent any conflict of interest with operations of the school and must resign when such conflicts occur. The principal of the school and the Hall County Board of Education will monitor such conflicts.

It will be the province of the governing board to monitor and ensure the mission and goals of the school. The governing board will take an active role in keeping the school's objectives at the forefront of the school's operations.

The charter school will work under the auspices of the Hall County Board of Education. In the event of conflict between the Board of Education and the local governing board, a collaborative resolution will be sought. System attorneys are always available to resolve legal issues. The school will operate under the jurisdictions of the Hall County Board of Education. No outside agency will be contracted to run the school.

All of the resources of the school system, including Teaching and Learning staff, directors, and coordinators, will be available to ensure effective organizational planning. The Board of Education and system personnel are committed to making this school a success in both planning and organization as well as in financial considerations.

The school will entail a collaborative partnership with the YMCA and other businesses that support the mission of a multiple intelligences school. The Hall County School District has affirmatively sought input from the community, including the Greater Hall Chamber of

Commerce and local businesses, to determine the needs of the community. It is our intention that all of these stakeholders continue to have input into the school's operations. Wauka Mountain Multiple Intelligences Academy will not contract with outside agencies for the management of the school.

Appendices

1. Sample Application	33
2. Calendar	34
3. Hall County Code of Conduct	35

Appendix 1 – Application for Charter School

Application to The Wauka Mountain Multiple Intelligences Academy (Sample)

Name _____

Address _____

City/State/Zip _____

Phone _____

Email address _____

Current school _____

Current grade _____ Grade next year _____

I understand that entering The Wauka Mountain Multiple Intelligences Academy is a commitment on my part to complete elementary school in an enrichment-focused environment in which I study the topics of interest.

Signature of Student _____ Date _____

Signature of Parent/Guardian _____ Date _____

Appendix 3 – Code of Conduct

CODE OF CONDUCT AND DISCIPLINE PROCEDURES

Hall County Schools 2008-2009

Revised: May 2008

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.

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 are 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, 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 measure

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 JDD/JDE.

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 or gestures or indecent exposure: Parent conference, 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 (except for health or other unusual reasons approved by the superintendent or designee) during school hours: Parent conference, detention, in-school suspension, confiscation, 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.

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 shall be within the discretion of the principal which may range from a reprimand to out-of-school suspension. However, upon 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.

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 is defined as (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

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 as 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

TEACHER AUTHORITY OVER CLASSROOM

(Georgia Law O.C.G.A. Code Section § 20-2-738)

- (a) A teacher shall have the authority, consistent with local board policy, to manage his or her classroom, discipline students, and refer a student to the principal or the principal's designee to maintain discipline in the classroom. The principal or the principal's designee shall respond when a teacher refers a student by employing appropriate discipline management techniques that are consistent with local board policy.
- (b) On or after July 1, 2000, a teacher shall have the authority to remove from his or her class a student who repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn, where the student's behavior is in violation of the student code of conduct, provided that the teacher has previously filed a report pursuant to Code Section § 20-2-737 (Reports of a Teacher of Violations of Student Code of Conduct) or determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

The teacher shall file with the principal or the principal's designee a report describing the student's behavior, in one page or less, by the end of the school day on which such removal occurs or at the beginning of the next school day.

The principal or the principal's designee shall, within one school day after the student's removal from class, send to the student's parents or guardian's written notification that the student was removed from class, a copy of the report filed by the

teacher, and information regarding how the student's parents or guardians may contact the principal or the principal's designee.

- (c) If a teacher removes a student from class pursuant to sub-section (b) of this Code section, the principal or the principal's designee shall discuss the matter with the teacher and the student by the end of the school day on which such removal occurs or at the beginning of the next school day.

The principal or the principal's designee shall give the student oral or written notice of the grounds for his or her removal from class and, if the student denies engaging in such conduct, the principal or the principal's designee shall explain the evidence which supports his or her removal from class and give the student an opportunity to present his or her explanation of the situation.

If, after such discussions, the principal or the principal's designee seeks to return the student to the teacher's class and the teacher gives his or her consent, the student shall be returned to the class, and the principal or the principal's designee may take action to discipline the student, as may be warranted, pursuant to paragraph (1) of subsection (e) of this Code section.

The placement review committee shall convene by the end of the second school day following such removal by the teacher and shall issue a decision by the end of the third school day following such removal by the teacher.

An appropriate temporary placement for the student shall be a placement that, in the judgment of the principal or the principal's designee, provides the least interruption to the student's education and reflects other relevant factors, including, but not limited to, the severity of the behavior that was the basis for the removal, the student's behavioral history, the student's need for support services, and the available education settings; provided, however, that the student shall not be returned to the class of the teacher who removed him or her, as an appropriate temporary placement, unless the teacher gives his or her consent.

The temporary placement shall be in effect from the time of removal until the decision of the placement review committee is issued or, if applicable, a placement determination is made pursuant to paragraph (2) of subsection (e) of this Code section.

- (d) Local board policy adopted pursuant to O.C.G.A Code Section § 20-2-735 (Policies & Codes of Conduct) provides for the establishment at each school of one or more placement review committees, each of which is to be composed of three members, to determine the placement of a student when a teacher withholds his or her consent to the return of a student to the teacher's class. For each committee established, the faculty shall choose two teachers to serve as members and one teacher to serve as an alternate member, and the principal shall choose one member of the professional staff of the school to serve as a member. The teacher withholding consent to readmit the student may not serve on the committee. The placement review committee shall have the authority to:

- (1) Return the student to the teacher's class upon determining that such placement is the best alternative or the only available alternative; or
- (2) Refer the student to the principal or the principal's designee for appropriate action consistent with paragraph (2) of subsection (e) of this Code section.

The decision of the placement review committee shall be in writing and shall be made within three school days after the teacher withholds consent to the return of a student.

The Hall County School System provides training annually for members of placement review committees regarding the provisions of this subpart, including procedural requirements; local board policies relating to student discipline; and the student code of conduct that is applicable to the school.

- (e) (1) If a placement review committee decides to return a student to a class from which he or she was removed, the principal or the principal's designee shall implement such decision of the placement review committee. In addition, the principal or the principal's designee may, consistent with any applicable procedural requirements of the Constitutions of the United States and the State of Georgia and after considering the use of any appropriate behavior support services, take any of the following actions which are authorized as a response to the alleged violation of the student

code of conduct by local board policies adopted pursuant to O.C.G.A Code Section § 20-2-735:

(A) Place the student in in-school suspension;

(B) Impose out-of-school suspension for not more than ten schools 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; or

(C) Make another disciplinary decision or recommendation consistent with local board policy.

(2) If a placement review committee decides not to return a student to a class from which he or she was removed, the principal or the principal's designee shall implement such decision of the placement review committee. In addition, the principal or the principal's designee shall determine an appropriate placement for the student and may take action to discipline the student, in a manner consistent with any applicable procedural requirements of the Constitutions of the United States and the State of Georgia and after considering the use of any appropriate behavior support services, as follows; provided that the placement or disciplinary action is authorized as a response to the alleged violation of the student code of conduct by local policies adopted pursuant to O.C.G.A. Code Section § 20-2-735.

- (f) Within one school day of taking action pursuant to subsection (e) of this Code section, the principal or the principal's designee shall send written notification of such action to the teacher and the parents or guardians of the student and shall make a reasonable attempt to confirm that such written notification has been received by the student's parents or guardians.

- (g) Parents or guardians of a student who has been removed from class pursuant to subsection (b) of this Code section may be required to participate in conferences that may be requested by the principal or the principal's designee; provided, however, that a student may not be penalized for the failure of his or her parent or guardian to attend such a conference.

- (h) The procedures contained in the Code section relating to student conferences and notification of parents or guardians are minimum requirements. Nothing in this Code section shall be construed to limit the authority of a local board of education to establish additional requirements relating to student conferences, notification of parents or guardians, conferences with parents or guardians, or other procedures requires by the Constitutions of the United States or the State of Georgia. (Code 1981, § 20-2-738, enacted by Ga. L. 1999, p. 438, § 4.)

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.

THE SCHOOL BUS GUIDE & School Bus Code of Conduct

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)

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)

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.

HALL COUNTY BOARD OF EDUCATION

Richard Higgins, Chairman

Nath Morris, Vice Chair

Sam R. Chapman

Brian G. Sloan

Craig Herrington