

CHARTER SCHOOL PROPOSAL

CHARTER SCHOOL/PETITIONER INFORMATION

This petition is to convert the Warren County School System from a regular public school system to a charter public school system, named **Warren County Public Charter School System** beginning **July 1, 2008 through June 30, 2013**. At that point a decision will be made whether or not to petition for renewal.

The **primary contact for the petitioner is Mrs. Carole Jean Carey, Superintendent of Schools for Warren County**, and she is authorized to execute the petition on behalf of the system. The Warren County School System currently serves students in grades K-5 at Mildred E. Freeman School. Students in grades 6-8 are served at Warren County Middle School and high school students attend Warren County High School. The original request is for a five year charter.

STATEMENT OF MISSION

Because the Warren County School System strives to be the catalyst for community unity, the Charter School System's mission is as follows:

Mission

The mission of the Warren County School System and each school is to promote academic success for students.

W – Warren
A – Always
V – Values
E – Education

Vision

- Teachers, staff, parents, students and community members will value students and share in the **responsibility** for providing a supportive learning environment within our schools.
- Teachers will be **lifelong learners** to support the chief priority of our school—student learning.
- Students will be taught using multiple **instructional strategies** targeting unique learning styles.
- A variety of **assessments** of and for learning will be

used to demonstrate mastery of content and deficient areas.

- A viable, challenging, prioritized, aligned and paced **curriculum** will be provided for all content areas and courses at each grade level.

- The school system will be the catalyst in Warren County to promote acceptance, respect, and understanding by embracing and celebrating the cultural **diversity** within the school and community to promote school and community unity.

- The students will graduate as **productive** citizens.

Beliefs

- All students can learn.

- All staff will participate in professional learning opportunities on a regular basis and work collaboratively with others in order to grow professionally.

- A variety of instructional practices and technological tools must be employed in the teaching/ learning/ assessment process.

- Different learning styles and the varied needs of the students must be considered when planning and implementing curriculum.

- Teachers will help students feel safe, supportive, and respected.

- Parents must be encouraged to participate in their child's education through regular communication.

- Teachers must inspire and encourage all students to learn and to take responsibility for their learning.

- Success requires the establishment and communication of clear goals.

- Students will be involved in the self-assessment of their learning.

Support of Legislative Intent:

The Warren County School System exists for the sole purpose of improving academic achievement for the students who attend. **The mission and all the beliefs reflect this one statement, and every innovative strategy and/or organizational structure that the Board of Education, system administration, and school administration can both verify as valid and affordable will be implemented to the best of their ability for this purpose.**

Maximizing School Level Governance and Decision-Making

The Warren County School System will continue to maximize school level governance and decision making. Specifically, each school will control its own budget and personnel decisions. Principals are responsible for making recommendations for all staff. Principals may use a committee to help make these personnel decisions. When a principal vacancy occurs, all staff members have the option of serving on the principal search committee along with parents, community members and business partners. The superintendent serves to help with the legwork and organization, but does not vote. The committee, with the approval of the School Governance Council, makes the recommendation to the Superintendent and Board.

Each school can review and choose its own textbooks. Schools also make decisions regarding ancillary materials and software. Each school designs its own professional learning plan based on its annual needs assessment. The high school staff makes decisions regarding the course offerings and all schools make decisions regarding their schedules. Each school will decide upon their promotion/retention requirements. Schools can develop their own dress codes. Schools can develop their own codes of conduct. Schools have local control over discipline issues.

Although the local board maintains ultimate responsibility for the success of every school in Warren County, each school will have decision making authority around personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations. By maximizing school level governance, the governing council, will expand the role that parents play in school level decisions. It is the intent of this charter system petition to increase parental and community involvement.

Innovative Practices That Distinguish the Charter System

The Warren County School System is passionate about its desire to provide a creative, practical, and comprehensive program for its students. Part of the challenge is that we are so small, but we have big dreams for our students; charter flexibility is critical if we are to implement our plans. Our innovative plan really has four components that are

aligned from elementary through high school and will result in our students being prepared for college, technical college, employment in a chosen field making above the minimum wage and leadership roles in the community. Approval of this petition will also insure that schools continue to maximize local governance and will result in an increase in parental involvement.

Component One

We want to establish a leadership track that begins in elementary school and continues through middle and high school. Leadership skills among some segments of our community have been sorely lacking throughout the years, which has resulted in some of our community being disenfranchised. Students do not choose to stand and lead when given the opportunity in the school setting. Issues in the community impacting our schools center around problems associated with poor leadership, communication, cooperation, and trust, as well as the lack of acceptance of diversity. Through the implementation of “Youth Leadership Warren”, our students will begin learning about the importance and value of communication, cooperation, trust, diversity and leadership beginning in their elementary years. This program will be implemented through the classroom guidance program at the elementary level in conjunction with Youth Leadership classes conducted at the fourth and fifth grade level by the Cooperative Extension Service of Georgia. At the middle school level, the Choices Curriculum will be used in Connections Classes along with Youth Leadership Warren Activities which will again be sponsored by the Extension Office. At the high school level, the Youth Leadership Warren Activities will be infused in a locally developed civics course. (Please note: The Extension Service implements the Fanning curriculum that is tailored to the various levels. Students also participate in the ROPES course at Rock Eagle as part of Youth Leadership Warren.). When students graduate, they understand the importance of good leadership and they have had years to develop the leadership skills necessary for a community to grow and prosper. This component of our plan addresses the critical need in our schools and community but will require charter system flexibility on state approved courses and teacher certification to implement at all levels.

Component Two

The second track that we want to establish is a comprehensive fine arts track. Our students have so many talents in music, voice, art, performing, public speaking, and drama, but these continue to go untapped because of financial and teacher certification issues. We do not need and can not afford a full time teacher in these various areas. Charter flexibility related to teacher certification is absolutely critical if we are to implement this part of our plan. The plan is to continue music at the elementary level and expand this to include the ORF instruments which we will soon purchase as a result of a private donation. We plan to revitalize the Freeman Elementary Singers. Further, through flexibility in teacher certification, we plan to offer art delivered through an arts

infusion model. At the middle school level, we offer band/music appreciation and will expand to include more advanced band. We plan to offer art as a connections course through the flexibility in teacher certification and state approved courses. At the high school level, we offer band and music appreciation. We plan to offer advanced band, drama and art in 2008-2009 through the flexibility in teacher certification obtained through this charter application. Students can graduate from the Warren County School System having participated in fine arts activities each year from kindergarten through 12th grade. It has long been noted that our students have many talents in music and art, but few opportunities to develop or showcase these talents. This track also includes our 4-H program which serves all levels where our students participate in district competitions and local competitions like IDOL each year. We will also further expand the opportunities for our students to perform in various community programs, resulting in an integration of the fine arts and leadership tracks.

Component Three

The third track involves the expansion of our academic rigor. Four years ago, we eliminated the “applied” academic courses so that all students take college prep content classes. We felt this would better prepare them for the GHSGT. However, because of our size, we have been unable to offer any academic electives due to financial, teacher availability and certification issues. Our students desperately need and deserve the opportunity to participate in rigorous academic electives in preparation for college. Further, some students need the academic rigor of “required” support classes in reading and math. For small middle and high schools, scheduling is a nightmare—especially if both schools are in one building and share the teachers who teach the elective courses. Plans include the expansion of academic rigor in 2008-2009 with the addition of academic electives in each content area including anatomy, calculus and AP calculus, the first and second course in a series for those interested in becoming teachers, a current issues class and a composition/public speaking language arts class. This will be possible due to the schools’ decision to operate on the block schedule and the flexibilities including teacher certification, mastery learning, and seat time provided under the charter. Further, the system has applied with the ETTC for a Rural Utility Services Grant which will allow us to participate in additional academic classes being taught in other schools around the United States. Providing International Baccalaureate classes is the ultimate goal, perhaps through this technology. Through the purchase of this special interactive technology, students will be able to see and speak with the teacher and the teacher will be able to see and speak with our students. This could also be valuable in that elementary students might be able to access Spanish classes, and virtual field trips will also be possible with this technology for all schools. The first of the equipment has been ordered through an e-rate grant and we hope to have the rest of the plan funded through RUS. All students in 9th grade will participate in a Math 1 course and a Math Support Class. All high school students failing to meet certain criteria will participate in a reading support course. At the middle school level, students will also have the advantage of math and reading connections classes. Spanish will be an additional academic connections class at the middle school level. Students at the middle school will be cross-

grade grouped for connections classes. Providing more than just the required basics is critical if our students are to be well prepared for college. Please note that at the elementary level, the increased academic rigor includes the development of a science lab where all teachers can take their students for science exploration and experiments. It also includes participation in math lessons designed by teachers in grades 3-5 who have completed the Math Endorsement. At the middle school, increasing academic rigor also includes the continued study and implementation of gender grouping. As much as is possible, students in the middle school participate in gender-based content classes. WE have had phenomenal results for our black male students and the gender gap is almost closed at this level.

Component Four

The final component of our plan is the development of career awareness beginning in the elementary school and ending with students having the opportunity to participate in dual enrollment with Sandersville Technical College and continue their education past high school through the establishment of a Warren County Career Academy. It is sad that children in our elementary and middle schools do not really see themselves in “careers” when they grow up. Students will tell you that they want to one day get a job at McDonald’s or Walmart or “with the City”. Most of our students honestly do not see themselves in professional or skilled careers and therefore school is not viewed as preparation for something bigger once you graduate. Few of our parents are professionals or have jobs requiring specific skills. We must help our students create a future beyond what they know at home or in Warren County. Warren County Schools has a Career Academy application ready to go when the next round of funding becomes available. Of course, we must have charter status in order to apply for this funding. In the meantime, we are committed to expanding our vocational offerings each year with the ultimate goal that every student who graduates from WCHS has the opportunity to graduate with a high school diploma and a certificate in a vocational area of interest, therefore being able to continue their education or immediately enter the world of work at a higher rate of pay. This supports our community’s effort to become a Work Ready Community and addresses a critical need for skilled workers in Warren County. For the 2008-2009 school year we plan to expand the vocational offerings to include the Certified Nurse Assistant Course at the high school with Introduction to Healthcare as a connections course at the middle school. We will expand the agriculture offerings to include agriculture connections classes at the middle school. For 2008-2009, all connections courses at the middle school will be introductions or parallel courses for those offered at the high school. Beginning in 2008-2009, through a partnership with Sandersville Technical College, we will offer three classes of MIG welding resulting in MIG welding certification, two classes of Introduction or Childcare resulting in CDA certification and two classes of Microsoft Office Suite certification. This will be possible because of various flexibilities made possible through this charter. When our Career Academy application is funded, the old high school will be renovated and will become the Warren County Career Academy. Dual enrollment classes will be offered during the school day at this facility. At that time, additional courses like electrician, plumbing, and construction classes can also be offered because space and equipment will be provided

through the grant. The Career Academy will serve as an outpost for Sandersville Technical College and will serve our entire community in the afternoons and through night classes. Career awareness activities in our schools will include activities sponsored by the counseling program at the elementary school, Elementary Career Day, the implementation of Elementary Job Shadowing Opportunities, field trips, the Career and College Fair at the middle/high school, the future use of the “Choices” curriculum at the middle school level, opportunities for students to serve as pages for the Senate and House members, and the expansion of the Youth Apprenticeship and Shadowing Programs.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

M. E. Freeman Elementary

There are 28 full-time teachers employed at Mildred E. Freeman. There are two pre-k, four kindergarten, four first grades, four second grade, three third grade, three fourth grade and three fifth grade teachers. Special education services are offered through one teacher who teaches the special needs class for three-year-olds, two inclusion teachers, and a special education paraprofessional for K-5.

In addition, there is a full-time counselor and the elementary school shares the social worker with the middle/high schools. Speech services are contracted with a certified individual. For physical education, fine arts and technology, there is one p.e. teacher and one music teacher and a computer lab paraprofessional. A part time gifted certified teacher and a part-time math coach are shared with middle/high. The elementary school staff recognizes that in order to move Mildred E. Freeman Elementary School to a position where it better serves the existing student population with raised expectations and to a position where it also becomes so attractive that the diversity of the student body begins to closely match the diversity of the community, many curricular and instructional practices need to change.

Focus of the elementary curriculum

Math and reading are the natural focus of any elementary school program, but it is more critical to focus on these areas at M.E. Freeman than at most schools. When children come from homes where parents do not, or cannot, read the task of teaching children to read is even more difficult. Many children come with no concept of letters and with unbelievably limited vocabularies. Children who come to school with no concept of numbers, colors, shapes or relationships like “big and small” have a long way to go with numeracy by eighth grade. As a result, the teachers at M.E. Freeman begin with more children who are behind than teachers at other schools. Science and social studies cannot be ignored, but they are best taught under the framework of acquiring and reinforcing reading and math skills.

To deal with these deficiencies, the curriculum will also

focus on educating parents to help their children. Adult education is promoted in Warren County and supported by the community and Sandersville Tech, but M.E. Freeman Elementary needs to reach an even wider scope of the population. Hence, the Parents as Teachers program will address those broader needs as a part of the school's curriculum.

Warren County Middle School

There are 9 full-time regular classroom teachers and 1 special education teacher currently employed at Warren County Middle School. At each level, 3 teachers who are qualified in at least 2 areas form a team to teach language arts, social studies, science, and math. To offer Connections Courses, there are special arrangements. As in many small middle schools, several additional teachers are shared with the high school. One part-time teacher teaches Spanish; one teaches technology; one teaches physical education; one teaches band; and one teaches a math connections course. A halftime math coach works with the middle school teachers.

The middle school staff recognizes that in order to move the middle school to a position where it better serves the existing student population with raised expectations and to a position where it also becomes so attractive that the diversity of the student body begins to closely match the diversity of the community, many curricular changes need to occur.

Focus of the middle school curriculum

The curriculum at WCCMS will focus on math and science and on preparation for success in the proposed high school Career Academy or in the college preparatory program. In addition, the curriculum focus will extend to fostering self-confidence, creativity and motivation through classes in leadership and fine arts. Leadership and fine arts are curriculum areas common in other school districts, yet they have been lacking at Warren County Middle School.

Warren County Middle School will continue to provide the academic and social base as a feeder to Warren County High School. However, the new focus of career preparation to ready WCCMS students to choose wisely as they enter the high school career academy that best suits their interests and talents will be a primary force in the academic structure, organization, and guidance

practices of the charter school.

1) WCMS will support the overall goal of the system to prepare graduates for successful work experiences, whether they attend higher education or not. To make that goal more achievable, the middle school will provide a strong base for making choices that will lead students into thoughtful academic pursuits at the high school level. The **Career Choices Curriculum**, implemented in grades 6-8, will provide the base for those choices. A vital part of that curriculum includes **job shadowing** experiences so that students can see what a job entails before committing to the training necessary to do that job as an adult.

2) Because science and math are critical to so many modern job fields, and because science and math have been challenges to students in Warren County, the Warren County Charter Middle School will employ full-time **math and science coaches**. This decision was made because of the improvement noted from using the services of a part time math coach in the past. These individuals can assist teachers in planning lessons that are relevant and hands-on for the students.

3) Though the area of language arts has not been as serious a need for WCMS, it is clear that success in math and science is linked to success in reading and increasing vocabulary acquisition. To assist in this supportive effort, **My Reading Coach**, a software program that can be used by teachers who work with individuals and small groups, will be implemented.

4) Self-confidence and belief in a strong future is essential to motivating students to achieve. A program that has proven very successful in this area at Warren County High School is a leadership class that has previously been offered as an extra-curricular activity and is now proposed as a full, credit-bearing course there. To support that effort and to get full benefit of the program's success, Warren County Charter Middle School will offer a connections course entitled **Leadership I**. The curriculum and course outline will be developed by middle school teachers in consultation with high school leadership teachers and the Warren County Chamber of Commerce, the sponsor of the secondary school

extra-curricular activity.

5) A great need in Warren County at all levels is to increase experiences in the fine arts for all students. There is extensive talent in the community in all areas of the fine arts, and Warren County Charter Middle School will take advantage of that talent to provide **fine arts** experiences through connections courses and arts infusion methods of instruction for its students. This has been a strong area of weakness in the schools, and they have not been able to reap the benefits that research has shown of a well-rounded curriculum that includes fine arts. Both general education and gifted students benefit from these outlets of creativity through experiences in activities like radio theatre, visual arts, chorus, poetry writing, etc.

Warren County High School

There are 10 full-time teachers employed at Warren County High School. Two teach language arts, two teach social studies, one teaches science, and two teach math. In the CTAE department there are one business education teacher, a full-time agriculture teacher, and a health occupations teacher (who also teaches regular health part of the day.) As in many small high schools, several additional teachers are shared with the middle school or are employed part-time. Two part-time teachers teach science; and 4 teachers—a band teacher, a math teacher, a physical education teacher, and a Spanish teacher—are shared with the middle school. The vocational administrator/AYP coordinator also teaches half a day at the high school in agriculture. A half-time math coach works with the high school teachers. Sandersville Technical College will employ the teachers who teach at the Career Academy. Depending on the number of programs that we start up, there could be between 5-8 teachers at the Academy when the Academy opens.

The state of Georgia's introduction of the *Georgia Performance Standards* (GPS), the new state curriculum, has dovetailed nicely with recent examination of all core curricular areas and provided excellent opportunities for professional learning for these and related areas. Much

time has been devoted to “unpacking” the GPS in areas already implemented state-wide, and work is in progress on the new mathematics GPS and its dramatic change to the high school mathematics curriculum. Personal Finance has been added to the math opportunities for students, as well.

An analysis of student achievement data from last year revealed the critical nature of having **a focus on math and science**. Only 32% of WCHS students made the score of 516 on the math GHS GT, which put the high school on the “needs improvement” list in the area of math. Also, the passing rate on the science GHS GT dipped from about 59% to 44% in the spring of 2007. This was devastating to students, parents, faculty, and administration. **Teachers quickly responded by putting together portfolios/data books which clearly show what areas were lacking and facilitated plans for remediation and provided a vehicle for tracking progress. For example, they discovered that students did much better on chemistry than on biology. Each nine weeks, the science teachers and math teachers will record their grade distributions in the portfolios/data books. Teachers are pulling down the EOCT study materials and creating benchmarks so that they can better discern how students are doing during the year and take remedial actions when needed.**

Teachers and administrators have discussed the importance of reading as it relates to science and math achievement. As a result, it was determined that writing-across-the curriculum will be conducted daily, which should improve overall student achievement, as well as achievement in science and math.

Distinctive or Unique Instructional Methods or Educational Programs

M. E. Freeman Elementary

My Reading Coach is a software program that is used at M.E. Freeman with the assistance of a teacher who serves as a Reading Coach and is available part of the day to assist teachers in reading instruction. Extended instructional reading time is provided on a daily basis. Instructional programs like Accelerated Reader supplement regular reading instruction with rewards and recognition.

Technology supports instruction in every classroom, grades 1-5, with white boards and active boards with advanced active board training provided for the teachers.

All too frequently, elementary teachers do not have a strong background in mathematics, which can inhibit their ability to teach math effectively in grades 3-5. To address this problem, all but one teacher (who is in graduate school) are involved in obtaining the math endorsement for certification. M.E. Freeman Elementary is in the final stages of an e-math grant that also provided training for teachers. Teachers regularly attend the math consortium sponsored by RESA. Resources have been provided to support a focus on using manipulatives in math at all grade levels.

To address the need for updated knowledge in research-based approaches to teaching reading, teachers in grades pre-kindergarten, kindergarten, first and second grades attended a weeklong reading workshop sponsored by RESA to address research-based strategies for teaching young children to read.

As a full inclusion school, the teachers of MEF have been trained on how to co-plan and co-teach. They have also studied and put into practice many of the Learning Focused School Strategies and strategies advocated by Robert Marzano. In addition, GPS training has been successfully redelivered and units have been written and aligned with the state framework.

These efforts are commendable, but professional development funds are scarce, and the need for further study and action research still exist. As a result, grants are constantly sought to meet this need, and time to offer the workshops and training are needed through creating scheduling.

Since there is such a dire need for remediation during the very early years of primary school, transitional classes are provided at first and second grade for those who were not quite ready to move to the next grade. Teachers work to accelerate their instruction so that children who are successful in the transition classes can move on up to their appropriate grade level the next academic year.

Warren County Middle School

The **gender-based classrooms** mentioned earlier are not unique to educational settings, but they are quite rare in rural settings the size of Warren County. The middle school has only three classes at each grade level. One of these classes is an all

girls' class, one is an all boys' class, and one is more heavily boys, but has some girls in it. The students are heterogeneously group for the connections classes each day. The data shows that these gender- based groupings have been extremely beneficial in our efforts to improve student achievement. The gender gap is closing dramatically at WCMS. If there were cases where a parent absolutely did not want their child to be in a same-sex class, there is one mixed class at each grade level. These classes address the achievement of our students by providing diverse educational opportunities. The second important objective is to meet the particular, identified educational needs of our students. Instructional methods that are supported by recent educational research will be implemented, such as teaching the use of Thinking Maps and other **effective practices from Learning Focused Schools and Marzano's work**. Again, though widespread in other systems, these ideas are distinctively successful elsewhere and highly innovative in Warren County.

Rigorous and relevant curriculum and instruction are already being addressed through professional learning on Marzano's (2001, 2003) work on effective instruction and classroom management. A number of activities for faculty and administration, designed around Marzano's work have been scheduled, with the recognition that such an endeavor will take time for study and incremental implementation. Incorporation of Thinking Maps into classroom instruction will be one of the first strategies taught to teachers as a strong professional development focus.

In addition, all teachers and administrators already have the **walk-through checklists** for standards based classrooms and learning focused schools. They continue to use these strategies to monitor instruction as they hone their skills on using these instruments.

The focus for all of the schools and the system as a whole for the 2007-2008 year is research-based strategies for improving student academic achievement, especially in math and science. Activities have already begun to strengthen strategies for classifying, comparing and contrasting, metaphors and graphic organizers. Each teacher has been supplied the book, *A Participants Manual for Classroom Instruction that Works* by Marzano and the Thinking Maps training and materials.

This new effort extends activities from years past, and it is a recognized need to continue study into the future. Faculty members have participated in presentations on learning focused strategies, best practices, assessment for evaluation and assessment for instruction, how to evaluate student work, and unpacking of standards. All teachers, regardless of subject area, have participated in unpacking language arts and

evaluating student work so they would all know the literacy standards and how they can enforce the skills in their subject areas. Administrators have had training on the Georgia Standards and now the new Keys to Quality. They have been through training on what to expect in a standards based classroom and on what is accomplished by implementing “walk-throughs”, so they are ready for the next important steps in studying Marzano’s work for implementation in their classrooms.

Warren County High School

In addition to the curricular focus, there must be a focus on instructional preparation and delivery. Rigorous and relevant curriculum and instruction are being addressed through professional learning on Marzano’s (2001, 2003) work on effective instruction and classroom management. A number of activities for faculty and administration, designed around Marzano’s work have been scheduled, with the recognition that such an endeavor will take time for study and incremental implementation. Incorporation of Thinking Maps into classroom instruction will be one of the first strategies taught to teachers as a strong professional development focus.

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The proposed partnership with Sandersville Tech regarding the use of the old high school building would also provide an opportunity for faculty and staff to utilize an on-site Business and Industry Training Center. This new facility would facilitate the numerous training opportunities for faculty and staff with a minimum of interruptions in the current available facilities.

To enhance instructional delivery during the regular school year, the high school anticipates offering several supplemental activities. For example, the after-school program for the 2007-2008 year will be structured as "math academies and science academies." Each academy will meet twice each week, focusing on content and passing the GHSGT and EOCT. There is now a math coach working with the middle and high school teachers. An extra math teacher was added this year so that the math remediation courses that will be mandated with the new graduation requirements can be implemented. To supplement regular instruction during the school year, a new opportunity for credit recovery in math was offered in the summer of 2007 for those who had taken courses and failed.

The after-school program offers remediation for all areas

of the GHSGT, as does the Saturday School program. EOCT preparation materials are used in those programs, as well. It is common knowledge that students can, and do, request extra help from teachers on an individual basis.

This assistance is paid for through a 21st Century grant, as well as any necessary transportation for the student. Regular year and daily remediation classes in math are offered within the student's schedule. SAT prep classes are available on line. It is the desire of WCHS to offer night classes with area institutions of higher education for remediation, credit-recovery and dual enrollment. The creation of an outdoor classroom on and within the 60 acres of wetlands that belong to the Warren County Schools and are adjacent to the high school campus is a desired addition to the science program. Such a classroom can enhance student engagement and capitalize on rural students' previous experiences with the outdoors.

Supplemental services will be required at WCHS in the 2008-2009 school year if AYP is not reached. It is anticipated that parents will be allowed to choose from the state approved list of SES providers. However, transportation is such a problem for so many of the students that parents will probably opt for students to receive support through the after-school and Saturday support classes rather than SES private providers.

Technology is more and more important in the delivery of instruction, especially to teenage students. Interactive white boards have been added in every room, 1-12. Teachers have been or will be trained to maximize the use of this new technology. Some very special, locally designed professional learning opportunities during the summer of 2007 were conducted for all WCHS math teachers—since they are all new to the system. The Board of Education also purchased Geometers Sketchpad and graphing calculators, and in-house professional development sessions will train the new teachers to use them effectively.

Establishing connections between and among schools is critical to ensure graduation success by the end of 12th grade, and WCHS works cooperatively with WCMS to ensure a smooth transition for students. The middle and high school have common professional learning sessions so there is ample opportunity to do some vertical teaming/planning and professional learning community “talk” about the challenges. Through a math and science

grant last year, teachers in math and science were pulled from the middle and high on the same days to participate in 8 total days of professional learning in each area. There was also whiteboard training and graphic calculator training.

A Youth Apprenticeship Program was begun at Warren County High School during the 2006-2007 school year. Several students are placed in jobs in Warrenton, and a few could be placed in Thomson. Transportation to and from Thomson is a problem that the administration is working to solve. They are also considering offering apprenticeships within the school system for positions such as paraprofessionals, landscapers, secretaries, bookkeepers, or any other position that may be appropriate for the student's needs or interests.

The theme of establishing relationships to promote learning and achievement is being addressed through planned expansion of a student leadership program, sponsored jointly by the Warren County Chamber of Commerce and WCHS. During the 2007-2008 school year, WCHS will offer a class that incorporates the goals and objectives of the program that has been a co-curricular activity for a limited number of students. That program proved itself highly valuable in increasing self-confidence, self-worth, communication skills (both oral and written), and a willingness to look toward the wider community as place of personal contribution and commitment. The activity has generated such a resurgence of feelings of "belonging" to the high school as well as those of personal investment in its success that it has been determined a program worthy of expansion to as many students as possible within the general curriculum as an elective.

The school system also desires to waive the state law, 20-2-86 regarding school councils as we move to governance by the school's governing board.

Anticipated Teacher-to-student ratio and rationale for maintaining:

M. E. Freeman Elementary

Pre-k, kindergarten, first, and second grade classes have no more than 19 students. Pre-k is usually full with 20 students per class each year. Fourth and fifth grade classes are kept as small as possible, well below the state maximum class sizes, with an average of 19 students per class.

Though it would be even more advantageous to have Pre-K

through 3 at even lower levels, there are resources such as Title I funds and paraprofessionals to enhance instruction at those levels. There is also a real need for low class sizes at the upper elementary levels to ensure preparation for the challenging shift to sixth grade at the middle school. Title I and Title II funds help to maintain these low numbers in fourth and fifth grades, and parents confirm each year that the small class sizes are their priority for using those funds.

Warren County Middle School

The average teacher-to-student ratio is 1 to 20 in core classes. In connections classes, the ratio is frequently even lower. Because the population served is so heavily at-risk with significant needs, the lower teacher-to-student ratio is critical to achieve needed gains. All available resources have been and will be directed to that emphasis.

Warren County High School

Class sizes in a very small high school are difficult to balance while meeting the varying needs of the students with limited faculty members. The average class size in all core and elective classes is 22, but a teacher may have a large class and then a small class in the same subject. No classes exceed 28 except chorus. The computer, counselor, principal and superintendent monitor class sizes and work to balance them as much as possible, both for size and ethnic composition. **The teacher/student ratio is only 16.1, and it may shrink even more if part time fine arts and career tech faculty members are added, which should enhance efforts to make the gains so desperately needed.**

Students to be served, including disabled and special needs students

Mildred E. Freeman School is K-5 school with a current total enrollment of 342 students. Current enrollment by grades:

- _ Kindergarten = 69 students
- _ 1st grade = 49 students
- _ 2nd grade = 62 students
- _ 3rd grade = 62 students
- _ 4th grade = 48 students
- _ 5th grade = 52 students

Special needs students by grade at MEF are as follows:

- Kindergarten = 4 students
- 1st grade: 4 students
- 2nd grade: 5 students
- 3rd grade: 6 students
- 4th grade: 6 students
- 5th grade: 8 students

Warren County Middle School is 6-8 school with a current total enrollment of 182 students. Current enrollment by grades:

- _ 6th grade = 58
- _ 7th grade = 61
- _ 8th grade = 63

Special needs students by grade at WCMS are as follows:

- 6th grade: 8 students
- 7th grade: 3 students
- 8th grade: 7 students

Warren County High School is 9-12 school with a current total enrollment of 248 students. Current enrollment by grades:

- _ 9th grade = 60
- _ 10th grade = 64
- _ 11th grade = 54
- _ 12th grade = 70

Special needs students by grade at WCHS are as follows:

- 9th grade: 4 students
- 10th grade: 6 students
- 11th grade: 2 students
- 12th grade: 3 students

The ethnic composition of the Warren County School System's student body is not as diverse as the community it serves:

- 96.42% (n = 330) African-American students
- 0.0% (n = 0) Asian students
- 0.0% (n = 0) Hispanic students
- 0.29% (n = 1) multi-ethnic students
- 3.22% (n = 11) white students

It is the determined goal of the entire Warren County School System that concerted efforts to improve will attract a more diverse population and represent a united

community. Response to the proposal from private and home school parents has been positive, based on the proposed charter and a recent school tour. Communications and personal contacts will continue with our current students and their families as well as our home-school and our private school families.

The socio-economic composition of a school is typically described in terms of the numbers of students on free and reduced lunch status. The socio-economic composition of the Warren County School System in terms of numbers of students receiving free and reduced lunch is telling; One hundred percent (100%) receive free breakfast and lunch services.

Meeting the needs of the gifted and talented

The Gifted/honors class at M. E. Freeman, taught by a gifted certified teacher, meets one day per week grades 1-5. This class focuses on the students' identified areas of giftedness and supplements regular classroom instruction in each of the core areas.

At the middle school, the certified gifted teacher meets with the gifted and honors students one day per week. This pullout model is based upon enhancing the areas in which each child is gifted in the core academic areas and in the individual areas of interest. All proposed improvements in this charter proposal will benefit gifted students and their learning styles.

In the past, gifted students were served through advanced placement classes. These classes were also offered through Virtual High School. However, at the present time, no students have enrolled in the advanced placement classes. It is the intent of WCHS to send teachers to Advanced Placement training this summer in order to extend the offer to participate in advanced placement classes at WCHS.

Extracurricular and other auxiliary educational activities to expand regular classroom instruction

Though extra-curricular activities in elementary school are generally limited, **M.E. Freeman** does provide several opportunities for children to expand their interests:

- The after school program provides opportunities in academics, homework completion, tutoring, karate, African dance, drumming to accompany the dance activities, Hip Hop Health, children's theatre, music, a leadership class for elementary students, and 4-H;
- M.E. Freeman Singers
- School dances

□Boys and Girls Club (not yet affiliated with BGCA)
Relationships are developed and extended, and identification with the school is often achieved through extra-curricular activities. At **WCMS**, the following activities are available for students to choose, and all students are encouraged to become involved in at least one activity. A **full listing of extra curricular activities follows:**

Football
Softball
Cross country
Basketball
Cheerleading
Step team
Dance team
Marching band
Track team
4-H
After school program

A full listing of extra curricular activities for WCHS includes:

FBLA
FFA
Football and sometimes JV football
Softball-girls
Cross country—girls may participate if desired
Track--girls and boys
Basketball and JV basketball—girls and boys
Student Council
Cheerleading
Band
Dance team
Flag Team
Step Club
Dance Line

Determining that students have satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

Each child at **Warren County High School and The Warren County Career Academy** has a high school academic plan which shows what track they are on at this time, what they have taken, what they need to take and what tests they must pass and which tests they have passed. The students and the parents/guardians sign off on this plan. It is

monitored annually. At the first of the senior year, each plan is checked individually one last time and counselors keep in close touch with the students and parents regarding whatever is lacking. Teachers, counselors, the graduation coach and administrators are in constant touch with students about the remediation opportunities for the GHSGT which they may participate in even before they ever take these tests as juniors. When teachers **at the high school and Career Academy can collectively** document that a child has completed the necessary **22 credits for the Vocational diploma or 24 credits for the College Preparatory diploma and that they have passed all five of the GHSGT tests, the counselor, registrar and principal and Career Academy Director certify they are cleared for graduation. Because of the new graduation requirements in Georgia, beginning in 2008-2009, there will be no more dual diplomas and our teams are now studying and recommending new credit requirements for WCHS graduates since we will also begin using the block schedule in 2008-2009.** Students are not allowed to participate in graduation ceremonies at Warren County High School unless all credits are earned and all parts of the GHSGT are passed. **The Career Academy will hold a separate ceremony where certificates in the various vocational areas will be awarded.**

STATE AND FEDERALLY MANDATED SERVICES

How State and Federally Mandated Services will be Provided for Special Needs Students

Special needs students are served by 3 teachers and 1 paraprofessional through inclusion models at M. E. Freeman Elementary. Special needs students at Warren County Middle School are served by one teacher and one paraprofessional through inclusion models. Special needs students are served at Warren County High School by one teacher and one paraprofessional through inclusion models.

Special education services for qualifying students will continue as outlined in each child's Individualized Education Plan (IEP). Because of efforts to organize students and teachers, both regular and special student services, into inclusion classes, all students including special needs students benefit from the instructional efforts of regular education and special student services team members collaborating on and co-teaching in regular classrooms.

Services for ESOL Students

Because there are **no students in Warren County Schools who need English as a Second Language** instruction. However, if we do enroll ESOL students, services will be rendered in accordance with state law.

Statement of Compliance

The Warren County School System will comply with all federal, state, and local statutes; rules; regulations; and court orders relating to the provision of services to students with disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Provision of Supplemental Educational Services as Required by NCLB and SBOE Rule 160-4-5-.03.

Freeman Elementary is in its 6th year of making AYP, Warren County Middle School is in its 5th year of making AYP, and Warren County High school is in Needs Improvement Year 1, so supplemental services are not required. However, in the event that this becomes necessary, services will be offered through an approved SES provider.

Supplemental services will be required at WCHS in the 2008-2009 school year if AYP is not reached. It is anticipated that parents will be allowed to choose from the state approved list of SES providers. However, transportation is such a problem for so many of the students that parents will probably opt for students to receive support through the after-school and Saturday support classes rather than SES private providers.

Provision of Remediation Pursuant to SBOE Rule 160-4-5-.01 and NCLB

At M. E. Freeman Elementary, remediation is a focus during the regular instructional day in the self-contained classrooms through extended class periods. Transitional classes, inclusion classes, the after school program (see above under extracurricular activities), summer school, and intercession classes through the partnership with the Quality of Life Program all address remedial needs. Morning tutoring is also offered before the regular school day begins. The Reading Coach uses the My Reading Coach software to work with individuals and small groups during specified reading blocks.

At Warren County Middle School, remediation is provided through the time that the block schedule makes available for extra help in each content area. The new schedule also allows time for projects and extended assignments and for work/research on the computer.

In addition, the extra time allows teachers to use the Yearly Progress Pro software thoroughly. This software helps all students in math and reading, but it is particularly helpful with students who need additional time to learn the concepts. Yearly Progress Pro was a great predictor of CRCT scores last spring at WCMS. The

block allows time for the Reading Coach to come in and work with students on My Reading Coach software. As reading skills improve, so do skills in all other content areas.

There is an additional math connections class for the most at risk students. This class meets for one nine weeks period. Should a student need more assist after that session, he/she could be reassigned.

After-school remediation and acceleration are provided at WCMS and at the Boys and Girls Club through the 21st Century Grant, and late afternoon transportation is provided by the school system.

To enhance instructional delivery during the regular school year, Warren County High School anticipates offering several supplemental activities. For example, the after-school program for the 2007-2008 year will be structured as

“math academies and science academies.” Each academy will meet twice each week, focusing on content and passing the GHS GT and EOCT. There is now a math coach working with the middle and high school teachers. An extra math teacher was added this year so that the math remediation courses that will be mandated with the new graduation requirements can be implemented. To supplement regular instruction during the school year, a new opportunity for credit recovery in math was offered in the summer of 2007 for those who had taken courses and failed.

The after-school program offers remediation for all areas of the GHS GT, as does the Saturday School program. EOCT preparation materials are used in those programs, as well. It is common knowledge that students can, and do, request extra help from teachers on an individual basis.

This assistance is paid for through a 21st Century grant, as well as any necessary transportation for the student.

Regular year and daily remediation classes in math are offered within the student’s schedule. SAT prep classes are available on line. It is the desire of WCHS to offer night classes with area institutions of higher education for remediation, credit-recovery and dual enrollment.

The creation of an outdoor classroom on and within the 60 acres of wetlands that belong to the Warren County Schools and are adjacent to the high school campus is a desired addition to the science program. Such a classroom can enhance student engagement and capitalize

on rural students' previous experiences with the outdoors.

Supplemental services will be required at WCHS in the 2008-2009 school year if AYP is not reached. It is anticipated that parents will be allowed to choose from the state approved list of SES providers. However, transportation is such a problem for so many of the students that parents will probably opt for students to receive support through the after-school and Saturday support classes rather than SES private providers.

GOALS AND OBJECTIVES

Charter System Goals

- The system will maintain accreditation by the Southern Association of Colleges and Schools. Maintaining high expectations for our schools has and should continue to increase student achievement.
- The system will make AYP beginning in 2007-2008, but no later than by the end of the 2010-2011 school year (three years). Therefore, the goal is that there is an 18% increase in the percent of students making 516 in math each year from 2008-2009 through 2010-2011.
- Leadership, fine arts, rigorous academic and vocational tracks that are aligned from elementary through high school will be established beginning in 2008-2009, which will result in a future increase in the graduation rate. The graduation rate had held between 68%-75% for several years but dipped to a low of 55% in 2006-2007. The goal is that the graduation rate will return to 75% immediately in 2008-2009, but no later than the 2010-2011 school year through 5% increases each year.
- Local governance will continue to be maximized through the development and implementation of school governing councils beginning in 2008-2009. Maximizing that ability of parents and guardians as well as community members to participate in the decision-making processes of the school should result in an increase in participation of parents/guardians/community members on the governing councils. This can easily be contrasted to the total lack of involvement in past years on the school councils where a quorum was rarely met.
- The system's goals include the consistent and effective use of technology, balanced assessments, performance assessments, remediation and extension opportunities, professional learning communities, differentiated instruction, intervention strategies, and discipline procedures in all classrooms, which will be monitored by walkthroughs and analyzed using the appropriate checklists beginning in 2008-2009. The ratings from our voluntary GAPSS analysis in 2007-2008 will serve as the baseline.
- The system will effectively use data to improve instruction. The system will use the data room consistently beginning in 2008-2009. The balanced scorecard will be used to rate school performance and communicate with stakeholders.

- Structures will be put in place to more effectively communicate with parents/community members/stakeholders regarding the progress of schools in making AYP. All AYP information will be kept updated on the school website, posted in the local newspaper, articulated in the Superintendent’s newsletters, shared through superintendent-staff email updates, shared through school newsletters and websites, shared through community meetings held by the superintendent and at meetings held by the school principals.
- Parent approval surveys regarding the school system will be administered during the next SACS visit in 2011-2012 and the goal is an 85% approval rate.

M. E. Freeman Goals

M. E. Freeman Elementary Student Achievement Performance Targets for the CRCT: % passing

	08-09	09-10	10-11	11-12	12-13
1 st LA	75	75	80	87	93
1 st R	80	80	80	87	94
1 st M	66.70	66.70	75	83.30	91.70
2 nd LA	75	75	80	85	93
2 nd R	89	89	89	90	94
2 nd M	66.70	66.70	75	83.30	91.70
3 rd LA	80	80	85	90	93
3 rd R	80	80	85	90	94
3 rd M	75	75	75	83.30	91.70
4 th LA	75	80	80	87	93
4 th R	75	80	80	87	94
4 th M	75	75	75	83.30	91.70
5 th LA	75	75	80	87	93
5 th R	75	75	80	87	94
5 th M	75	75	75	83.30	91.70

*CRCT performance targets include results from the summer administration in grades 3 and 5.

- M. E. Freeman will continue to make AYP each year from 2008-2009 through 2012-2013.
- The percent of students exceeding the standards in R, LA, and M for 3rd grade will increase from 10%, 6% and 16% respectively (2006-2007 scores) to 20% by 2011 and 25% by 2013 in all areas.
- The percent of students exceeding the standards in R, LA, and M for 5th grade will increase from 3%, 10% and 0% respectively (2006-2007 scores) to 20% by 2011 and 25% by 2013 in all areas.
- Local governance will continue to be maximized through the development and implementation of the M. E. Freeman Governing Council beginning in 2008-

2009. Maximizing that ability of parents and guardians as well as community members to participate in the decision –making processes of the school should result in an increase in participation of parents/guardians/community members on the governing councils. This can easily be contrasted to the total lack of involvement in past years on the school council where a quorum was rarely met.
- The school’s goals include the consistent and effective use of technology, balanced assessments, performance assessments, remediation and extension opportunities, professional learning communities, differentiated instruction, intervention strategies, and discipline procedures in all classrooms, which will be monitored by the administration during walkthroughs and analyzed using the appropriate checklists beginning in 2008-2009. The ratings from our voluntary GAPSS analysis in 2007-2008 will serve as the baseline.
 - M. E. Freeman will effectively use data to improve instruction. The school will use the data room consistently beginning in 2008-2009. The balanced scorecard will be used to rate school performance and communicate with stakeholders.
 - Structures will be put in place to more effectively communicate with parents/community members/stakeholders regarding the progress of students and of the school in making AYP. All AYP information will be kept updated on the school website, posted in the local newspaper, articulated in the Superintendent’s newsletters, shared through superintendent-staff email updates, shared through school newsletters and websites, shared through community meetings held by the superintendent and at meetings held by the school principals. Parents will receive progress reports, report cards, benchmark information, updates, phone calls, visits, etc. as needed to keep them informed of their child’s progress.
 - Parent approval surveys of the school will be administered during the next SACS visit which is to be held during the 2011-2012 and the goal is an approval rate of 85%.

Warren County Middle School Goals

Warren County Middle School Student Achievement Performance Targets for the CRCT: % passing

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
6 th LA	90	90	90	92	94
6 th R	89	89	89	92	94
6 th M	75	75	77	83.30	91.70
7 th LA	90	90	90	92	94
7 th R	85	89	89	92	94
7 th M	75	75	77	83.30	91.70
8 th LA	90	90	90	92	94
8 th R	90	90	90	92	94
8 th M	75	75	77	83.30	91.70

* CRCT performance targets include summer test administration for 8th grade.

- Warren County Middle School will continue to make AYP each year from 2008-2009 through 2012-2013.
- The combined passing rate in science on the CRCT for grades 6-8 will increase from the low in 2006-2007 of 35% to 75% by 2011.
- The percent exceeding standards at the 8th grade level in R, LA, and M will increase from 5%, 17% and 7% respectively to 20% in 2011 and 25% by 2013 in all areas.
- Local governance will continue to be maximized through the development and implementation of the Warren County Middle School Governing Council beginning in 2008-2009. Maximizing that ability of parents and guardians as well as community members to participate in the decision –making processes of the school should result in an increase in participation of parents/guardians/community members on the governing councils. This can easily be contrasted to the total lack of involvement in past years on the school councils where a quorum was rarely met.
- The school’s goals include the consistent and effective use of technology, balanced assessments, performance assessments, remediation and extension opportunities, professional learning communities, differentiated instruction, intervention strategies, and discipline procedures in all classrooms, which will be monitored by the administration in walkthroughs and analyzed using the appropriate checklists beginning in 2008-2009. The ratings from our voluntary GAPSS analysis in 2007-2008 will serve as the baseline.
- The school will effectively use data to improve instruction. Warren County Middle School will use its data room consistently beginning in 2008-2009. The balanced scorecard will be used to rate school performance and communicate with stakeholders.
- Structures will be put in place to more effectively communicate with parents/community members/stakeholders regarding the progress of the students and of the school in making AYP. All AYP information will be kept updated on the school website, posted in the local newspaper, articulated in the Superintendent’s newsletters, shared through superintendent-staff email updates, shared through school newsletters and websites, shared through community meetings held by the superintendent and at meetings held by the school principals. Progress reports, benchmark assessments, report cards, updates, phone calls, visits, etc. will all be used to keep parents adequately informed about their child’s academic achievement in a timely manner.
- Parent approval surveys will be administered during the next SACS visit in 2011-2012 and the goal is an 85% approval rate

Warren County High School and Career Academy Goals

Warren County High School and Career Academy Student Achievement Performance Targets for the GHS GT and Graduation Rate

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Enhanced English/Language Arts	87.70	87.70	90.80	93.90	96.90
Enhanced Math	74.90	74.90	81.20	87.40	93.70
Science	70%	75%	80%	85%	90%
Graduation Rate	75%	80%	85%	90%	95%

*GHSGT performance targets include the summer administration of the GHSGT.

- Warren County High School will again make AYP no later than the 2010-2011 school year.
- Local governance will continue to be maximized through the development and implementation of the Warren County High School Governing Council beginning in 2008-2009 and the Career Academy Governing Board in 2009.. Maximizing that ability of parents and guardians as well as community members to participate in the decision –making processes of the school and Career Academy should result in an increase in participation of parents/guardians/community members on the governing councils. This can easily be contrasted to the total lack of involvement in past years on the school councils where a quorum was rarely met.
- The goals of Warren County High School and the Warren County Career Academy include the consistent and effective use of technology, balanced assessments, performance assessments, remediation and extension opportunities, professional learning communities, differentiated instruction, intervention strategies, and discipline procedures in all classrooms, which will be monitored by the administration in walkthroughs and analyzed using the appropriate checklists beginning in 2008-2009. The ratings from our voluntary GAPSS analysis in 2007-2008 will serve as the baseline.
- Warren County High School and the Warren County Career Academy will effectively use data to improve instruction. Student data will also be used by the teachers at the Career Academy under the direction of the Director to improve instruction and programs at the Academy. WCHS will use its data room consistently beginning in 2008-2009 and a data room will be developed for the Career Academy. The balanced scorecard will be used to rate school performance and communicate with stakeholders.
- Structures will be put in place to more effectively communicate with parents/community members/stakeholders regarding the progress of Freeman Elementary, WCMS, WCHS and the Career Academy in making AYP and meeting their goals. All AYP and information on the progress for our schools will be kept updated on the system website, posted in the local newspaper, articulated in the Superintendent’s newsletters, shared through superintendent-staff email updates, shared through school newsletters and websites, shared through community meetings held by the superintendent and at meetings held by the school principals. Report cards, progress reports, benchmark assessments, advisory sessions, high school plan sheets, home visits, calls, and

support sessions will all be used to help keep parents adequately informed about their child's academic progress.

- Parent approval surveys will be administered during the next SACS visit in 2011-2012 and the goal is an **85% approval rate** for WCHS and the **Career Academy**.
- **Additional Career Academy Goal:** From 2010 to 2013, 100% of WCCA ninth-grade (and new) students will develop personalized educational plans that map out academic and career/technology pathways built around each student's interests; all plans will be updated each year.
- **Additional Career Academy Goal:** As measured by total tests taken, the percentage of Career Academy students passing end-of-course tests will increase by five percentage points per year over the May 2008 baseline scores."
- **Additional Career Academy Goal:** Increase the percentage of students enrolled in the WCCA who pass all five graduation tests by five percentage points per year based on the 2008 baseline for the school district.
- **Additional Career Academy Goal:** Increase the percentage of students enrolled in dual enrollment classes with Sandersville Tech by **10%** each year using the 2008-2009 dual enrollment as the baseline.
- **Additional Career Academy Goal:** Increase the graduation rate to equal the AMO's for Georgia: The 2011 year will be the first complete year for the Career academy and the graduation rate goal is 85% followed by 90% for 2012 and 95% for 2013.

Waivers

The Warren County School System chooses to utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). Because the Warren County Board of Education is passionate about its desire to apply for funding for a Career Academy which may require waivers in areas to be determined by the Warren County Board of Education, we are requesting a blanket waiver at this time. The Board of Education will approve any waivers under which the system operates and a list of those already approved by the Board is as follows:

Waivers the Warren County Board of Education has already approved under the broad flexibility and how they contribute to meeting goals of charter:

In lieu of the requirement of a minimum daily average of 330 minutes of instructional time for grades 6-12 and that students must be present for at least half of the instructional time in order for the day to count

as one of the 180 school days as specified in paragraphs (2)(d) and (2)(e) of **Rule 160-5-1-.02 School Day for Students**, the Warren County School System would like to determine the length of time students will be in classes based on the individual need of the student. To allow time for meaningful research-based staff development, it is desired that SBOE rule 160-5-1-.02 **School Day for Students** be waived, which would allow paraprofessionals and parents who are volunteering or participating in the Parents as Teachers Program to work with students for .5 day in the second half of the instructional day to help provide remediation while providing the opportunity for much needed professional growth and work time. In addition, it will be advantageous to waive a similar rule, **160-4-2.05 Middle School Program Criteria**, which also contain some time constraints.

To implement some of the fine arts courses that need to be added to provide the well-rounded program desired by the community, it will be necessary to wave **teacher certification rules**. As examples: Someone with a music or voice background/degree might teach a chorus class since the course would be offered only one period per day. A fully certified teacher in a small community such as Warren County who wants that limited an assignment is rare. Perhaps someone from the local newspaper with a degree might teach a journalism class. A currently employed teacher who is certified in business, and who is also an outstanding artist, might teach an art class. A person with a business background or other degree working with the Chamber of Commerce might teach the Leadership Course for credit.

To prepare students for the high school's leadership class which will be provided within their charter school's curriculum during the school day, it would be necessary to have a waiver to allow Leadership I, an Introduction to Leadership, to become a new connections course at WCCMS and for there to be a newly developed civics/leadership course for credit at the high school. That waiver would be from **Rule 160-4-2-.03 List of State Funded K-8 Subjects and 9-12 Courses**.

To ensure mastery of core courses, especially math, WCCMS needs to be able to schedule students whose test scores and in-class assessments do not indicate satisfactory mastery into a connections course without parental permission. Parental involvement is a serious goal of Warren County Middle School, but

economic and social conditions in the county make it difficult to contact, communicate needs, and secure permission forms in a timely manner. Meanwhile, the student is missing critical instruction that could impact his/her ability to be promoted to the next level. To accomplish this goal, MCCMS would need a waiver from **Rule 160-4-2-.05 Middle School Program Criteria**.

□ M.E. Freeman, Warren County Middle School and Warren County High School and the Warren County School System wish to request a waiver from **SBOE Rule 160-5-1-.29** (Currently proposed, but soon to be adopted in some form) and the law it represents, **O.C.G.A. Section 20-2-171**. To spend 65% of every dollar allocated to the Warren County Schools on behalf Warren County Middle School would be disastrous. The class sizes are currently so low that the case can be made that more teachers are not needed at this time. Assistant principals and the security officer are paid from local and other grant funds, and having these positions which are not counted for instruction frees more time for attention to instructional improvement rather than discipline and other managerial duties of the administration. To implement the rule/law, these positions would be lost, even though it is paid from local or other grant funds. A security officer is critical to the safety of the student body, and to implement this rule would eliminate that position. It is more and more difficult to operate schools with the clerical staff that is allotted, and the current secretaries are paid from local funds. There would be no secretaries to answer the phones and deal with students, parents and the public if this rule/law is implemented. In a high-poverty community, the social worker is a critical safeguard for the lives of the students both in and out of school. Local funds and grants support this position, but it would be lost with implementation of the rule/law. The extra services provided by transportation and food services in a high poverty county count cannot be included in the 65%, yet are critical for the very participation of the students who live in the county. Professional development and media services do not count toward the 65%; therefore, teachers will have neither time nor opportunity to improve their instructional methods and content knowledge. It is critical to a school system that wishes to improve in the midst of a high poverty environment to have full-service transportation (even extra transportation for remedial services) and to be able to serve 100% of the students free lunch!!

The schools wish to also request a waiver from O.C.G.A. **20-2-86 and O.C.G.A. 20-2-85 regarding school councils.** Instead, the schools will develop a governing board to maximize school level decision making.

M. E. Freeman Elementary School wishes to request a waiver regarding the use of delivery models in the EIP Program under **160-4-2.17.** There are cases where Freeman needs more flexibility with these service delivery models.

All three schools wish to request a waiver of the class size rule, **160-5-1-.08.,** so the good instructional as well as financial decisions can be made in situations that are on the borderline.

Because of the continuing partnership with Sandersville Technical College in offering dual enrollment classes on site at the middle/high school, we also wish to waive the rules regarding school size: square footage—160-5-4.08.

DESCRIPTION OF ASSESSMENT METHODS

Assessment Plan to Obtain Student Performance Data for Each Student:

Assessment is one of the current strengths of the Warren County Schools, and they would bring that strength to improving the instructional program over the next 5 years. Assessments are highly individualized with teachers taking each child's current status and needed progress into consideration as instruction is planned on a weekly basis, and student achievement is used to provide feedback and annual evaluation to each teacher.

At M.E. Freeman Elementary School, the following formal instruments are utilized to obtain assessment data on students:

- 1) All state mandated assessments—GCAP and CRCT's
- 2) Dibels instrument for reading
- 3) Teacher-made rubrics and grading, especially in writing. All teachers have been trained on scoring writing using rubrics. They grade writing samples together and their grading is validated by comparison to the other teacher's work.
- 4) My Reading Coach software
- 5) Accelerated Reader records
- 6) On-line assessments to measure progress against standards
- 7) Nine-weeks benchmark tests
- 8) My Reading Coach books

At Warren County Middle School, one of the most important programs used is **Yearly Progress Pro**, a software program that provides benchmark data on individual students throughout the year. In addition, nine-weeks benchmark tests are

administered in each core course to evaluate the need for re-teaching for individual students. The scores on the benchmark assessments are also used to compare to report card grades to see if there is a disparity in the expectations of the instructor and those of the standards.

In addition, **My Reading Coach** is a software program used in conjunction with individual and small group instruction that also provides benchmark data to be used in the same way as data from Yearly Progress Pro.

Middle school students maintain **Writing Journals** and have selected writing assignments graded using the Georgia Rubric for Middle School Writing. These assignments are evaluated in this manner on a frequent basis throughout the school year. This ongoing practice prepares the students well for the 8th Grade Writing Test when it is administered.

Teachers meet weekly at the middle school and most every day at the elementary school for **collaborative planning** where student work is evaluated against the standards and teachers subsequently comment on the success or needed improvement of the lessons. (Similar to Schlecty's *Working on the Work*)

Mock CRCT's are administered in each core area throughout the year. By the time the official CRCT's are administered, teachers can very reliably predict the success levels of their students.

Once the school year is complete, teachers and administrators at all schools spend time comparing state test scores in every area and each domain to discover areas of strength and weakness. They also consider the comparison of test results to grade distributions and final grades. The weaknesses then serve as the basis for professional growth plans for the summer and subsequent school year, particularly in areas where teachers need additional content knowledge.

Courses that are not covered by state testing are evaluated with pre/post tests to provide consistency of expectations, both for students and for teachers.

At Warren County High School, teachers put together portfolios/data books which clearly show what areas are lacking for each student, facilitate plans for remediation, and provide a vehicle for tracking progress. For example, they discovered that students did much better on chemistry than on biology. Each nine weeks, the science teachers and math teachers will record their grade distributions in the portfolios/data books. Teachers are pulling down the EOCT study materials and creating benchmarks so that they can better discern how students are doing during the year and take remedial actions when needed.

In addition, to focus on increased graduation rates, each child has a high school academic plan which shows what track they are on at this time, what they have taken, what they need to take and what tests they must pass and which tests they have

passed. The students and the parents/guardians sign off on this plan. It is monitored annually. At the first of the senior year, each plan is checked individually one last time and counselors keep in close touch with the students and parents regarding whatever is lacking. Teachers, counselors, and administrators are in constant touch with students about the remediation opportunities for the GHS GT which they may participate in even before they ever take these tests as juniors. When teachers can document that they have completed the necessary **22 credits for the Vocational diploma or 24 credits for the College Preparatory diploma and that they have passed all five of the GHS GT test, the counselor, registrar and principal certify they are cleared for graduation. We are going to begin using a block schedule in 2008-2009 and the state is changing graduation requirements. Our teams are studying and will be recommending the new credit requirements for those entering 9th graded at WCHS in 2008-2009, but the verification process will be the same.** Students are not allowed to participate in graduation ceremonies unless all credits are earned and all parts of the GHS GT are passed.

Participation in All State-mandated Assessments

Warren County Schools participate in all state-mandated assessments at each grade level, K-12.

How the Assessment Plan Measures Student Achievement and Timeline

At M.E. Freeman Elementary School, there are regular, on-going assessments that are based on actual student performance, as well as formal assessments that take a “snapshot” view of achievement. Early in the year, assessments such as the Dibels are administered to use as a preliminary assessment of where students are and how far they must go to meet standards. At regular intervals, the on-line assessments are administered to measure progress toward CRCT performance. At nine-weeks intervals, benchmark tests are administered to catch lack of adequate progress in time for meaningful remediation before the student falls too far behind his classmates. Other assessments are interspersed throughout the year to give additional data for consideration. At the end of the year, or at other designated times (primarily GKAP) the state assessments are administered.

At Warren County Middle School and at Warren County High School, assessments are given throughout the year and are used as benchmarks. Typically, these tests have been accurate predictors of WCMS and WCHS students’ scores on statewide tests.

The timing of those activities is at the discretion of each team or department of teachers, other than the nine-weeks benchmark tests, the state assessments and the pre/post-tests for courses not tested by the state.

At all schools, teachers and administrators have discussed the importance of reading as it relates to achievement, particularly science and math. As a result, it was determined that writing-across-the-curriculum will be conducted daily, which should improve overall student achievement, as well as achievement in science and math.

How Assessment Data Monitors Progress and Improves Achievement:

At M.E. Freeman Elementary School, data meetings are held with each grade level every Monday during common planning time. At that time student achievement data are analyzed and plans are made to address individual needs. Student work is also examined by the group with rubrics for satisfactory performance constructed. Teacher commentaries on lesson plans are completed, in a similar manner as Phillip Schlecty's *Working on the Work*.

At an initial conference each year, administrators review CRCT scores from the previous year with each teacher, including grade level performance and individual classroom teacher results. Goals are set for the students and the teacher for the year. Achievement of these goals will factor into annual teacher evaluations.

Pre/post CRCT data are used to analyze and predict student performance. Teachers receive data on each current child. Grade distributions are reviewed at progress report time, approximately each 4 ½ weeks and at the end of each nine weeks. These grades are compared to assessment data to see if there is a close correlation between the teacher's assessment of progress and the data obtained from the more formal assessments. My Reading Coach results are reviewed, as well as Accelerated Reader.

As noted above, Warren County Middle School and Warren County High School teachers consider the data gathered and carefully considered to indicate areas of weakness/need for re-teaching and focus for the after school program as well as identifying the classes that are succeeding in preparing students for the state tests and successful completion of the grade or graduation.

Success along the way on the benchmarks is celebrated by the school and students are recognized for progress which motivates them to do even better---WCMS and WCHS faculty and administration take this very seriously.

The assessments also let teachers know where they are in covering the curriculum so that they can be sure that all performance standards are addressed before time for the statewide tests.

The end-of-the-year assessment trends help teachers and administrators know which areas indicate needs for professional learning and support.

Statement Regarding Accountability Provisions of O.C.G.A. Section 20-14-30

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

DESCRIPTION OF SCHOOL OPERATIONS

Warren County Schools Attendance Zone

The Warren County Charter System's Attendance Zone will be open to any and all students who reside with parents/guardians in Warren County. Students will be

assigned to schools based on their grade levels: M.E. Freeman K-5, WCMS 6-8, and WCHS 9-12. **All students in grades 11 and 12 at Warren County High School may choose to be dually enrolled at the Warren County Career Academy.**

Rules and Procedures to Govern Student Admission

No student admissions application will be used for any of the schools, including Freeman Elementary, Warren County Middle School, Warren County High School or the Career Academy. Parents/guardians, however, must provide **proof of residency** in Warren County **and guardianship** of the child if they are not the natural parents. **Students who choose to participate** in the Career Academy will be administered the ASSET or the COMPASS test so that their needs can be adequately addressed through classes and/or the GAP program.

Enrollment Priorities

There are no enrollment priorities. All students in Warren County may attend the appropriate school (elementary, middle, high and Career Academy) for their grade level.

Steps to Reach Students Representative of Racial and Socioeconomic Diversity of the Community

Application for this charter is a major step in providing programs so attractive that students from home and private schools will be willing to return to public school. It is a major goal of the Warren County Board of Education, all three schools in Warren County, and of the leadership in the community to restore the student population to a level that closely reflects the diversity of the community served by the public schools in Warren County.

Presentations are frequently conducted in the community regarding progress of the public schools; community organizations have partnered with the public schools to achieve the goals of improvement for all children; and parents of home and private school students are beginning to ask questions and request tours of the facilities. All these activities will be continued and expanded under a system charter environment.

Rules and Procedures for Discipline and Dismissal

Each school's Code of Conduct is based upon the Warren County Board Of Education Code of Conduct. Because discipline issues are frequently different at each age level, it seems appropriate to include expectations at each school separately.

The following excerpts from the M.E. Freeman Student Handbook outline disciplinary expectations and consequences for the early grades:

DISCIPLINE RESPONSIBILITY

The goal of Mildred E. Freeman Elementary School is to maintain a high level of educational progress, student attendance, and to minimally utilize suspension and expulsion.

The discipline of the school (which includes school events, the school day, and transportation) is under the direction of the principal with assistance from the school staff.

SEARCH AND SEIZURE

The following rules shall apply to the search of school property assigned to a specific student such as lockers, desks, etc., and the seizure of items in a student's possession.

1. Desks and other property owned by the Board of Education may be assigned and checked periodically by school employees. No item shall be removed without the knowledge of the student or his/her parents.
2. There should be reasonable cause for school authorities to believe that the school property conceals items violating a criminal law or school rules.
3. Search of an area assigned to a student should, when possible, be made in the presence of the student.
4. Items such as firearms, weapons, drugs, or alcoholic beverages or other possessions reasonably determined to be a threat to the safety or security of others, and items which are used to disrupt or interfere with the educational process, may be seized by the school authorities.

5. Upon reasonable cause for school authorities to believe that a student possesses items referred to in paragraph 4 above upon his/her person or in his/her private property, school authorities shall request a search of the student or private property. Any student refusing may be detained until permission is given by parent or a search warrant issued.
6. The school principal will inform the law of items found of criminal nature.

STUDENT RULES

GENERAL RULES

The primary responsibility of Mildred E. Freeman Elementary School and its staff shall be to provide the highest quality education possible. In order to accomplish this goal, students must discipline themselves to the extent that enables education to take place for them as well as all other students. The following rules, regulations, and due process procedure are designed to protect all members of the educational community in the exercise of their rights and duties. Mildred E. Freeman Elementary School Administration, Faculty and Staff are required to make it mandatory that a student of this school shall adhere to the following disciplinary rules and regulations.

DISRUPTION OF SCHOOL

A student shall not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally to cause the disruption or obstruction of any lawful mission, process or function of the school.

DAMAGE OR DESTRUCTION OF SCHOOL PROPERTY

A student shall not intentionally cause or attempt to cause damage to school property or steal school property. Repeated damage or theft involving school property can result in long term suspension from school as well as possible criminal action.

CARE OF BUILDING

Students will not deface the walls, doors, or restrooms of the building with their hands, feet, or writing instruments nor attach any item to the wall with tape, glue, etc.

DAMAGE OR DESTRUCTION OF PRIVATE PROPERTY

A student shall not intentionally cause or attempt to cause damage to private property or steal or attempt to steal private property either on the school grounds or during a school activity, function, or event off the school grounds. Repeated damage or theft involving private property can result in long term suspension or recommendation for expulsion from school as well as possible criminal action.

ASSAULT ON A SCHOOL EMPLOYEE

A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical harm to a school employee, when such action is in any manner related to school activities.

PHYSICAL ABUSE OF A STUDENT OR OTHER PERSON

NOT EMPLOYED BY THE SCHOOL

A student shall not intentionally do serious bodily injury to any person:

1. On the school grounds during and immediately before or immediately after school hours.
2. On the school grounds at any other time when the school is being used by a school group.
3. Off the school grounds at a school activity, function, or event, or on a school bus transporting students to or from school or a school activity.
4. On a school bus transporting students to or from school or to or from any school related activity.

WEAPONS AND DANGEROUS INSTRUMENTS

A student shall not knowingly possess, handle, or transmit any object that can reasonably be considered a weapon:

1. On the school grounds during and immediately after school hours.
2. On the school grounds at any other time when the school is being used by a school group.
3. Off the school grounds at a school activity, function, or event.
4. On a school bus transporting students to or from school or to or from any school related activity

NARCOTICS, ALCOHOLIC BEVERAGES, STIMULANT DRUGS AND TOBACCO

A student shall not knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind:

1. Before, during, and after school hours.
2. On the school grounds at any other time when the school is being used by any school group.
3. Off the school grounds at a school activity, function, or event.
4. On a school bus transporting students to or from any school activity.

USE OF TOBACCO

A student shall not use tobacco while on school property during school or any school function or event. This includes smoking, chewing, and dipping snuff.

DISRESPECT

A student shall not through physical actions, gestures, or verbal abuse or otherwise show disrespect toward a teacher, or any other school employee. A student shall not intentionally fail to obey lawful and reasonable requests of a teacher or any school employee.

PROFANITY AND OBSCENE LANGUAGE

A student shall not use profane and/or obscene language in the presence of any teacher, employee, or student:

1. On the school grounds immediately before or immediately after school hours.

2. On the school grounds at any other time when the school is being used by a school group.
3. Off the school grounds at a school activity, function, or event.
4. On a school bus transporting students to or from any school activity.

SPECIFIC RULES

Daily Procedures

- Students are to report to their designated locations immediately upon arriving at the school building by bus, car, or walking.

Morning Procedures for P.E. Room and Hallways

- Walk silently on the right side of the hall in a single-file line
- Do not copy homework
- Sit up and sit quietly
- Do not sit near Coach Blount's office

Consequences

- Warning
- Moved
- Lunch Detention
- Removed from area

Lunch Room Procedures

- Keep your book bag and books with you at breakfast
- Observe and obey all stop signs
- Stay in line while being served
- Stay in your seat
- Talk quietly to those sitting near you

Consequences

- Warning
- Move to end of the line
- Breakfast – quiet table/Lunch – lunch detention

Additional lunchroom policies

- All breakfasts and lunches will be eaten in the cafeteria.
- Each student is responsible for cleaning up his/her eating area after the meal in the cafeteria. Each student will take his/her tray to the window when given permission by the adult in charge.
- No food or drinks can be taken from the cafeteria.
- Students are expected to show good manners and quiet, orderly behavior in the cafeteria.

Hall Procedures

- Use quiet voices inside the building
- Treat everyone and everyone's property with respect
- Keep hands and feet to yourself
- For everyone's safety, do not run in the building
- Follow directions given by an adult the first time

Consequences

- (see classroom procedures)

Classroom Procedures

The teacher has the right and the duty to add other rules to keep order in his/her classroom.

- Stay in your seat
- Do not disrupt class in any way
- Keep hands and feet to yourself
- Treat everyone and everyone's property with respect
- Follow directions given by an adult the first time

Consequences for K – 2nd grade

- Reminder warning
- Official warning
- Lose 5 minutes of recess
- Time out in another room
- Referral: 1) ISS – 1 hour
2) ISS – rest of the day
3) ISS – 1 day or corporal punishment
4) ISS – 2 days
5) ISS – 2 days/mandatory parent conference
6) OSS – 1 day

Consequences for 3rd – 5th grade

- Warning
- Lose 5 minutes of recess (3rd grade only)
- Lunch detention
- Reflection time in another classroom
- Referral: 1) ISS – rest of the day
2) ISS – 1 day
3) ISS – 2 days
4) OSS – 1 day
5) OSS – 2 days
6) Alternative ISS

Fighting

- No fighting is allowed at school, on the school bus, or at any school function. Students will be suspended from school or the school bus for a minimum of three to five days. (see page 19)

Encouraging Fighting

- Students who encourage fighting or arguments among other students will also receive appropriate consequences.

Junk Food

- Chewing gum, bubble gum, candy, carbonated drinks or other junk food is not allowed at school.

Firecrackers, etc.

- No firecrackers or “poppers” are allowed at school.

Profanity, etc.

- Profanity or vulgar talk among students and from students to teachers is not allowed. Vulgar language is not allowed on items of clothing, on body parts, in writing or on school property.

Student Harassment

- Students are not to harass fellow students at any time. Harassment is a verbal or physical action that may instigate conflict.

Disrespect to Teachers

- Students are not to talk back to or be disrespectful in any way to teachers or other staff members.

Leaving School Early

- Parents should report to the front office before pickup or drop-off of students.
- No student is allowed to leave early unless he/she has been cleared by the teacher and the office and released to a responsible adult who has been properly identified.
- Students who bring notes for early checkout are to present them to the office for a signature by the principal/assistant principal or the office staff. The note will be copied, filed, and returned to the student.
- Parents who come early for students will sign the student out in the office and the student will be called to the office to leave. Please remember that any visitor, including parents, must have an office pass before going out into the building.
- Students are not permitted to leave the campus during the day without written permission from the office and a written statement from the parent.
- Students are to leave the campus promptly when school is dismissed. No student is to re-enter the building except for an emergency, or for special programs.

Makeup Work

- It is the responsibility of the student/parent to arrange for makeup work after an absence. The teacher is required to offer makeup work to students with excused absences. The teacher may offer but is not required to give makeup work for unexcused absences. A student may make up major grades (not daily grades) for any absence.

Stealing

- Students caught stealing will receive appropriate consequences or suspension. Repeat offenders will be referred to the parents and to the Warrenton Police Department. (see page 21)

Money at School and Other Personal Possessions

- Students are not to borrow or lend money at school. All lending of money or any personal possession such as clothes or school supplies is the responsibility of the student and not of the school.
- Students who bring money to school are solely responsible for the safekeeping of the money and the school bears no responsibility.

Weapons and Other Dangerous Instruments

- Knives, guns, sticks, razors, matches, cigarette lighters, or any type of instrument which can be used as a weapon to damage people or property are not allowed at school. Any such weapon or instrument will be confiscated and disposed of by the school.

Toys

- NO TOYS of any description are allowed at school due to the distractions and problems they can cause among students. This includes cards as well. These items will be taken by the teacher and returned at the end of the semester.

Electronic Equipment

- Radios, tape recorders, “boom boxes,” beepers, electronics or computer disks, CD’s games, audio/video tapes or any other electronic equipment are **NOT** allowed at school. These items will be taken at the first offense and returned at the end of the school year.

Care of Books and Other School Equipment

- The care of all books and school property issued to students is the responsibility of the students. In the event that school books, library books or other school property is lost or damaged the students are expected to pay for them. Textbooks, library books belonging to the school will be kept from direct contact with the floor and should be covered if possible. These books should not be left on the school bus or anywhere else that they could become lost or damaged.

Sick or Injured students

- Parents of students who become sick or injured at school will be contacted either at work or at home. Please **BE SURE** that the school has an emergency telephone number and knows the procedure that the parents want followed in case of a severe emergency.
- Please make the school aware of any medical condition a student has so the school will be able to handle the condition appropriately.

Absences

- When a student is absent, the parent is required to send a note or doctor’s excuse explaining the reason for the absence within three days.
- Absences considered excused are: (1.) Death in the immediate family (send an obituary with the excuse – maximum of three days excused), (2.) Sickness of the student, (3.) Religious reasons confirmed by the church accompanied by a list of dates at the beginning of each semester.
- Doctor and Dental appointments for check-ups are unexcused. If the student is sick, have the doctor/dentist’s office write the reason for the visit. If no reason is written, it will be assumed to be a check-up.

School Supplies

- All students need to come to class with ample paper and pencils, etc., to do the required work. There is a school store from which students may buy pencils and paper if needed.

Hall Passes

- No student is allowed to leave the classroom without written permission from the teacher. Hall passes are required at all grade levels. Hall passes may be waived at the discretion of the principal.
- Students are not allowed to interrupt classes or loiter in the hallways while classes are in session.

Dusting of Erasers

- No erasers may be dusted on the building, trees, or utility poles.

Visitors

- **VISITORS MUST CHECK IN WITH THE OFFICE FOR IDENTIFICATION AND TO RECEIVE AN OFFICE PASS BEFORE GOING TO THE CLASSROOMS OR ANYWHERE ELSE IN THE BUILDING.**
- Visitors are not allowed to accompany students to school. Friends and relatives of students are not to be brought to school to visit.

- Parents, including parents who work in the school, should make an appointment with their child's teacher before going to the classrooms. Interruptions during class hours should take place only under emergency conditions.
- Students released by their teachers to go to other classrooms should have a pass and an emergency reason for interrupting another class.

School Telephone

- THE SCHOOL TELEPHONE IS A BUSINESS PHONE. All uses of the telephone by students should be an emergency.
- Any student using the telephone should have the permission of his/her teacher and a member of the office staff.
- Students should NOT have to call home to find out what to do about coming home at end of the day. They should know what bus to ride, whether to wait to be picked up and whose house to go to without having to call home.

Permission to Ride a Different Bus or to be Picked Up

- IF STUDENTS ARE TO RIDE A DIFFERENT BUS FROM THE ONE THEY ARE ASSIGNED TO RIDE, BE PICKED UP BY SOMEONE ELSE OTHER THAN A PARENT, OR ARE TO GO TO A PLACE OTHER THAN HOME, A NOTE MUST BE SENT TO THE TEACHER SIGNED BY THE PARENT. That note will be sent to the office for approval and a copy filed in the office. The bus driver will expect to see the note before allowing the student to ride. All bus messages must be called in to the school office before 2:00 p. m. daily.

INCIDENTS REQUIRING IMMEDIATE REFERRAL:

DISCIPLINARY PROCEDURES/ACTIONS **Serious Issues with School Wide Consensus**

All discipline matters will be handled subject to the discretion of the Principal or Assistant Principal.

#1 Disrespect

- **1st Offense:**
- ISS – 1 day
- Parent contacted
- **2nd Offense:**
- OSS – 1 day
- Parent conference required
- **3rd Offense:**
- OSS – 2 days
- Parent attendance during school is required for one day before student can return to regularly scheduled classes.

#2 Profane language/gestures (must be heard/seen by Faculty or Staff member)

- **1st Offense:**
- Parent contacted
- Child must repeat/describe act to the parent
- Lunch detention (2 days)

- **2nd Offense:**
- Parent conference required
- ISS (K-2: 1day ISS; 3-5: 2 days ISS)
- **3rd Offense:**
- OSS – 2 days

If directed toward faculty or staff (even if implied) immediate suspension for **first offense (2 days), second offense (4 days), and third offense (10 days and hearing officer notified).

#3 Touching

Any boy or girl putting his/her hand on members of the opposite sex or on members of the same sex on their private parts will be sent home immediately.

- **1st Offense:**
- Immediate suspension
- Parent contacted
- **2nd Offense:**
- Immediate suspension for 3 days
- Parent conference required

#4 Fighting

Fighting is when a teacher has to intervene to break the students apart.

- **1st Offense:**
- OSS – 3 days
- **2nd Offense:**
- OSS – 5 days
- **3rd Offense:**
- OSS – 10 days
- Referred to the hearing officer

#5 Aggressive behavior (threatening or intimidation)

- **1st Offense:**
- Warning- parents contacted, student conference
- Attend session with counselor
- **2nd Offense:**
- Lunch detention – 3 days
- Parent conference required
- Attend sessions with counselor
- **3rd Offense:**
- ISS – 2 days
- Attend sessions with counselor
- **4th Offense**

- OSS – 3 days
- Attend sessions with counselor
- **5th Offense**
- OSS – 10 days and referred to the hearing officer
- Attend sessions with counselor

#6 Possession of Weapon/Threat of Harm

This includes anything that can be or is used as a weapon and any threat to harm or bring something to school to harm others. If a student finds him/herself in possession of a weapon, he/she must turn it in to an adult IMMEDIATELY.

- **Every Offense:**
- Immediate 10 day suspension
- Parent contacted
- Referred to the hearing officer

#7 Destruction of property

- **1st Offense:**
- Parents notified
- Clean-up what has been destroyed
- The student must write an apology note to be placed in file
- **2nd Offense**
- 2 days ISS
- Clean-up what has been destroyed
- Parents will be notified
- Child must describe what has happened to the parent
- **3rd Offense**
- 1 day OSS
- Clean-up what has been destroyed
- Parents will be notified
- Child must describe what has happened to the parent
- ****Expensive Items:**
- Student is sent home until the parent accompanies him/her for a conference.
- A plan is developed between the parent and teacher (contract/action plan).
- Restitution must be made including an apology note.

#8 Computer Misuse

This includes, but is not limited to, tampering with other students' work, using other students' log-in or password, or damaging computer equipment (hardware, software, etc.)

- **1st Offense:**
- Parents contacted
- Loss of computer privileges for the remainder of the nine weeks
- **2nd Offense:**
- Parent contacted
- Loss of computer privileges for the remainder of the year

#9 Leaving an area without permission

- **1st Offense:**

- Lunch detention – 2 days
- Parents contacted
- **2nd Offense:**
- ISS – 1 day
- Parents contacted
- **3rd Offense**
- ISS – 2 days
- Parents contacted

#10 Stealing

All valuables must be secured

- **1st Offense:**
- ISS – 1 day
- Notify parents the same day that the incident occurs
- Child must describe what has happened to the parent
- If applicable, restitution must be made
- **2nd Offense:**
- OSS – 1 day
- Parents contacted
- If applicable, restitution must be made
- **3rd Offense:**
- OSS – 2 days
- Parents contacted
- Police contacted
- If applicable, restitution must be made

#11 Failure to accept disciplinary action

- Immediate suspension
- Student must complete the consequences they refused after returning to school after suspension.

#12 Assault/battery against any employee

- Parents contacted
- Immediate suspension for 10 days
- Referred to hearing officer

Students must understand that unnecessary noise, movement on the bus, throwing objects or any other behaviors that may cause the driver to become distracted will not be tolerated. We want to provide safe passage to and from school and to do so students must adhere to the rules and regulations of the buses and its' drivers.

#13 Bus Referrals

- 1st Offense – Warning
- 2nd Offense – 3 days suspension
- 3rd Offense – 5 days suspension
- 4th Offense – 10 days suspension

- **Police Plan:**

- After the 10th referral, the student will be placed on a police plan. There will be a meeting with the parents, the police, and the administration. If the parent refuses to attend, the meeting will be held without the parents and a letter will be mailed to the parents. After being placed on the police plan, another referral will result in the parent being required to spend the day with the student from 8:00 – 3:00. After that, all referrals will be sent to the police who will file them with the Department of Juvenile Justice.

***If a student is suspended from ISS, the student must serve the remaining ISS time when they return to school before attending classes again.

Discipline of Disabled Students

Disabled students are not exempt from school disciplinary processes, nor are they entitled to remain in a particular educational program when their conduct substantially impairs the education of other children in the program. However, federal and state law and regulations require public schools to meet the individual educational needs of disabled children to the extent that current educational expertise permits.

A disabled student's staffing committee may prescribe or prohibit specified disciplinary measures for an individual student by including appropriate provisions in the student's Individual Education Plan (IEP). The committee must take into consideration the student's disabling condition when deciding whether or not staff may use a particular form of discipline. Administrative authorities should observe any such provisions contained in a disabled student's IEP, except that a staffing committee may not prohibit the initiation of proceedings for suspension or expulsion, which are conducted in accordance with the law and policy.

The administration may suspend a disabled student unless a suspension is prohibited by the student's IEP. At the end of the suspension, the school should return the student to the same educational placement if appropriate. The administration may immediately remove, for a short period of time, a disabled student who is endangering himself/herself or others. Expulsion of a disabled student is equivalent to a change in educational placement and therefore requires special procedures. Before a disabled student may be expelled, a multi-disciplinary team must determine whether or not there is a connection or casual relationship between the handicapping condition and the misconduct. Only then would expulsion resulting in cessation of educational services for the student be allowable.

The school district will continue to provide a free and appropriate education as set forth in a student's IEP for expelled students with disabilities. Nothing contained in this administrative rule will be construed as limiting an administrator's ability to remove a disabled student from school immediately under emergency conditions.

Expectations increase for children in their middle years, as do the students' propensity to make more reckless decisions than they did in their early years. With that in mind, the following excerpt is appropriate from the Warren County Middle School Handbook:

CODE OF CONDUCT

It is the purpose of the Warren County School District to operate each school 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 the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires all schools to adopt codes of conduct which require students to conduct themselves at all times in a manner that facilitates a learning environment for themselves and other 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 and on each bus 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.

The Code of Conduct is effective 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; and on vehicles provided for student transportation by the school system. Also, students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees.

Parents are encouraged to become familiar with the Code of Conduct and to be supportive of it in their daily communication with their children and others in the community.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in this Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate the school board policy or procedures. The principal may, at his discretion, reduce a written penalty due to circumstances unless the penalty is prescribed by Board policy or state law. The authority and discretion of the principal to reduce penalties is absolute. Teachers and other employees of the Warren County School System are not to take misbehavior or disrespect by students personally. This will prevent adults from attempting to get the principal to maximize penalties because of their own emotional involvement with the incident.

DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a written discipline process. The degree of discipline to be imposed by each school official will be in proportion to the severity of the behavior of a particular student and will take into account the student's discipline history, the age of the student and other relevant factors.

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 substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

The following disciplinary actions may be imposed for any violation of this Code of Conduct unless Warren County Board of Education Policy or state law requires a specific disciplinary action.

- Warning and/or counseling with a school administrator or counselor
- Loss of privileges, Isolation or time out
- Temporary removal from class or activity
- Notification of parents

- **Parent conference**
- **Detention**
- **In-school-suspension, Short-term or Long-term**
- **Temporary placement in an Alternative Education Program**
- **Short-term suspension out-of-school**
- **Referral to a Disciplinary Hearing**
- **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 referral to be necessary or appropriate.**

The maximum punishments for an offense include long-term suspension for more than ten days or expulsion, including permanent expulsion, but those punishments will be determined only by a disciplinary hearing as outlined in the Warren County Board of Education policies.

Before a student is suspended for ten days or less, the principal or designee will inform the student of the offense for which the student is charged and allow the student to explain his or her behavior. If the student is suspended, the student's parents will be notified when possible. School officials may involve law enforcement 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. Student book bags, 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. Students are required to cooperate if asked to open book bags, lockers or any vehicle brought on campus. Metal detectors and drug/weapon police dogs may be utilized at school or at any school function including activities occurring outside normal school hours or off the school campus at the discretion of administrators.

BEHAVIOR WHICH WILL RESULT IN DISCIPLINARY ACTION

Possession, sale, use in any amount, distribution or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturates, marijuana, or alcoholic beverage or other intoxicant or being in possession of items that are associated with drug use.

Possession, distribution, attempted sale or sale of substances represented as drugs or alcohol, although they are not.

Sale, attempted sale, distribution, possession or being under the influence of a prescription or over the counter drug.

Possession or use of a weapon or dangerous instrument. A student shall not possess, use, handle or transmit any object that reasonably can be considered a weapon. Students who possess firearms on campus will be subject to a minimum of a one calendar year suspension and will be referred to law enforcement officials.

Verbal or physical assault includes threats of bodily harm and/or sexual assault, of school personnel, students, or persons attending school-related functions. Immediate suspension and an automatic referral to a disciplinary hearing will result if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary hearing if a student is alleged to have committed an assault upon another student or a person attending a school-related function.

Battery, including sexual battery, and physical acts of violence towards teachers, administrators, other school personnel, other students, or persons attending school-related functions

All students in grades six through twelve who are alleged to have engaged in fighting or to have committed an **assault or battery** will be referred to appropriate law enforcement officials, unless the physical contact was in defense of self, as provided in Georgia law. Defense does not include retaliation.

If the student is found to have committed an act of **physical violence against a teacher, school bus driver, school official or school employee** the student shall be permanently expelled from attending school in the Warren County School District. The Board of Education, in its discretion, may allow enrollment in the alternative school. If a student has not yet reached ninth grade and if the hearing officer so recommends, the local board may permit a student to reenroll in the regular public school for grades nine through 12. The violation will be reported to the proper law enforcement officials. If the student is a juvenile the referral shall include a request for a petition alleging delinquent behavior.

Disrespectful conduct toward teachers, administrators, other school personnel, other students, or persons attending school-related functions.

Any unwelcome behavior based on a student's race, national origin, sex, or disability is prohibited, 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.

Possession or use of tobacco in any form.

Damaging or defacing personal property or school property (vandalism). If a student intentionally causes substantial damage, on school premises, to the personal property of a teacher, other school official, employee or other student, the student will be referred to a student disciplinary hearing if the school principal, in his discretion, believes the damage could justify the expulsion or long-term suspension of the student.

Extortion or attempted extortion.

Possession and/or use off fireworks or any explosive.

Activating a fire alarm under false pretenses or making a bomb threat.

Insubordination, disorderly conduct, disobeying school rules, regulations, or directives; disobeying directives given by teachers, administrators, or other school staff.

Classroom and school disturbances.

Violation of school dress code.

Violation of bus rules. In addition to the rules found in student handbooks and posted on school buses, students shall obey the following rules while on the school bus: use of electronic devices, including but not limited to cell phones, pagers, radios, tape or compact disc players, or any other types of electronic devices is not allowed; use of mirrors, lasers, flash cameras or other lights or reflective devices in a manner that might interfere with the driver's operation of the school bus also is prohibited.

While on the bus, all students shall abide by disciplinary rules found in this handbook and Board of Education policies, including but not limited to, rules and policies prohibiting fighting, bullying, physical assault or battery of other persons on the school bus, physical acts of violence, verbal assault of other persons on the school bus, disrespectful conduct toward the school bus driver or other persons on the school bus, and other unruly behavior. Violations of such disciplinary rules may result in disciplinary action, including suspension from school or referral to a student disciplinary hearing.

If a student engages in bullying or in physical assault or battery toward another person on the bus, the student's parent or guardian must meet with the school principal or his or her designee for the purposes

of forming a school bus contract. The contract shall provide for age-appropriate discipline, penalties and restrictions for student bus misconduct and may include assigned seating, ongoing parental involvement and bus suspension.

Use of profane, vulgar, or obscene words or indecent exposure.

Possession of pocket pager, cell phone or electronic communication device, except for health or other unusual reasons approved by the Board of Education.

Inappropriate public displays of affection.

Gambling or possession of gambling devices.

Moving and non-moving driving violations.

Giving false information to school officials.

Cheating on school assignments.

Unexcused absence, chronic tardiness, skipping class, leaving campus without permission.

Bullying. Georgia law mandates that upon a finding that a student in grades 6-12 has committed the offense of bullying (as defined by state law) for the third time in a school year, the student shall be assigned to an alternative school.

Criminal law violations. A student who has committed a violation of the criminal laws and whose presence on the school campus may endanger the safety of other students or cause substantial disruption to the school operation may be subject to disciplinary action including in-school suspension, short-term suspension and referral to a disciplinary hearing.

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 language or swinging at someone in an attempt to strike)

Battery: Intentionally making physical contact with another person in an insulting, offensive, or provoking manner or in a way that physically harms the other person (Example: fighting)

Bullying: 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.

Chronic disciplinary problem student: a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur.

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 a warning one day in advance so transportation arrangements can be made by parent or guardian.

Disciplinary hearing: School officials appointed by the Board of Education to sit as fact

finder and judge with respect to student disciplinary matters.

Dress code: the current dress code is explained in the student handbook.

Drug: the term drug does not include prescriptions issued to the individual, aspirin or similar medications and/or cold medications that are taken according to product use recommendations and board policy. Caffeine pills are considered drugs.

Expulsion: Suspension of a student from a public school beyond the current school quarter or semester; such action may be taken only by a disciplinary hearing.

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

Fighting: Conflict involving two students in which serious blows are thrown by both students. If only one student throws a blow or blows the incident is an assault, not a fight. Mild horseplay including mild pushing, shoving, or wrestling action is not fighting but may be considered instigation of conflict since many of these incidents lead to fighting.

Fireworks: The term “fireworks” means any combustible or explosive composition or any substance or combination of substances or articles prepared for the purpose of producing a visible or audible effect by combustion, explosion, or detonation; as well as articles containing any explosive or flammable compound; and tablets and other devices containing an explosive substance.

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.

In-School Suspension: Removal of a student from class or regular school program and assignment of that student to an alternative program isolated from peers.

Physical acts of violence: Physical violence means (1) intentionally making physical contact of an insulting or provoking nature with the person of another; or (2) intentionally making physical contact which causes physical harm to another unless such physical contacts or physical harms were in defense of himself or herself, as provided in Georgia law.

Suspension: Removal of a student from the regular school program for a period not to exceed 10 days (short-term) or for a period greater than 10 days (long-term, which may be imposed only by a disciplinary hearing). 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. The period of suspension ends at 3:30 P.M. on the last day of the suspension. Students may attend any activity after 3:30 P.M. with the exception of playing in a sports event when the coach says not to.

Theft: The offense of taking or misappropriating 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 an agreement not to contest whether a student has committed an infraction of the Code of Conduct and the acceptance of consequences in lieu of a disciplinary hearing.

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 nunchuk, or fighting chain, throwing star or oriental dart, or any weapon of like kind.

STUDENT SUPPORT PROCESSES

The Warren 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 Student Support Teams, school counselors, chronic disciplinary problem student plans, and other appropriate programs.

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 contacts is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments.

Parents and students should contact the principal of the school if specific questions arise related to the Code of Conduct. 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 student, 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 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 or teachers 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.

OFFENSES AND THEIR PENALTIES

All discipline matters will be handled subject to the discretion of the Principal or his designee unless specified by law or Board of Education policy. On the next few pages are listed some possible offenses and the penalties which each carries. Please read them carefully. It is YOUR responsibility to know the rules. Students are responsible for all consequences.

The Middle School Strike process is designed to provide teachers with an organized method to complete their responsibilities towards managing classroom behavior.

The team of teachers will keep a “Strike Folder” on each home room class. Each time a student is disruptive in class, hall, or cafeteria, the teacher records a strike on the student’s record. With each strike is a required consequence carried out by the teacher and recorded. For example, at strike four the teacher is required to make telephone contact with the student’s parent or guardian and at strike five the team of teachers are required to have a parent/team conference. These steps must be implemented before written discipline referrals are sent to the principal.

The Strike Process serves as a protection of student’s rights and a record that the teachers’ took interventions before sending a discipline referral to the principal which could result in out-of-school suspension. It also is used to identify students who have “no strikes” and are recognized for positive self-discipline achievement. Behavior that is violent or severely disrespectful to teachers rises to a level that requires immediate referral to the principal without following the strike process.

Warning: It is the policy of WCMS to suspend students out of school for 10 days and call for a disciplinary hearing on the 7th offense for disrespect of a teacher. It is also the policy of WCMS to suspend students out of school for ten days and call for a disciplinary hearing for excessive referrals at the 10th referral unless an exception is made by the principal.

1. Weapons and Dangerous Instruments

It is unlawful for any person to carry, possess, or have under control any weapon at a school building, school function, or on school property, or on a bus or other transportation furnished by the school.

Penalty for possession:

Knife—10 days suspension immediately, legal authorities contacted, a disciplinary hearing is called.

Gun— Suspended pending a disciplinary hearing, legal authorities contacted, criminal charges filed.

Penalty for use of any weapon: Suspended pending a disciplinary hearing, legal authorities contacted, and criminal charges filed.

2. Drugs/Alcohol

The sale or distribution of these substances on school property is prohibited. The possession of, use of, or being under the influence of these substances is also prohibited. This section includes all drugs except those prescribed by and taken under the care of a doctor. In addition, a student found guilty of a drug or alcohol offense not involving the school may be sent to a disciplinary hearing and suspended/expelled from school.

Penalty for Distribution:

Immediate suspension pending a disciplinary hearing; legal authorities notified.

Penalty for Use: Immediate suspension pending a disciplinary hearing; parents and legal authorities notified.

3. Use of Tobacco

Students are instructed to refrain from the use of all tobacco products while at school, on a school bus, and at any time while representing Warren County Middle School as a member of any team or organization.

Penalty:

First offense—Parental Contact and 3 days in-school suspension.

Second offense—3 days suspension.

Third offense—5 days suspension.

Fourth offense—Suspension pending the outcome of a disciplinary hearing.

4. Theft or Vandalism of Public or Private Property

Penalty:

First offense—3 days In-school suspension; parents contacted; restitution must be made. Police and legal authorities notified if necessary. Indefinite suspension may be recommended and criminal charges may be filed.

Second offense — 5 days suspension.

Third offense — Suspended pending disciplinary hearing.

5. Harassment (Intimidation/Threatening/Instigation of Conflict Penalty):

First Offense—2 days In-school suspension, parents notified.

Second Offense—3 days In-school suspension, parents notified.

Third Offense—2 days suspension, parents notified.

Fourth Offense—3 days suspension, parents notified.

Fifth Offense—10 days suspension and a disciplinary hearing called.

Violence/Assault/Battery/Fighting/Instigating Conflict/Bullying/Threatening.

There is a No-Tolerance Policy for any type of violence. Fighting, threatening, and/or intimidation of another student or students is strictly prohibited. Bringing off-campus conflicts to school will result in serious consequences. Carrying gossip or threats between students is strictly prohibited and considered Instigation of Conflict. Intense arguing and mild pushing or shoving are also Instigation of Conflict. Fighting or assault involves serious hitting with intent to do bodily harm. Threatening to kill someone or to commit terrorist acts rises to a higher level and may result in long term suspension, calling a disciplinary hearing, and calling the police. Bullying and its consequences are defined by state law and include the threat, ability, and intention to do serious bodily harm.

6. Assault/Fighting/Battery, Bullying (as defined by state law) Penalty:

First offense—2 days suspension. Counseling session with student and parents. Police called.

Second offense—3 days suspension. Counseling session with parents, counselor, and student. Police called.

Third offense—Ten days suspension, pending disciplinary hearing. Police called.

“All students in grades six through twelve who are alleged to have engaged in fighting or to have committed an assault or battery will be referred to appropriate law enforcement officials, unless the physical contact was in defense of himself or herself as provided in Georgia law.—Warren County Board Policy JCDA

7. Horseplay: mild physical contact without the intent to do bodily harm; usually in a playful manner. Includes mild pushing, shoving, or wrestling.

First Offense—1 day ISS.

Second Offense—2 days ISS.

Third Offense—3 days ISS.

Additional offenses will require more serious consequences at the principal’s discretion.

8. GANG RELATED INVOLVEMENT.

This does not have to be gangs originating from outside Warren County, but also refers to students who pick a name for their group and are then involved in threats or intimidation of other students.

Penalty:

First Offense involving no physical contact or verbal threat to do bodily harm—2 days In-school suspension, parents called, and students referred to guidance counselor.

Second Offense with no physical contact or verbal threat to do bodily harm-- 3 days suspension, parents called, and students referred to guidance counselor.

Third Offense involving no physical contact or verbal threat to do bodily harm, or the first offense involving physical contact or verbal threat to do bodily harm, or the first offense involving affiliation with a gang originating outside Warren County—Ten days suspension pending disciplinary hearing.

9. Classroom and School Disturbances

Acts that cause substantial disruption of learning opportunities and/or threaten the safety of other students are against the rules.

Penalty:

First offense—One half day In-school suspension.

Second offense—One day In-school suspension.

Third offense—Two days In-school suspension.

Fourth offense—Three days In-school suspension.

Fifth offense—One day suspension.

Sixth offense—Two days suspension.

Seventh offense—3 days suspension.

Eighth offense—10 days suspension and disciplinary hearing called.

10. Disrespect

This includes the willful refusal to carry out instructions of a school employee, the refusal to identify oneself to a school employee upon request, and backtalk to a teacher or other employer. Failure to attempt class work after being told to do so by a teacher three times is disrespect.

Penalty:

First offense—1 day of In-school suspension.

Second offense—2 days In-school suspension.

Third offense—3 days in-school suspension.

Fourth offense—1 day suspension.

Fifth offense—2 days suspension.

Sixth offense—3 days suspension.

Seventh offense—10 days suspension and disciplinary hearing called.

11. Inappropriate Comments, Profanity, and Obscene Language.

The use of profane, obscene, and vulgar and/or threatening words or gestures will not be tolerated. Backtalk to a teacher that does not include profanity falls under rule #10 above.

Penalty: (If directed at a student)

First offense—1 day In-school suspension.

Second offense—2 days In-school suspension.

Third offense—3 days in-school suspension.

Fourth offense—1 day suspension.

Fifth offense-2 days suspension.

Sixth offense—3 days suspension.

Seventh offense—10 days suspension and disciplinary hearing called.

(Profanity and Obscenity if spoken directly to a teacher or other adult)

First offense—2 day suspension.

Second offense—3 days suspension.

Third offense—5 days suspension.

Fourth offense—10 days suspension and disciplinary hearing called.

12. Misbehavior on School Bus.

The school bus is an extension of the classroom and appropriate behavior is expected to be the same as in the classroom.

Penalty:

The penalties for misbehavior at school may be enforced for bus misbehavior in place of any temporary or permanent suspension from the bus or together with bus suspension.

“If a student engages in bullying, as that term is defined in Georgia law, or in physical assault or battery of another person on the school bus, the parents or guardians must meet with appropriate school district personnel to form a school bus behavior contract for the student. This contract will provide progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. The contract may include assigned seating, ongoing parental involvement, and suspension from riding the bus.—Warren County Board Policy JCDA

13. Truancy and Skipping Class

Truancy is defined as absence from school during any part of the school day without the consent of a parent and/or the knowledge of school officials. Class work missed due to truancy may not be made up and the student’s grade will suffer accordingly. The first offence will require 2 days in-school suspension and penalties will grow progressively worse with additional offenses. A student is truant when he/she: Leaves school without signing out in the office; Leaves school without permission of an administrator or his designee; Is absent from school without prior written permission from parents; Is absent from class without permission of the teacher; Is out of assigned area; Does not report to the office when sent by a teacher.

14. Possession of a beeper/paging system, cellular phone, game device, music playing device

School policy prohibits the possession or use of a cellular phone, an electronic paging device, game device, music playing device or radio by any student while on school grounds or at a school sponsored activity. The item will be taken from the student, held in the middle school office, and returned when the parent/guardian comes and picks it up. The student will be assigned one day of In-school suspension for the first offense and additional offenses will require progressively more severe penalties. If the student is found to possess such an item during state academic testing the minimum penalty is two days in-school suspension. If the student uses an electronic device during state academic testing, the test will be invalidated and a minimum of five days out-of-school suspension will be imposed.

15. Eating And/Or Drinking In Class

Students are not to eat or drink in any classroom unless the principal has approved of an activity. All drink cans and paper should be disposed of properly in trash containers. Students are not allowed to bring food purchased from fast food restaurants into the lunchroom. Students are not allowed to receive food brought from outside the school during the day; any student attempting to do so will have the food confiscated by the administration. Penalty for the first offense will be one day in-school suspension and additional offenses will require progressively more severe penalties.

16. Lying To School Officials, Falsifying the Signature of a Parent or School Employee

Students guilty of these behaviors will be sent to in-school suspension for one day on the first offense and additional offenses will require progressively more severe penalties.

17. Gambling

Gambling in any form is not permitted on the school campus. This includes activities such as playing cards, flipping or matching coins, rolling dice, etc. for money or other things of value. Teachers will confiscate any money or materials used in such a manner and refer the students involved to the principal. Students guilty of this offense will receive one day in-school suspension on the first offense and additional offenses will require progressively more severe penalties.

18. Sexual Harassment

Students should be aware of the following policy as it refers to inappropriate personal interactions, both on the immediate school grounds and at school functions.

Definition: It is a violation of school rules for any student to have any inappropriate personal contact either physically or verbally with another student, school employee, or other person while on a school campus.

Penalty: (Toward a student)

First offense: Warning and school counseling; parents contacted; parents of victim contacted.

Second offense: 2 days ISS; parents and parents of victim contacted.

Third offense: 1 day OSS; parents and parents of victim contacted.

Fourth Offense: 10 days suspension and a disciplinary hearing called.

In addition to the above penalties, the student will be subject to action by the appropriate law enforcement agencies.

Penalty: (Spoken sexual comments to or sexual touching of an employee by a student)

First offense: 3 days suspension.

Second offense: 10 days suspension and disciplinary hearing called.

19. Misconduct During Assemblies

Assemblies and pep rallies are held for several purposes: to teach, to entertain, to honor, to display school spirit, and to celebrate. Depending upon the purpose of the assembly, there is a specific type of behavior expected of the audience.

Therefore, there is a zero tolerance for misbehavior during any assembly. Students who misbehave will be removed from the assembly and dealt with at the discretion of the principal.

20. Dress Code Violation—Teachers should give a strike each time they have to remind a student to comply with the dress code. When the strike folder is exhausted each nine weeks, teachers will call for the security guard or principal to escort the student to ISS on offenses one through three. Teachers will not write a formal discipline referral until the student gets to offense four below which will require three days ISS. After following all these procedures the teacher will write a discipline referral for “Disrespect” starting with offense four below and each offense thereafter.

Penalties:

First Offense: One half day ISS

Second Offense: One day ISS

Third Offense: Two days ISS

Fourth Offense: Three days ISS for “Disrespect”

Fifth Offense: One day OSS for “Disrespect”

Sixth Offense: Two days OSS for “Disrespect”

Each further offense will require more severe penalty.

21. Tardies and Early Releases—Accumulated tardies to school and early releases from school

will result in the student being assigned to ISS by the Principal and the parents called.

Penalties:

Five tardies or five early releases—One day ISS

Ten tardies or early releases—Two days ISS

Fifteen tardies or early releases—Three days ISS

Attendance

The following circumstances will permit students to be temporarily excused from attending school and be allowed to make up their work for a grade.

- A. Students who are ill and whose attendance in school would endanger their health or the health of others.
- B. Students in whose immediate family there is a serious illness or death.
- C. Recognized religious holidays of a student's faith provided the parent turns in a list of such holidays before the end of the first week of school.
- D. Prearranged absences for other reasons and/or extreme hardships, subject to the discretion of the principal.

Unlawful Absences/Unexcused Absences where class work may not be made up for a grade.

- A. Students who are willfully absent from school without the knowledge of their parent/guardian.
- B. Students who are absent from school without acceptable cause with knowledge of their parent/guardian.
- C. Students who are suspended out-of-school or expelled.
- D. Routinely scheduled doctor or dentist appointments.
- E. Death other than immediate family.
- F. Religious holidays other than those submitted the first week of school and approved.
- G. College visits exceeding five days without prior approval by the principal.
- H. Family trips and/or vacations.

Excessive Absences

Parents will be contacted by letter and an explanation requested when a student misses 5 days combined excused and unexcused absences. After ten combined excused and unexcused absences the school will refer the student to juvenile court unless an attendance hearing committee decides otherwise. The juvenile court will hold a hearing with the parents and the student present and decide any penalties that are to be applied.

Students are expected to be in school on a regular basis to achieve specific curriculum objectives. Any and all work missed from a class must be made up, if the student is to receive credit for the class. When lawful absences occur, immediate attention is to be given by the teacher, student, and parent to work missed by the student. Special efforts must be made by each of these to see that missed work has been made up. The teacher will specify a reasonable period of time to make up the work, based upon the total number of consecutive days missed, unless prior arrangements have been made. An automatic zero or unsatisfactory grade for absences in this category is not permitted. However, after reasonable efforts have been made by school personnel without success, a zero or unsatisfactory grade may be given. Students are to make up work within three days of returning to school, unless the Principal grants additional days. Notes of excused absences must be shown to the appropriate teachers within two days of returning to school and must be left with the home room teacher

At the high school level, many of the expectations are the same, but 14-18-year-olds should begin to act as emerging adults, and the 18-year-olds are considered adults in the community. Therefore, disciplinary consequence could be more severe, even resulting in permanent expulsion. Therefore, it is appropriate to include the high school disciplinary code from their handbook as well:

The Warren County High School Code of Conduct is based upon the Warren County Board Of Education Code of Conduct.

A. BEHAVIOR POLICIES

Consequences for infractions of school rules are deliberately progressive. Detention is for minor offenses; in-school suspension for those more serious and where there is a need to remove the student from the general population; and out-of-school suspension is reserved for the most serious offenses. Students who are in violation of the rules and regulations governing Warren County High School may be subject to one or more of the following disciplinary actions:

1. Detention. Detention may be a punishment for those students who have unexcused tardiness (less than 5-mins.) to school/class, or who break a class rule for the first time. Teacher Morning Detention (7:30a.m.–7:55a.m.) will be assigned by the teacher, and parent contact will be made by the teacher as an intervention to improve student behavior. Students assigned to detention will be expected to bring enough work to keep them busy throughout detention. Refusal to attend detention and/or misbehaving while in detention are serious offenses. The penalty for either of these offenses may result in one day of ISS. Administration may require that the detention still be served.

2. School Suspension (ISS). In-school suspension is an alternative to suspending students out of school which allows them to complete their class work. Therefore, it is less detrimental to the learning process. It is held in a room designated for that purpose in the school building and the students are isolated from the general population. When a student is assigned to ISS, he/she will not be able to represent WCHS as a member of any team, or in an extracurricular activity such as band, chorus, or literary.

3. Out-of-School Suspension (OSS)
Conventional suspension is for those students who have committed major infractions or those who have a list of repeated minor infractions. It involves the student being unable to attend school or any school-related activity for a designated number of days. A student who is suspended will be able to make up any major test or project for a grade. Conventional suspension will not exceed ten days.

4. Long-term suspension (LTS). Long term suspension is for those students who have been to a discipline hearing with the hearing officer. LTS limits a student from attending school for a specific period of time. LTS may be with or without a

recommendation for attending the Alternative School at the discretion of the hearing officer.

5. Expulsion. Expulsion is for those students who, by their actions as chronic discipline problems or as perpetrators of major offenses, have made plain that the student body is better without their presence. If such problems occur, the principal may recommend expulsion to the hearing officer for a recommendation to the board of education, which will review the situation before making a decision. Expulsion may be implemented only after a due process hearing.

5. Corporal punishment. Paddling of a student by the principal or his/her designee must take place in the presence of another school official. Advance written notice is required if a parent or guardian does not want corporal punishment used as a disciplinary option.

B. PARENTAL INVOLVEMENT

The *Student Handbook* 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 contacts is extremely valuable; therefore, they provide information to parents as well as on-going opportunities for school personnel to hear parents' concerns and comments. Parents and students should contact the principal of the school if specific questions arise related to the *Student Handbook*.

The *Student Handbook* specifies student expectations, standards of behavior, and various violations which may result in a request for a conference with the parent or legal guardian. Parents are encouraged to visit Warren County High School regularly and to be actively involved in the academic and 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 student, the principal shall notify the student's parent or guardian by telephone call and by mail 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 correctional plan. The law even allows the local board of education to petition the juvenile court to become involved in the process, and the juvenile court has the legal authority to do so.

C. PYRAMID OF INTERVENTION

Warren County High School has implemented a pyramid of Intervention that addresses the needs of our students on three levels, all students, "at risk" students, and "severely at

risk” students. See the administration for more details.

D. STUDENT ‘CODE OF CONDUCT’ OFFENSES

All discipline matters will be handled subject to the discretion of the principal or assistant principal. On the next few pages are listed some possible offenses and the penalties which each carries. Please read them carefully. It is YOUR responsibility to know the rules. Students are responsible for all consequences.

Teachers set the tone for what happens in their classrooms. It is the teachers’ responsibilities to maintain appropriate classroom decorum by utilizing effective classroom management. Such techniques will include warnings, student conferences, changing seating arrangements, contacting parents, and parent conferences. When these measures have been implemented and there has been no change in behavior, the school administration will accept a referral. This procedure does not apply to extreme behavior such as drugs, alcohol, weapons, etc. where consequences are determined by law.

Also, students may be disciplined for conduct off campus that is felonious or which may pose a threat to the school’s learning environment or the safety of students and employees. Such conduct should be reported by students and employees alike. A student who has been **ARRESTED, CHARGED, OR CONVICTED** in court with a **MISDEMEANOR OR FELONY** offense occurring off school property and whose presence at school is reasonably certain to endanger other students or staff or cause substantial disruption to the educational climate may be disciplined and/or suspended from school. The student may be suspended by the principal until this decision could be made by the hearing officer.

1. Actions Preceding a Fight/Disruption –Students who participate in activities that result in a confrontation leading to a fight, the strong possibility of a fight, or cause a substantial disruption to the school activities, will be subject to suspension.

Discipline

1st offense--Minimum of 2-days suspension (the degree of disruption will determine the actual length of the suspension and also determine whether the suspension will be ISS or OSS. If students have been previously warned, the suspension will be OSS).

2nd offense--4-days ISS/OSS

3rd offense---6-days ISS/OSS

2. Accumulated/Multiple Offenses: Students who have nearly ten or more suspensions (several violations) of the Code of Conduct may be subject to discipline for *accumulated offenses*. Students charged with *accumulated offenses* will be referred to the WCBOE hearing officer with a minimum recommendation of long-term suspension and consideration for placement at the alternative school.

3. Alcohol: Refer to “*Drugs/Alcohol*” for disciplinary action.

4. Bullying: Refer to *Fighting/Assault/Battery/Bullying* offense in the code of conduct for discipline.

Threatening, and/or intimidation of another student or students are strictly 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 that would give the victim reason to fear or expect immediate bodily harm. Georgia law mandates that if a student in grades 6-12 has committed the offense of bullying for the third time in a school year, the student shall be assigned to an alternative school.

5. Bus Misbehavior: The school bus and the school bus stop location is an extension of the classroom and appropriate behavior is expected to be the same as in the classroom. Riding the bus is a privilege and not a right.

Bus Contract: If a student engages in bullying, as that term is defined in Georgia law, or in physical assault or battery of another person on the school bus, the parents or guardians must meet with appropriate school district personnel to form a school bus behavior contract for the student

This contract may provide progressive age-appropriate discipline, penalties, and restrictions for student on the bus (for example, assigned seating, ongoing parental involvement, and suspension from riding the bus with continued misbehavior).

Discipline

1st offense---*Warning and/or Detention/ISS/OSS

2nd offense—4-days *ISS/OSS (Bus Contract possibility)

3rd offense---10-days *OSS

**Depending on the severity of the misbehavior. May also result in bus suspension and the student/parent must provide their own transportation.*

6. Cell Phones and Electronic Devices-(Tape Player, Radio Walkman, Electronic Games, CD player, MP3 Player, IPOD, Beeper, etc.). Such devices, when not used by a teacher for instructional purposes, are not allowed at school.

Cell phones and electronic devices should be left in a vehicle or placed in a locker and should remain there until school ends. Students should not have a cell phone in a backpack, book bag, pocket, purse, or anywhere in their possession from the beginning of school (7:45a) until school dismisses (3:15p).

If a phone/electronic device is on during class/school day and interrupts instruction/school activity, it may be considered as class/school disruption as well as a violation of the cell phone/electronic device policy. Teacher/school employee will confiscate the phone/electronic device and the code of conduct discipline will occur. A student who willfully refuses to give the phone/electronic device will be subject to additional discipline as outlined according to the code of conduct.

Discipline

1st offense-----***Warning** and item will be taken from student and returned to parents after **one week**. Student, parent, and the administrator will **sign the phone/electronic device information/receipt** sheet.

2nd offense---Student will be assigned **1-day of ISS**. Item will be taken from student and returned to parents after **one month**. Student, parent, and the administrator will **sign the phone/electronic device information/receipt sheet**.

3rd offense-- Student will be assigned 4-days of ISS. Item will be taken from student and returned to parents at the end of that **semester**. Student, parent, and the administrator will sign the phone/electronic device information/receipt sheet.

4th offense—Student will be referred the hearing officer with a charge of *willful refusal* to comply with school rules and regulations.

7. Cheating: Honesty is very important for students to be as successful as possible. Students may not use the writings or work from another person in a manner, which represents the work as that of the student.

Discipline

-Students will receive a zero from the teacher on the assignment containing the cheating/plagiarized information.

-Teacher will contact the parent/guardian based on the offense.

-Teacher will have a discipline referral placed in the student's folder documenting earning the grade and the parent contact.

When a teacher is reasonably sure that a student is cheating, the teacher will take up the student's paper.

Another test may be given at the discretion of the teacher.

A teacher has the right to move students as they deem appropriate in order to prevent cheating.

Cheating on standardized tests will result in serious consequences:

- a. The test will be ruled invalid
- b. Suspension from school and/or recommendation for a hearing

8. Computer/Technology Violations: Each class will have appropriate rules regarding use of the computers and other equipment available to students. Students are expected to follow those rules. In addition, there is the issue of computer trespass. Students may not use computers in any manner other than instructed by the school staff and may visit only those Internet sites approved by their instructor.

At no time should students visit such websites as My Space, or check their personal email account while at school.

Activities such as deleting materials, altering or damaging or causing the computer to malfunction in any manner will not be tolerated. Students who commit

computer/technology violations are subject to loss of computer privileges for the remainder of the year. Computer trespass discipline is as follows:

Discipline

1st offense----2-days ISS; financial restitution and parent contact

2nd offense----4-days ISS; financial restitution and parent contact

3rd offense----Administrative discretion and parent contact

9. Cutting Class/Truancy: **Cutting/truancy** is defined as absence from school during any part of the school day without the consent of a parent and/or the knowledge of school officials. Class work missed due to cutting/truancy (unexcused absence time) may not be made up and the student's grade will suffer accordingly. A student is truant when the student.....

- comes to school but does not attend all classes.
- cuts a class or classes; absent/cut a part of a class without permission by a teacher (for example, walking the halls during class time without a pass), or
- becomes ill and goes home or stays in the restroom instead of reporting to the office, or
- leaves school without signing out in the office, or
- is absent from school without prior written permission from parents.

Discipline

1st offense--- 2-days ISS, parent contact

2nd offense—4-days ISS, parent contact

3rd offense--- 5-days OSS, parent contact

10. Disorderly Conduct/Horseplay: Students who disrupt school, the learning environment, or who pose a threat to the health, safety or welfare of students, staff and others have committed the act of disorderly conduct. This includes acts of violence, the use of obscene, vulgar or profane language during, before or after school, or at school activities.

Discipline

1st offense--- 4-days ISS/OSS (Depends on severity of the infraction: parent involvement with a behavior intervention plan to be developed)

2nd offense—6-days ISS/OSS (Depends on severity of the infraction: parent involvement with a behavior intervention plan to be developed)

3rd offense---Referral to the WCSS hearing officer

11. Disruption of Class/School: Appropriate behavior is expected at all times. Teachers write a discipline referral (and send a copy to the front office for the student's discipline file:

parent, and/or

*Teacher Warning/Written Assignment and teacher contacts

*Morning Detention (7:30a.m.–7:55a.m.) with the Teacher and

parent contact

Students who consistently disrupt class/school will be subject to additional administrative disciplinary actions. Parents of students referred to the office for disruption will be contacted and discipline may include:

Discipline

1st offense--- 2-days ISS (Depends on severity of the infraction: parent involvement with a behavior intervention plan to be developed)

2nd offense—4-days ISS (Depends on severity of the infraction: parent involvement with a behavior intervention plan to be developed)

3rd offense---Administrative Discretion

12. Dress Code – Warren County High School expects students to dress appropriately for school. The purpose of the dress code is not to make the school the “fashion police”. The dress and personal appearance of each student should be a positive reflection on the student body and the school. No clothing shall encourage drug/alcohol use, violence, or have a sexual reference. There is also the safety aspect of dressing appropriately for school. A suggestion is, if there’s any question as to the appropriateness of an item, don’t wear it. Continuous violation of the dress code policy may lead to a suspension pending a disciplinary hearing to determine the student’s future educational opportunities.

Note:

(a) Minor dress code violations offenses will be corrected on the spot by/at the request of a teacher and/or administrator. If the student fails to correct the dress code violation, they will be immediately referred to the office as an act of “*willful refusal*” and will result in ISS and/or OSS.

(b) Classes such as Physical Education (PE), various laboratories, and many vocational classes may have additional requirements or concerns regarding clothing. For safety purposes, jewelry should not be worn in PE classes, science labs, welding, etc. Also, students may not wear their PE uniforms/clothing to other classes unless they are in complete compliance with the dress code.

If a dress code violation is unable to be corrected immediately the student will be placed in ISS at that time by an administrator until the violation is resolved. Further ISS and/or OSS may be assigned.

Discipline

1st offense--- Warning and change of clothes (stay in ISS until clothing arrives)

2nd offense—Detention and change of clothes (stay in ISS until clothing arrives)

3rd offense---1-day ISS and change of clothes (stay in ISS until clothing arrives)

4th offense---See “*Willful Refusal*” discipline in code of conduct

5th offense---Administrative discretion

Warren County High School provides the following examples of what is considered

INAPPROPRIATE for school. This is not a complete list and should be used as a guide (WCHS reserves the right to decide what's suitable and appropriate for the school environment):

a. Caps, hats, bandannas, headbands, hoods (or other types of headgear) **cannot** be worn in the school building except for recreational activities. (They may not be worn at formal or cultural activities.). There is a *No Tolerance* policy for bandannas, doo-rags, wave caps, etc. Head covers worn for religious reasons must be approved by the administration.

b. Sunshades or dark glasses, unless prescribed by a doctor or eye professional, may not be worn in the school building except for recreational activities. (They may not be worn at formal or cultural activities).

c. Students must be **fully clothed** at all times with no bare midriffs, bare sides, or bare shoulders. Shirts or blouses are not to be tied so as to expose the midriff area. Shoulder straps on clothing must be at least 2 inches in width. Clothing that may be considered provocative such as See-through clothing, skintight clothing, clothing exposing excessive cleavage, etc. is not allowed.

d. Under garments cannot be worn as outerwear and should not be visible.

e. Pants must be fastened and worn at the waistline. Belts must also be fastened and worn properly. Words across the rear of the pants are not allowed. "Baggy", torn, tattered, ripped pants, pants with holes or frayed bottoms, pants that drag the floor, "low rise" pants that expose the torso or hips, cut-offs, pajamas, wind suits that are opaque (or "see through"), exposed boxer shorts are not allowed.

f. Belts, sash, and straps must be worn appropriately.

g. Shorts, skirts, skorts, and dresses must be at least mid-thigh or fingertip length (whichever one is longer). If a skirt or dress has a split, the top of the split must be at least mid-thigh or fingertip length (whichever one is longer). Gym shorts, biking shorts, spandex and hiking pants, etc. are inappropriate for classes other than P.E.

h. Shirts - Sleeveless/ muscle/body shirts, etc. (i.e., "Wife-Beaters" brand of T-shirts), pajamas, etc. are not allowed. Fleece may be worn. Students may wear shirts or blouses outside of their pants or skirt if the shirt or blouse does not hang below the mid-thigh. In particular, shirts that are straight-edged around the circumference and/or have slits in the 2 side seams are allowed to be worn outside of the pants. **Belts are still required to ensure that pants are not "hanging low" in the baggy style.**

If shirts are worn inside the pants, the shirt may be loosened and allowed to fall no more than three inches below the belt. Shirts must adhere to the code of

conduct and is at the discretion of the administration. Administrators reserve the discretion to decide what's suitable on the school campus.

i. Provocative wording should not be on any clothing. Clothing with reference to an illegal substance (including alcohol, drugs, and tobacco), gang affiliation, racial expression, profanity, obscenity, vulgarity, or sex, is prohibited.

j. Shoes or sandals must be worn. Bedroom shoes are not permitted.

k. Students may not wear **jewelry in pierced areas** of the body other than the ear (i.e., eyebrow, tongue, lip, etc.). This is also a safety concern.

l. Extreme out-of-season clothing is not allowed. For example, *Trench coats*, are not to be worn in the building.

13. Drugs/Alcohol – While at school or at a school activity, or traveling to/from school, students should not use, transmits, possess, or be under the influence of any drug/alcoholic beverage. The sale or distribution of these substances on school property is also prohibited.

Also, while at school or at a school activity, or traveling to/from school, students should not use, transmit, possess, or be under the influence of any illegal drug, or any *legal* drug used *illegally* or in a manner other than that prescribed by a doctor.

Discipline Immediate OSS pending a hearing; parents and legal authorities may be notified.

Law Note: ILLEGAL DRUGS AND INTOXICATING BEVERAGES

Students should be aware of the following policy as it refers to the possession, use, and sale of drugs and alcohol, both on the immediate school grounds and at school functions.

1. School-related Offenses. It is a violation of school rules for any student to possess, use, or offer to sell, barter, give away, exchange, or be under the influence of any intoxicating beverage, beer, wine, narcotic drug, or any controlled substance referred to in Section 16-13-21, et. seq. of the OCGA while on a school campus.

2. Non-School Related Offenses. It is a violation of school rules for any student to (1) sell, barter, exchange, give away, or (2) offer to sell, barter, exchange, or give away, or (3) possess with the intention to sell, barter, exchange, or give away an intoxicating beverage, beer, wine, or any narcotic drug or other controlled substance referred to in Section 16-13-21, et. seq. of the OCGA, at any school-sponsored function or event held primarily for students or whenever students constitute a substantial part of the persons attending or for who such function or event is directed, at any place, without regard to whether or not it is on school

grounds or at any school or student-sponsored function.

Conviction of a student in a court of Georgia, the United States, or any other state shall be admissible as evidence and shall constitute proof of guilt of the offense charged.

3. Definitions. As used in these rules, narcotic drugs or controlled substances shall include, without limitation, any of the following:

- A. Any substance held out or offered by any student for sale, barter, or giving away where such student by his or her actions in any way suggests, implies, represents, or acts in such manner indicating that such substance is a narcotic drug or controlled substance.
- B. Any prescription drug or controlled substance where the student possessing or offering same for sale, barter, exchange, or giving away same (1) is either not legally entitled to have such prescription narcotic drug or controlled substance; (2) offers to sell, barter, exchange, or give same away; or (3) where such prescription drug or controlled substance is not in the original, labeled container.

4. Penalties. Violation of any of these rules shall be punished as follows: permanent expulsion from the public schools of the local district; expulsion or suspension for the remainder of the quarter, semester, or school year; suspension for any lesser time; In-school Suspension; assignment to a special school for disciplinary students maintained or provided for by the local school district; or any lesser punishment in the **discretion of the local Board of Education or other responsible authority which hears and determines the matter.** In determining the punishment, consideration shall be given to the age and intelligence of the student; the seriousness of the offense; the prior disciplinary record of the student; and any circumstances showing aggravation or mitigation.

5. Reporting to Law Enforcement Officials. All principals or other school officials or employees in charge of the investigation at the school level shall, as soon as practicable, report any offense defined under this policy to the Superintendent or other person designated to receive such reports. The Superintendent or designee shall immediately report to appropriate law enforcement officials all cases involving sale, barter, exchange, give away, or possession with intent to do any of the above.

6. Furnishing Information to Law Enforcement Officials. Upon request from any sheriff, policeman, detective, state or federal drug enforcement representative, or other state or local law enforcement official, school officials shall furnish any information in their possession or control relating to any violation of these rules which reasonably might be considered a violation of any criminal law.

14. Early Dismissal – To be dismissed from school early, the student must sign out in the front office.

To sign out, students will need the following:

- a. A written note from their parent/guardian, which includes a telephone number for verification. The note must be brought to the office in the morning before school begins, or
- b. Have the parent/guardian come into the office at the time of dismissal to sign the student out. For security purposes, a picture ID is required for the parent/guardian to sign the student out.

15. Eating and/Or Drinking In Class- Snacks and drinks cannot be sold during lunch as the sale of such items is in competition with the school lunch program. Snacks and drinks must meet new nutritional standards and can only be sold after school. Students are not to eat or drink in any classroom. All drink cans and paper should be disposed of properly in trash containers. Students are not allowed to bring food purchased from fast food restaurants into the school. Students are not allowed to receive food brought from outside the school during the day; the food of any student attempting to do so will be confiscated.

Discipline Administrative Discretion

16. Electronic Devices: Refer to “*Cell Phones and Electronic Devices*” for disciplinary action.

17. Failure to Serve Detention/In-School Suspension – Unless excused by a valid absence, students who do not serve detention, or who are removed due to disruption of detention may receive the following:

Discipline for *failure to serve detention*

- 1st offense--- 1-day ISS
- 2nd offense—2-days ISS
- 3rd offense---4-days ISS
- 4th offense---Administrative Discretion

Discipline for *failure to serve ISS*

-Student will receive OSS for the remainder of their assigned ISS days.

18. Fighting/Assault/Battery/Bullying - There is a No-Tolerance Policy for any type of violence. Fighting, assault, battery, threatening, and/or intimidation (bullying) of another student or students are strictly prohibited.

A student is considered fighting whether that student initiates or retaliates as a participant.

Bringing off-campus conflicts to school will result in serious consequences.

All students in grades six through twelve who are alleged to have engaged in fighting or

to have committed an assault or battery will be referred to appropriate law enforcement officials, unless the physical contact was in defense of himself or herself as provided in Georgia law.

Discipline-Fighting

1st offense--- minimum 4 days OSS, parent conference

2nd offense—referral to the WCBOE hearing officer

Discipline-Assault/Bullying

1st offense--- 2- 4 days OSS, parent conference

2nd offense—5 days OSS, parent conference

3rd offense--- referral to the WCBOE hearing officer

Discipline-Battery

1st offense--- 4 days OSS, parent contact

2nd offense—5 days OSS, parent contact

3rd offense--- referral to the WCBOE hearing officer

19. Gambling-Gambling in any form is not permitted on the school campus. This includes activities such as playing cards, flipping or matching coins, rolling dice, etc. for money or other things of value. Teachers will confiscate any money or materials used in such a manner and refer the students involved to the Office. Any dice or cards found on a student regardless of whether gambling has occurred will be confiscated.

Discipline

1st offense--- 2 days ISS, parent contact

2nd offense—4 days ISS, parent contact

3rd offense--- 6 days OSS, parent contact

4th offense---Administrative discretion

20. Gang Activity –No student or group of students may engage in activities associated with gangs. Examples include dressing in a manner to “display colors”, any display of gang signs, assembling for any purpose that may cause a disruption, or for the purpose of intimidation, threatening, etc. other students or groups.

Discipline

Principal discretion and possibly reporting to the appropriate authorities.

21. Horseplay (refer to “*Disorderly Conduct/Horseplay*” in the code of conduct): Playful acts that cause a disruption will not be tolerated.

22. Inappropriate Comments, Language, or Gestures: The use of inappropriate comments/language/gestures including improper, profane, obscene, and vulgar language or gestures at school or at school events is unacceptable.

Discipline

- 1st offense--- 2 days ISS, parent contact
- 2nd offense—4 days ISS, parent contact
- 3rd offense--- 6 days OSS, parent contact
- 4th offense---long term suspension (administrative discretion)

23. Lack of Application (sleeping in class, lack of class materials, etc.): Students are expected to be prepared for all classes and pay attention to instruction. This includes wearing the appropriate clothing/uniforms for classes such as PE and vocational classes that require uniforms of safety equipment. It is not acceptable for a student to sleep in class. Discipline for lack of application may include:

Discipline

- a. Teacher Warning
- b. Teacher contacts parent
- c. Writing assignment(s)
- d. Teacher detention
- e. In-school suspension (see “*willful refusal*” in code of conduct)
- f. Out-of-school suspension

24. Lunchroom Misconduct: Proper conduct is expected in the cafeteria/lunchroom. Students who cut in line, throw food, leave their trays or trash on or under the tables, are loud and disruptive, etc., will be subject to disciplinary action. *Students may receive more severe discipline if their offense contributed to an unsafe environment (for example, “food fight”).*

Discipline

- 1st offense---Warning
- 2nd offense—Detention/ISS (depending on severity of offense), parent contact
- 3rd offense--- 2 days ISS, parent contact
- 4th offense---2 days OSS (administrative discretion)

25. Lying (or giving false information) to School Officials; Unauthorized possession/use of school passes, documents, etc. – Students may not possess any official school documents including hall passes, progress reports, admit slips, etc. Also, students may not forge, alter or change any signatures, dates, times, etc. with the intention of misrepresenting or misinforming the school, any business, or their parent/guardian.

Lying, giving false/inaccurate information, distorting the facts, details, persons involved, etc., in order to deceive any school official is not acceptable behavior.

Discipline

- 1st offense--- 5 days ISS, parent contact
- 2nd offense—6 days ISS/OSS (administrative discretion), parent contact
- 3rd offense---Referral to the WCBOE hearing officer

26. Out-of-area; being In an Off-Limits Area (for example, has a pass, but not one to that area or went someplace else when they were supposed to be in the lunchroom),

Discipline

1st offense---Warning, 2 days lunch detention

2nd offense— 1 day ISS parent contact

3rd offense---2 days ISS, parent contact

4th offense---4 days ISS, parent contact

27. Parking Violations: Only those students who purchased parking permits may park their vehicles on campus during the school day. Students who park the unregistered vehicles on campus, park in any space other than the one assigned to them, do not display their permit, go to their car during the day, allow others to use their vehicles, etc. will be subject to the appropriate disciplinary actions which may include the loss of their parking permit or having their vehicle towed at their expense. The minimum suspension of parking privileges will be for 30 school days. Students receiving 1-day of OSS/2 days of ISS will have their driving privileges suspended for a minimum of 30-school days.

Students choosing OSS when assigned ISS, or removed from ISS for misconduct, will have their parking privilege suspended for the remainder of the school year.

Discipline

1st offense--- Detention

2nd offense—1-day ISS, loss of driving permit, and parent contact

3rd offense---2-days ISS, loss of driving permit, and parent contact

4th offense---Administrative discretion

28. Public Display of Affection (PDA): Students are allowed only to hold hands while at school. Contact beyond this is discouraged and not allowed.

Discipline

1st offense--- 1-day ISS, parent contact

2nd offense—up to 3-days ISS, parent contact

3rd offense---3 days OSS to possible long term suspension, parent contact

4th offense---Administrative discretion

29. Rude and Disrespect: Rude and disrespectful behavior directed towards any school staff member will not be tolerated.

Discipline

1st offense--- 2-days ISS

2nd offense—4-days ISS, parent conference

3rd offense---6 days OSS, parent conference

4th offense---Administrative discretion

30. Sexual Harassment: *Sexual Harassment* is a violation of school rules for any

student to have any inappropriate personal contact either physically or verbally with another student, school employee, or other person while on a school campus. In addition to the discipline, the student will be subject to action by the appropriate law enforcement agencies.

Discipline

1st offense---Warning, referral to Guidance Counselor, 5-days ISS, and parent contact.

2nd offense—5-days OSS, parent contact

3rd offense---Suspended pending referral to the WCBOE hearing officer

31. Sleeping in Class: refer to “*Lack of Application*” for disciplinary action.

32. Sororities, Fraternities, and other Non-School Clubs/Organizations:

The school does not recognize organizations such as sororities, fraternities, or other secret/exclusive clubs. No activities by any of these organizations will be allowed on campus before, during or after school, at school activities, or at any time the school has jurisdiction over students. Students participating in hazing or any other such disruptive activity will be subject to disciplinary action.

Discipline

1st offense--- 2-days ISS, parent contact

2nd offense—4-days ISS, parent contact

3rd offense---6 days OSS, parent contact

4th offense---Administrative discretion

33. Tardy policy: The tardy policy will follow the guidelines set by the current attendance protocol and school policy. Continuous violation of the tardy policy may lead to a suspension pending a disciplinary hearing to determine the student’s future educational opportunities. Tardiness not only means loss of instructional time for the tardy student, it is also disruptive to the teaching and learning activities being conducted in the classroom. Tardiness to class will be dealt with according to the following procedures:

Excused Tardiness: Tardiness will be excused for the following reasons only

- Late bus
- Illness substantiated by a written note from parent/guardian, doctor, or dentist that constitutes an official legal document brought to school with the student
- Circumstances approved and documented by the Principal

Unexcused Tardiness: Student will be considered tardy if they are not seated and ready to begin class work when the tardy bell rings. **The following reasons constitute unexcused tardiness when they cause the student to report to school after the school day has begun:**

- Oversleeping
- Running out of gas, car not starting
- Missing the bus

Discipline for *Unexcused Tardiness*

- Tardy 1 to 5 – Warning – Discipline referral documented to Social Worker (due to attendance implications).
- Tardy 6 to 9 – Warning – Discipline referral documented to Social Worker (due to attendance implications).
- Tardy 10+- Out of school suspension; Discipline referral documented to Social Worker (due to attendance implications).

(Please refer to the ATTENDANCE POLICY as noted earlier in this student handbook and the *Notice of Attendance Procedures for Warren County School Student* that parents received the 1st week of school. Beyond 5-minutes tardy to class may result in an unexcused absence which could jeopardize earning class credit.)

34. Theft/Receiving/Possession (or) Vandalism of Public or Private Property:

Any student who steals or takes possession of property belonging to another person, the school, (to include stealing or “hiding” food on the lunch tray) etc., will be subject to the below noted discipline. All discipline will include administrator’s discretion, parent/guardian contact; and restitution to be made.

Police and legal authorities will be notified if necessary, and criminal charges may be filed.

Discipline

1st offense---For items with the following value in addition to parent contact :

- \$0-\$50 = 2 days ISS/OSS + restitution
- \$51-\$100 = 2 days ISS/OSS + restitution
- \$100+ = 6 days ISS/OSS + restitution

2nd offense—Double the above discipline.

3rd offense---10 days OSS + restitution , parent contact, and to a hearing

35. Threats/Intimidation towards Others: Refer to “*Fighting/Assault/Battery/Bullying*” for disciplinary action.

36. Tobacco: Students are instructed to refrain from the possession and use of all tobacco products while at school, on a school bus, and at any time while representing WCHS as a member of any team or organization.

Discipline

1st offense--- 3-days ISS, parent contact

2nd offense—3-days OSS, parent contact

3rd offense--- 5-days OSS, parent contact

4th offense---Administrative discretion and/or referral to the WCBOE hearing officer.

37. Truancy: Refer to “*Cutting*” for disciplinary action.

38. Vandalism of Public or Private Property: Refer to “*Theft/Vandalism*” for disciplinary action.

39. Weapons (and Dangerous Instruments): Students are not to bring any form of guns, knives, explosive (purchased or home made), razor blades, martial arts devices, or any other device that is intended to be used as a weapon. It is unlawful for any person to carry, possess, or use any weapon at a school building, a school function, or on school property, or on a bus, or other transportation furnished by the school.

Discipline

Immediate suspension and removal from school. The suspension will be until a hearing and will carry the recommendation of long-term suspension or expulsion.

40. Willful Refusal/Defiance: A student commits willful refusal when they refuse to immediately follow school staff directives.

Discipline

1st offense--- 2-days ISS/OSS (Depends on severity of the infraction.) Parent involvement with a behavior intervention plan to be developed)

2nd offense—4-days ISS/OSS (Depends on severity of the infraction. Parent involvement with a behavior intervention plan to be developed)

3rd offense---6 days OSS, parent contact (Depends on severity of the infraction. Parent involvement with a behavior intervention plan to be developed)

4th offense---Administrative discretion

Addressing Grievances and Complaints from Students, Parents, and Teachers

Complaints and grievances will be resolved according to Warren County Board of Education Policy and Procedures, as will conflicts between the charter school and/or its school council.

Resolving Student Complaints:

Students who have complaints regarding other students meet with their teachers, counselors or administration to resolve those conflicts. Should the matter not be resolved at that level in that order, the student should bring the complaint to the superintendent. If not resolved at that level, the student has the right to request the consideration of the board of education.

Students who have complaints against teachers should carry their concerns to the principal. If satisfaction is not reached, they may schedule an appointment with the superintendent. If the matter remains unresolved, an appeal to the local board of education is appropriate.

Students who have complaints regarding the school principal should schedule an appointment with the superintendent to discuss the matter. If it cannot be resolved at that level, it would be appropriate to appeal to the local board of education.

Resolving Parent Complaints

In a similar manner to the procedures quoted for students, a parent must meet with teacher if the complaint is in regard to a classroom event or procedure. If satisfaction is not reached, then the parent should set an appointment to consult with the principal. If the matter is not resolved at that level, then an appointment with the superintendent is in order. If the superintendent does not solve the problem to the satisfaction of the parent, then the parent can request to present his/her case to the board of education. Further appeal to the State Board of Education is possible, according to law.

Resolving Faculty/Staff Complaints:

If a teacher or staff member has a complaint that cannot be solved in consultation with the principal of the school, he/she can make an appointment to appeal his/her grievance to the superintendent. If satisfaction is not reached at that level, then the teacher or staff member can request to present his/her case to the board of education.

Employment Procedures and Policies

Administrative, Faculty, and Special and Paraprofessional staff will remain employees of the Warren County Board of Education.

Required Certification and/or Training and Experience and Meeting Highly Qualified Requirements of NCLB

Though certified, **highly qualified teachers** (As required for No Child Left Behind) **will be hired in all core areas**, the Charter System may choose to utilize **non-Georgia certified faculty in certain elective/connections/special areas classes. Bachelor's degrees will be a minimum requirement**, preferably in the area to be taught, with experience and special talent considered as qualifiers, especially in the areas of the fine arts. The Governing Board and the principal will determine appropriate criteria for the hiring and utilization of non-certified faculty.

Salary Schedule to Be Used

All employees will be paid on the Warren County salary schedule. See Appendix A for the state salary schedule with the Warren County supplements superimposed.

Fingerprinting and Background Checks Procedures

New hires **will be subject to fingerprint and criminal record checks** under the same rules as other employees.

Employee Insurance Coverage

All employees of the Warren County Board of Education are afforded the benefits as provided by the State of Georgia through the State Health Benefits Program.

Description of Transportation Services

All applicable laws will be followed by the Warren County Charter School System as they provide transportation services for the students.

All students can ride the bus to and from school, no matter where they live in the county at this time. No one is asked to walk to a bus stop within ¼ mile to reduce risk of accidents. Transportation is also provided late in the afternoon from the after-school programs. Transportation will comply with applicable law.

Description of Food Services Provided

Warren County Middle School will continue to provide food services, including breakfast and lunch, to all the students who attend. The school will participate in federal “Special Provisional” meal program.

Schools Currently in Needs Improvement Status and How They Will Be Supported

Warren County High School is the only school in the system currently in Needs Improvement Status. Only 32% of WCHS students made the score of 516 on the math GHSGT, which put the high school on the “needs improvement” list in the area of math. This was devastating to students, parents, faculty, and administration.

The administration, faculty and instructional staff have identified ways to provide individualized support for each student as identified in the sections regarding the educational program and using assessment to improve individual student achievement.

The Charter System will provide support of their efforts through budgeting of needed personnel, instructional materials and equipment, and support programs. The after-school program, Saturday School and summer opportunities are examples of such efforts. There is a half time math coach that serves all three schools at present, and the board of education hopes to increase that position to full time, primarily to increase her availability to the high school math faculty. The GHSGT math coach books aligned with GPS are used as part of her program at the high school. The \$32,000 Needs Improvement grant money has been turned over to the high school for them to use to make AYP. In addition, Title II funds are also dedicated to this area in providing Active Boards, calculators and other equipment for math instruction.

The entire high school staff in core areas was reconstituted in the 2006-2007 and 2007-2008 school years, with the exception of one teacher. The rationale was to ensure that highly qualified teachers would be in place to improve student performance in every area.

Long range planning for improvement includes better math preparation of students who will move into the high school over the coming years. All teachers in grades 3-5 are gaining the math certification endorsement as required by the local board. All math teachers at every grade level participate in the RESA math consortium that meets every month to refine their content knowledge further and to improve instructional methods used. The middle and high schools received a state math and science grant, and partnered with Brenau College to increase content knowledge.

In addition, the principal and faculty members will be held accountable in their annual evaluations for achieving their annual goals and for the achievement of the students for whom they are responsible.

FACILITIES

M.E Freeman Elementary School:

Though the building at 93 Hopgood Street was built over 50 years ago in 1956, subsequent renovations and modifications have restored it to an excellent condition. There is plenty of space to accommodate current and projected enrollment. It is located in a Warrenton neighborhood, where it enjoys the sense of ownership and protection of local residents.

Warren County High/Middle School:

The existing facility, located at 1253 Atlanta Highway, Warrenton, GA 30828, is five years old and is shared. Each school bears a separate facility code, even though both schools are under one roof. In a separate wing for most of the day, middle school students stay in the middle school with the exception of band, physical education, and visits to the media center. Those sites are located within the high school section of the building, but access is easily provided for grades 6-8.

Warren County Career Academy

This facility will be located at 509 Gibson Road, Warrenton, Georgia 30828 at the site of the old Warren County High School. It will open in August of 2010. It will be an extension of Warren County High School once the current building has been renovated to house the Career Academy..

Certificates of Occupancy

See Appendix B. The certificate of Occupancy for the Career Academy will be provided once the facility has been renovated, but before it opens in 2010.

Emergency Safety Plan

See Appendix C. The Career Academy will be covered under the system's safety plan.

PARENT AND COMMUNITY INVOLVEMENT

How Parents, Community Members and Others Were Involved in Developing the Petition

After numerous conversations regarding the pressing need to seek strategies to increase the academic achievement at each of the schools, Superintendent Carey asked the Board of Education for permission to look into Charter Schools with supportive funding. They voted to give her permission to investigate. When she came back with information for them to consider, they voted in favor of letting her present the information to two community groups that had representation from stakeholders throughout the county.

Both groups were very interested in the Charter opportunity and the preliminary ideas. A second meeting was called with one of these groups, and they gave ideas that could be included in a charter petition. Superintendent Carey went back to the board with input from the community and requested to present the possibilities to the staff in a system-wide meeting. They agreed and a system-wide meeting was called to talk about charter possibilities and the funding available to assist with the needed changes. Faculty and staff gave input on the possibilities, questions were answered and the consensus was that the petition should proceed.

That day, the superintendent and each principal announced that a committee at each school would be named to put together specific ideas for a charter framework. These committees worked during the summer of 2007, generating a number of ideas to improve each respective school. These ideas were shared with the other representative faculty members, and they were asked for additional suggestions.

The committees met with the superintendent and principals to prioritize the suggestions and make plans to pursue implementation of some of the suggestions with or without a charter or funding. When the teachers returned to work, each principal reviewed the charter ideas with his/her entire faculty.

The charter framework was shared with the Board of Education at their August 20, 2007 meeting. This charter petition effort was published as a Board agenda item for presentation to the community, as well. The superintendent published that administrators and representative faculty members reviewed the charter plans and would be taking parental input through at least two meetings held at each school specifically for that purpose. The superintendent and principals also held three community meetings to inform the entire community about the Charter framework. Letters then went home with students outlining the purpose and intent of the charter petition with notice of its availability to any interested parent or guardian.

The consensus of the faculty, staff, and school councils was that the matter should proceed.

The Board of Education voted to approve the petition with a 3-0 vote on Thursday, October 24.

How Parents, Community Members and Others Are and Will Be Involved in the Charter System:

Like most every other rural system in the state, The Warren County School System has to work hard to get the level of parental involvement that is desired. Many efforts on the part of the administration, faculty and staff at each school are directed at informing and involving parents in the education and planning for the future of their children. The system expects to see the existing levels of commitment improve over the next 3 years as a result of higher expectations for parents as well as for their children, especially given the high level of commitment from the broader community as evidenced in a later section. Some examples of projects recently implemented or continued from traditional practices are listed:

At M.E. Freeman Elementary School:

- Parents are contacted as part of the pyramid of interventions for behavior and academics.
- All parents at the elementary school sign the handbook, code of conduct, survey permission forms, internet forms, 21st Century applications.
- Parents are invited to Open House, Parent Orientations, Honor's Programs, and student performances.
- There is a parent/community computer lab and center at the high school for the community and the elementary parents to use to have access to computers, books, reference materials, and the internet. It is a known fact that when parents improve their own skills, they encourage their children to do the same.
- The Parent as Teachers program assertively involves parents through activities such as:
 - Reading night
 - Movie night
 - Doughnuts for Dad
 - Grandparents Day
 - Tea for Mom
 - Numerous parenting workshops

Parents are also encouraged to come to school for a day with their children, especially when discipline issues could be assuaged by parental presence.

At Warren County Middle School:

- WCMS is excited with the results already seen from the new Graduation Coach getting behind the most at-risk students on a very personal level, working with students and parents alike.
- Parents are contacted as part of our pyramid of interventions for behavior and academics.
- All parents at the middle school sign the handbook, code of conduct, survey permission forms, internet forms, 21st Century applications.

- Parents are invited to Open House, Parent Orientations, Honor's Programs, and student performances.
- All alternative school students and their parents meet with school officials before they are allowed to enter these programs to solicit and obtain a commitment for improvement.
- There is a parent/community computer lab and center at the high school for the community to use (including parents of middle school students) to have access to computers, books, reference materials, and the internet. It is a known fact that when parents improve their own skills, they encourage their children to do the same.

At Warren County High School:

- WCHS is excited with the results already seen from the Graduation Coach getting behind the most at-risk students on a very personal level, working with students and parents alike.
- Parents are contacted as part of our pyramid of interventions for behavior and academics.
- All parents at the high school sign the handbook, code of conduct, survey permission forms, internet forms, 21st Century applications, and the academic plan for their child(ren). The plan tells what the student must take and do to graduate so that there is no question where the student is in his or her quest to complete high school.
- Parents are invited to Open House, Parent Orientations, Honor's Programs, and student performances.
- All alternative school and Performance Learning Center Class students and their parents meet with school officials before they are allowed to enter these programs to solicit and obtain a commitment for improvement.
- There is a parent/community computer lab and center at the high school for the community to use to have access to computers, books, reference materials, and the internet. It is a known fact that when parents improve their own skills, they encourage their children to do the same.

Faculty, Instructional Staff, and Students:

Warren County is lucky to have such a dedicated and committed group of adults who consider each of the students as part of their school family and take their successes and failures to heart as if they were their very own. Students are also active in school operations and work with the faculty and administration for improvement. Some examples of faculty and staff involvement in the life of the school include the following:

At M.E. Freeman Elementary School:

- The elementary school has a faculty leadership team that works closely with the principal and assistant principal in guiding the school. They take ideas back to the faculty as a whole regarding plans for improvement, and they bring issues from the faculty to the leadership meetings.
- The school makes regular and consistent use of professional learning communities when studying and preparing to implement new ideas such as new report cards, new grading scales, student portfolios, and writing journals.

- Faculty members stay in the afternoons and return during summer and after school sessions to help students with the Georgia CRCT tests at each level.
- Teachers readily have agreed to work across all curriculum areas to improve skills such as writing. For example, all students write everyday in every class. Teachers have willingly been trained, and are receiving more training, on what to look for in writing, even though they are not writing specialists.
- Teachers have shown a ready willingness to use proven strategies like word walls, graphic organizers, essential questions, projects and thinking maps consistently at the elementary level.
- Most every teacher has volunteered to work part time or as a substitute in the after school program. They help with the Freeman Singers and other special student events/programs like 4-H. They sponsor field trips and school dances and family nights. They also tutor students after school at no additional charge. The small nature of the school necessitates the involvement of every teacher, which they willingly give. This demonstrates to the students that they care and are committed to the total success of the students. They frequently pay for items and camp expenses for students who cannot afford things for themselves, and they purchase items for classroom use with their own money.

Though the teachers are committed and dedicated, Warren County struggles to retain teachers, especially since most of them live outside county lines. Freeman lost four teachers at the end of 2007 that were able to find teaching positions close to home. Discussions are underway to seek incentives to retain quality teachers in Warren County.

At Warren County Middle School:

- The middle school has a faculty leadership team that works closely with the principal and assistant principal in guiding the school. They take ideas back to the faculty as a whole regarding plans for improvement, and they bring issues from the faculty to the leadership meetings.
- The school makes regular and consistent use of professional learning communities when studying new ideas before implementing new programs such as block scheduling, advisement—all practices and organizational issues that have been recently addressed.
- Faculty members stay in the afternoons and return during summer and Saturday sessions to help students with the Georgia CRCT tests at each level.
- Teachers readily have agreed to work across all curriculum areas to improve skills such as writing. For example, all students write everyday in every class. Teachers have willingly been trained, and are receiving more training, on what to look for in writing, even though they are not writing teachers.
- Teachers have shown a ready willingness to use proven strategies like word walls, graphic organizers, essential questions, projects and thinking maps at the high school level consistently.

Because of the size of the middle and high school and the fact that they share a building, most every teacher has volunteered to sponsor a club or help with a student activity either at the middle school or at the high school such as FBLA, literary,

cheerleading, FFA, step club, cheerleading, dance line, football, basketball, cross country, softball, field trips, feeding athletic groups, prom clubs, graduation committees, etc. The small nature of the two schools necessitates the involvement of every teacher, which they willingly give. This demonstrates to the students that they care and are committed to the total success of the students. They frequently pay for items and camp expenses for students who cannot afford things for themselves, and they purchase items for classroom use with their own money.

- A very successful program that was implemented last year at the high school will be added in an introductory class at the middle school. A student leadership team/class will participate in what will be called Leadership Warren I based on the high school program that has been offered by the local Chamber of Commerce and the County Extension Services. This program is a great asset in that students learn about communication, decision making, diversity, teamwork, etc., and carry what they learn back into the school every day, as well as into the community.

Though the teachers are committed and dedicated, Warren County struggles to retain teachers. Three out of county TAPP teachers who are under contract for the 2007-2008 year and live elsewhere have already been recruited by their home county. Discussions are underway to seek incentives to retain quality teachers in Warren County.

At Warren County High School:

- The high school has a faculty leadership team that works closely with the principal and assistant principal in guiding the school. They take ideas back to the faculty as a whole regarding plans for improvement, and they bring issues from the faculty to the leadership meetings.
- The school makes regular and consistent use of professional learning communities when studying new ideas before implementing new programs such as block scheduling, credit recovery, advisement—all practices and organizational issues that have been recently addressed.
- Faculty members stay in the afternoons and return during summer and Saturday sessions to help students with the Georgia High School Graduation Test.
- Teachers readily have agreed to work across all curriculum areas to improve skills such as writing. For example, all students write everyday in every class. Teachers have willingly been trained, and are receiving more training, on what to look for in writing, even though they are not writing teachers.
- Teachers have shown a ready willingness to use proven strategies like word walls, graphic organizers, essential questions, projects and thinking maps at the high school level consistently.

Most every teacher has volunteered to sponsor a club such as FBLA, literary, cheerleading, FFA, step club, cheerleading, dance line, football, basketball, cross country, softball, field trips, feeding athletic groups, prom clubs, graduation committees, etc. The small nature of the school necessitates the involvement of every teacher, which they willingly give. This demonstrates to the students that they care and are committed to the total success of the students. They frequently pay for items

and camp expenses for students who cannot afford things for themselves, and they purchase items for classroom use with their own money.

- The principal is establishing a student council so that she can obtain input from students elected from the general population of the school.
- A very successful program that was implemented last year will be continued. A student leadership team/class participates in what we call Leadership Warren through the local Chamber of Commerce and the County Extension Services. This program is a great asset in that students learn about communication, decision making, diversity, teamwork, etc., and carry what they learn back into the school every day, as well as into the community.

The Broader Community:

Community support for the public schools is great at this time, and the system enjoys many of the benefits from their generosity and personal involvement. Some of these groups will be nominated for the Beacon Award from the Georgia School Boards Association. It is expected that once charter status is obtained, this involvement will not only continue, but it will expand as the community sees a high school on the move for its students. **Some examples of partnerships include:**

- A mentoring program for the high school through our Communities in Schools Program is working well with some of the business representatives serving as mentors;
- A mentoring program for middle school students begun by the Chamber of Commerce will be continued and expanded with mentors recruited from a number of community sources.
- Donations to School Projects from the community:
 - a Back to School Luncheon to honor the TOTY and Paraprofessional of the Year and our business/ community partners;
 - Money, bonds, food, services, school supplies, breakfasts, etc., for our schools each year;
 - \$1000 check to our TOTY from the board's attorney, money given by our two banks for the TOTY, Paraprofessional of the Year and Bus Driver of the Year;
 - \$250,000 donation to our athletic complex by the Briar Rose development;
 - 900 book bags and school supplies were donated for each child in the system by the Briar Rose Foundation.
- Community agencies cooking for our back to school luncheon and also providing the food;
- Restaurants cooking pre-game meals for our teams;
- Businesses buying ads in programs and joining booster clubs to support academics and athletics;
- Community organizations seeking information about the schools, as evidenced by:
 - Presentations to the Kiwanis Club on a regular basis and by meeting/speaking with other groups as frequently requested.

- A weekly article by the superintendent in the Clipper (local paper). Each paper is FILLED weekly with information from the schools. The publicity has been so effective in garnering public support that the board of education has nominated the publication for the Georgia School Boards Association Beacon Award.
 - There are also weekly broadcasts on what is happening at WCHS through radio station WTHO/WTWA.
 - The superintendent represents the high school, as well as the other schools as a Saturday guest at WTHO/WTWA to talk about all that is going on in the system. Once again the support has been so positive that the board of education has nominated the station for the Georgia School Boards Association Beacon Award.
 - The principal of WCHS and the system superintendent both have an open door policy, and community members often stop by to visit, ask questions and even take tours.
- The middle/high school is frequently open to the community for funerals, Relay for Life, district meetings for community agencies, etc.
 - Local businesses also sponsor students for the Youth Apprenticeship Program initiated in the 2006-2007 year. Participation has been limited because of transportation issues to and from Thomson, the untapped for multiple sources of apprenticeship opportunities. Businesses in Thomson have volunteered and are ready for this opportunity. The system is seeking funding to provide a bus to transport students to Thomson to be able to participate in Youth Apprenticeships there. Transportation is currently provided at 5:30 each evening for those who have Warrenton assignments.
 - Sandersville Tech is a welcome partner with whom the high school has just participated in a grant for career awareness. Articulation agreements allow them to sponsor and teach the welding classes offered in the CTAE program for high school students. There are two classes that meet two hours each day. Discussions are also underway for a partnership to provide career academies to high school students.
 - Articulation agreements with Augusta Tech provide similar arrangements that could be expanded.
 - Another academic partnership includes Augusta State College. They send students each semester to participate in practicum experiences at all grade levels and in all subjects. These early contacts with young adults going into education provide the high school with a valuable recruiting tool for future faculty members.
 - The Warren County Commission, the City Government and the school system all work together to make great things happen. Recently, the 3 agencies entered an intergovernmental agreement whereby SPLOST funds were used along with a \$250,000 city and county donation to build a new high school football stadium behind our new school. This facility will be shared with the recreation department. In return, the city and county are using the grounds of the old high school to build a recreational complex that includes baseball fields, walking tracks and bike tracks. They can also use the old building for the recreation office and the old gym for recreational basketball. This is quite a partnership that few systems are lucky enough to enjoy.

- The largest 21st Century grant was awarded to the Warren County Schools during the last round of awards in conjunction with the Quality of Life Association of Warrenton. This is a great asset for the high school, as well as the other schools in the system. The Quality of Life Association has been a persistent and valuable partner in the improvement of education and, therefore, the quality of life in Warren County. A complete listing of activities that have emerged as a result of this grant is available in the superintendent's office. Two examples are the after-school programs at each school and tutoring through QUOLA at the old school each afternoon.
- WCHS always involves the community in the SACS improvement process, school councils, board meetings, community presentations and special events. For example, the high school was the venue for the RELAY for Life event last spring. The high school set up a walking track, tables for the various teams and a stage for the entertainment. (Much of the footwork was done by the student leadership team. They organized students to raise substantial sums of money and they participated as individuals in the walk. They also recruited the band to play during the survivor march.)
- The Chamber sponsors different breakfasts for our schools and programs for the community that are held at the school.
- Family Connections is a close partner.
- Better Hometown Warrenton assists in grant writing.
- A private supplemental service provider may be necessary if AYP is not reached at the high school this year, but the intent is not to need that contract.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

How Federal, State and Local Funds Will Be Distributed

Each spring the superintendent and the Finance Director review the state allocation sheet, the grants that the school system will be working under for the next year, and the taxes that the system expects to collect. During this time each school is completing a needs assessment so that they know what they will need in terms of teaching positions, supplies, textbooks, administrative items, professional learning, etc. The superintendent works with the principals to provide them with a budget allocation from which they develop their own school budgets. Specifically, the schools decide where, how and for what their money will be spent. They return a budget that outlines where the money will be spent to the Finance Director who then includes this in the system budget that she uploads to the state. For the past five years, it has been the consensus of the administrators, teachers and the community that Title I and Title II funds should be used to reduce class size. What really happens is that we list all of the anticipated expenditures down one side and the possible funding sources down the other side of a spreadsheet and then match the funding sources to what can be funded through that source. Principals are involved in this process so that they have an understanding of the system's budget. All competitive grant funds are allocated according to the grant proposal. Administrators and teachers have input into the competitive grants that are written so that everyone knows ahead of time how the funds can and will be used.

See proposed budget and per-pupil allocations in Appendix D.

Annual Financial Audit

To ensure sound fiscal management, the Charter System will follow the policies and procedures established by the Warren County Board of Education, the Georgia Department of Audits and the federal government. The annual audit will be conducted by representatives from the Georgia Department of Audits.

The Method of Determining School Enrollment for Calculating Funding

A state approved software program, SASI, will be used to collect and submit enrollment data that the state will use to determine funding eligibility.

Timeline to Begin Operation and Generating Funding

Warren County Charter System, if approved, will begin operations and generate funding as of the first day of school, 2008-2009.

The Warren County Charter System will comply with the federal monitoring requirements for schools receiving federal funds.

Plans for Securing Other Sources of Funding

A number of grants have been, or will be, applied for:

- 1) Rural Utilities Service Grant;

- 2) Career Academy Grant that will impact the middle and high schools;
- 3) Regional grant writing through Family Connections and Communities in Schools;
- 4) Plans are underway to contact several foundations and investigate federal TEA grants, particularly in funding outdoor classrooms.

DESCRIPTION OF GOVERNANCE STRUCTURE

The Charter System shall utilize local governing boards **for all schools, including the Career Academy**. The principal **(or Career Advisory Director for the Career Academy)** will be the Instructional Leader and Chief Executive Officer of each school. The local board of education will serve as the ultimate governing body. The Board of Education will consider recommendations coming from the superintendent/principal/**Career Academy Director** and governing council. This governing board will work with the principal/**Career Academy Director** to make decisions and recommendations regarding personnel, curriculum, calendars, finances and budgets, professional learning, textbooks, reports cards, promotion and retention requirements, school improvement goals and initiatives, and school operations to the superintendent and the Warren County Board of Education.

Governing Board and Public Meetings/Public Records

The Governing Board for each charter system school will be subject to the provisions of O.C.G.A. § 500-14-1 *et. seq.* (Open and Public Meetings) and O.C.G.A. § *et. seq.* (Inspection of Public Records).

Governing Board's Function, Duties, and Composition.

The governing board's function is to ensure the smooth operation of each school. The duties include but are not limited to decisions and recommendations regarding personnel, school improvement goals and initiatives, budgets, resources, curriculum, calendars, and school operations, professional learning, textbooks, report cards and promotion/retention requirements. The governing boards will be composed of the principal, and at least four staff members and four parents/community members.

Governing Board selection, term of service, and removal from office.

The principal will insure that at least four staff members are selected by the school staff to serve on the council. The principal will also insure that at least four parents/community members and/or business partners are selected to serve. The principal may have parents vote on representatives during parent meetings and/or issue personal invitations to serve on this council. The term of service will be two years beginning July 1 and ending on June 30 of the second year. Each governing board will set its own bylaws. If a governing board member does not fulfill his responsibility to participate regularly in the governing board meetings, he/she can be replaced by a vote of the board with the principal notifying the member that he/she has had to be replaced to ensure that the board runs efficiently and smoothly.

Governing Board and Conflicts of Interest

Governing boards will be subject to all Warren County policy regarding conflicts of interest such as policies related to nepotism, bidding for contracts, etc.

Governing Board's Role in Upholding the school's Mission and Vision

It will be the practice that all recommendations made by the Governing Board must be viewed in light of the school's mission, vision and beliefs. Any recommendations that are not aligned to the mission, belief and vision statements of the school system will not be brought forward.

Governing Board's Role in Evaluating the Principal

The governing board members will each be given a principal appraisal form on an annual basis that is to be anonymously completed and returned to the superintendent. This will be the same form that all teachers in the school have the opportunity to complete regarding the performance of their principal. Appraisal forms for teachers and governing board members will be distributed at the same time each year to further insure anonymity.

How the governing board will ensure effective organizational planning and financial stability

The superintendent will work with the principal and the governing boards each year regarding the allotment of personnel positions, budget allocations and grant monies available to the school. The council will consider the results of needs assessments regarding courses to be offered; organizational improvements needed; supplies, instructional materials, administrative supplies, textbooks, etc. that are needed; and professional learning that is desired. From the information provided by the superintendent and the needs assessments completed at the school level, the governing board will develop a plan to ensure effective organizational planning and financial stability.

The Governing Board's role in resolving teacher, parent, and student grievances and other conflicts.

The Governing Board shall uphold the Warren County School System policies on resolving teacher, parent, and student grievances and other conflicts as described in the section on addressing complaints from students, parents and teachers.

How will parents, community members, and or other interested parties be involved in the system charter school's governing council.

Parents, community members and stakeholders at large will be represented on the governing board. Further, the business of the board will be conducted in publicly held meetings where input from parents, community members and other interested parties may be received as part of the printed agenda.

Proposed business arrangements, partnerships with existing schools, educational programs, business, or nonprofit organizations and disclosure of conflicts of interest.

Community support for the public schools is great at this time, and the schools enjoy many of the benefits from their generosity and personal involvement. Some of these groups will be nominated for the Beacon Award from the Georgia School Boards Association. It is expected that once charter status is obtained, this involvement will not only continue, but it will expand as the community sees a high school on the move for its students. **Some examples of partnerships include:**

- A mentoring program through our Communities in Schools Program at the high school is working well with some of the business representatives serving as mentors;
- Donations to School Projects from the community:
 - o a Back to School Luncheon to honor the TOTY and Paraprofessional of the Year and our business/ community partners;
 - o Money, bonds, food, services, school supplies, breakfasts, etc., for our schools each year;
 - o \$1000 check to our TOTY from the board's attorney, money given by our two banks for the TOTY, Paraprofessional of the Year and Bus Driver of the Year;
 - o \$250,000 donation to our athletic complex by the Briar Rose development;
 - o 900 book bags and school supplies were donated for each child in the system by the Briar Rose Foundation.
- Community agencies cooking for our back to school luncheon and also providing the food;
- Restaurants cooking pre-game meals for our teams;
- Businesses buying ads in programs and joining booster clubs to support academics and athletics;
- Community organizations seeking information about the high school, as evidenced by:
 - o Presentations to the Kiwanis Club on a regular basis and by meeting/speaking with other groups as frequently requested.
 - o A weekly article by the superintendent in the *Clipper* (local paper). Each paper is FILLED weekly with

information from the schools. The publicity has been so effective in garnering public support that the board of education has nominated the publication for the Georgia School Boards Association Beacon Award.

- o There are also weekly broadcasts on what is happening at WCHS through radio station WTHO/WTWA.

- o The superintendent represents the schools as a Saturday guest at WTHO/WTWA to talk about all that is going on in the system. Once again the support has been so positive that the board of education has nominated the station for the Georgia School Boards Association Beacon Award.

- o The principals of each school and the system superintendent all have an open door policy, and community members often stop by to visit, ask questions and even take tours.

- The schools are frequently open to the community for funerals, Relay for Life, district meetings for community agencies, etc.

- Local businesses also sponsor students for the Youth Apprenticeship Program initiated in the 2006-2007 year. Participation has been limited because of transportation issues to and from Thomson, the untapped for multiple sources of apprenticeship opportunities. Businesses in Thomson have volunteered and are ready for this opportunity. The system is seeking funding to provide a bus to transport students to Thomson to be able to participate in Youth Apprenticeships there.

Transportation is currently provided at 5:30 each evening for those who have Warrenton assignments.

- Sandersville Tech is a welcome partner with whom the high school has just participated in a grant for career awareness. Articulation agreements allow them to sponsor and teach the welding classes offered in the CTAE program for high school students. There are two classes that meet two hours each day. Discussions are also underway for a partnership to provide career academies to high school students.

- Articulation agreements with Augusta Tech provide similar arrangements that could be expanded.

- Another academic partnership includes Augusta State College. They send students each semester to participate in practicum experiences at all grade levels and in all subjects. These early contacts with young adults going into education provide the schools with a valuable recruiting tool for future faculty members.

- The Warren County Commission, the City Government and the school system all work together to make great things

happen. Recently, the 3 agencies entered an intergovernmental agreement whereby SPLOST funds were used along with a \$250,000 city and county donation to build a new high school football stadium behind our new school. This facility will be shared with the recreation department. In return, the city and county are using the grounds of the old high school to build a recreational complex that includes baseball fields, walking tracks and bike tracks. They can also use the old building for the recreation office and the old gym for recreational basketball. This is quite a partnership that few systems are lucky enough to enjoy.

□ The largest 21st Century grant was awarded to the Warren County Schools during the last round of awards in conjunction with the Quality of Life Association of Warrenton. This is a great asset for all the schools in the system. The Quality of Life Association has been a persistent and valuable partner in the improvement of education and, therefore, the quality of life in Warren County. A complete listing of activities that have emerged as a result of this grant is available in the superintendent's office. Two examples are the after-school programs at each school and tutoring through QUOLA at the old school each afternoon.

□ The Warren county School System and each of the schools always involve the community in the SACS improvement process, school councils, board meetings, community presentations and special events. For example, the high school was the venue for the RELAY for Life event last spring. The high school set up a walking track, tables for the various teams and a stage for the entertainment. (Much of the footwork was done by the student leadership team. They organized students to raise substantial sums of money and they participated as individuals in the walk. They also recruited the band to play during the survivor march.)

□ The Chamber sponsors different breakfasts for our schools and programs for the community that are held at the school.

□ Family Connections is a close partner.

□ Better Hometown Warrenton assists in grant writing.

□ **A private supplemental service provider may be necessary if AYP is not reached this year, but the intent is not to need that contract.**

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

Complaints and grievances will be resolved through Warren county board of Education Policy and Procedures as will conflicts between the charter school and/or its councils.

Services of for-profit entities or educational management agencies.

None—no NCLB supplemental services are needed at this time, and that is the only possible situation that might result in a contract with a for-profit entity.

Criteria by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. §20-1-2065.

None

STATEMENT ON ANNUAL REPORT

The charter school will, by October 1 of each year that the charter is in effect, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).

APPENDICES

Appendices will be listed in the order in which they are referenced in the narrative.

APPENDIX A

Warren County Board of Education Salary Schedule
(See next page)

WARREN COUNTY SALARY SCHEDULE
2007-2008
FOR 10 MONTHS (180 DAYS) EMPLOYMENT

Years of Creditable Service	Salary Step	Year of Teaching	I-1	I-2	PROV	PROF I-4	PROF I-5	PROF I-6	PROF I-7	PROF I-8	PROF I-9	PROF I-10	PROF I-11	PROF I-12
0.1,2	E	1st	\$ 30,816.00	\$ 31,712.00	\$ 30,816.00	\$ 32,698.00	\$ 34,729.00	\$ 37,500.00	\$ 39,938.00	\$ 42,375.00	\$ 45,128.00	\$ 47,036.00	\$ 48,400.00	\$ 49,840.00
			\$ 840.00	\$ 668.00	\$ 843.00	\$ 683.00	\$ 950.00	\$ 1,030.00	\$ 1,098.00	\$ 1,166.00	\$ 1,243.00	\$ 1,297.00	\$ 1,351.00	\$ 1,405.00
			\$ 31,656.00	\$ 32,580.00	\$ 31,656.00	\$ 33,502.00	\$ 35,579.00	\$ 38,530.00	\$ 41,036.00	\$ 43,541.00	\$ 46,372.00	\$ 48,333.00	\$ 49,794.00	\$ 51,255.00
3	1	2nd	\$ 31,740.00	\$ 32,583.00	\$ 30,816.00	\$ 33,587.00	\$ 35,771.00	\$ 38,625.00	\$ 41,136.00	\$ 43,646.00	\$ 46,483.00	\$ 48,447.00	\$ 49,910.00	\$ 51,373.00
			\$ 848.00	\$ 884.00	\$ 843.00	\$ 920.00	\$ 981.00	\$ 1,061.00	\$ 1,132.00	\$ 1,202.00	\$ 1,281.00	\$ 1,356.00	\$ 1,431.00	\$ 1,506.00
			\$ 32,588.00	\$ 33,543.00	\$ 31,659.00	\$ 34,507.00	\$ 36,782.00	\$ 39,686.00	\$ 42,268.00	\$ 44,848.00	\$ 47,764.00	\$ 49,723.00	\$ 51,182.00	\$ 52,641.00
4	2	3rd	\$ 32,682.00	\$ 33,643.00	\$ 30,816.00	\$ 34,595.00	\$ 36,844.00	\$ 39,784.00	\$ 42,370.00	\$ 44,955.00	\$ 47,877.00	\$ 49,900.00	\$ 51,377.00	\$ 52,854.00
			\$ 895.00	\$ 922.00	\$ 843.00	\$ 948.00	\$ 1,011.00	\$ 1,094.00	\$ 1,166.00	\$ 1,239.00	\$ 1,320.00	\$ 1,377.00	\$ 1,458.00	\$ 1,539.00
			\$ 33,587.00	\$ 34,555.00	\$ 31,659.00	\$ 34,507.00	\$ 37,855.00	\$ 40,878.00	\$ 43,641.00	\$ 46,304.00	\$ 49,313.00	\$ 51,387.00	\$ 53,461.00	\$ 55,535.00
5	3	4th	\$ 33,673.00	\$ 34,652.00	\$ 30,816.00	\$ 35,633.00	\$ 37,948.00	\$ 40,978.00	\$ 43,641.00	\$ 46,304.00	\$ 49,313.00	\$ 51,387.00	\$ 53,461.00	\$ 55,535.00
			\$ 923.00	\$ 950.00	\$ 843.00	\$ 977.00	\$ 1,042.00	\$ 1,127.00	\$ 1,202.00	\$ 1,276.00	\$ 1,361.00	\$ 1,419.00	\$ 1,477.00	\$ 1,535.00
			\$ 34,596.00	\$ 35,602.00	\$ 31,659.00	\$ 36,610.00	\$ 39,697.00	\$ 42,817.00	\$ 45,387.00	\$ 48,156.00	\$ 51,286.00	\$ 53,453.00	\$ 55,620.00	\$ 57,787.00
6	4	5th	\$ 34,686.00	\$ 35,692.00	\$ 30,816.00	\$ 37,058.00	\$ 39,467.00	\$ 42,617.00	\$ 45,387.00	\$ 48,156.00	\$ 51,286.00	\$ 53,453.00	\$ 55,620.00	\$ 57,787.00
			\$ 951.00	\$ 979.00	\$ 843.00	\$ 1,017.00	\$ 1,085.00	\$ 1,173.00	\$ 1,251.00	\$ 1,328.00	\$ 1,416.00	\$ 1,474.00	\$ 1,532.00	\$ 1,590.00
			\$ 35,634.00	\$ 36,671.00	\$ 31,659.00	\$ 38,075.00	\$ 40,552.00	\$ 43,790.00	\$ 46,638.00	\$ 49,486.00	\$ 52,702.00	\$ 55,057.00	\$ 57,412.00	\$ 59,767.00
7	5	6th	\$ 35,723.00	\$ 36,763.00	\$ 30,816.00	\$ 38,108.00	\$ 40,618.00	\$ 43,856.00	\$ 46,749.00	\$ 49,641.00	\$ 52,982.00	\$ 55,057.00	\$ 57,412.00	\$ 59,767.00
			\$ 960.00	\$ 1,008.00	\$ 843.00	\$ 1,048.00	\$ 1,118.00	\$ 1,209.00	\$ 1,289.00	\$ 1,369.00	\$ 1,458.00	\$ 1,521.00	\$ 1,584.00	\$ 1,647.00
			\$ 36,703.00	\$ 37,772.00	\$ 31,659.00	\$ 39,218.00	\$ 41,769.00	\$ 45,105.00	\$ 48,038.00	\$ 50,970.00	\$ 54,041.00	\$ 56,578.00	\$ 59,115.00	\$ 61,652.00
8	6	7th	\$ 36,795.00	\$ 37,866.00	\$ 30,816.00	\$ 39,888.00	\$ 42,480.00	\$ 45,871.00	\$ 48,853.00	\$ 51,835.00	\$ 55,020.00	\$ 57,535.00	\$ 60,050.00	\$ 62,565.00
			\$ 1,010.00	\$ 1,040.00	\$ 843.00	\$ 1,087.00	\$ 1,169.00	\$ 1,264.00	\$ 1,348.00	\$ 1,431.00	\$ 1,525.00	\$ 1,591.00	\$ 1,674.00	\$ 1,757.00
			\$ 37,805.00	\$ 38,906.00	\$ 31,659.00	\$ 40,965.00	\$ 43,754.00	\$ 47,247.00	\$ 50,319.00	\$ 53,391.00	\$ 56,856.00	\$ 59,261.00	\$ 61,666.00	\$ 64,071.00
9,10	7	8th & 9th	\$ 37,899.00	\$ 39,002.00	\$ 30,816.00	\$ 41,085.00	\$ 43,754.00	\$ 46,550.00	\$ 49,207.00	\$ 51,864.00	\$ 54,990.00	\$ 57,647.00	\$ 60,304.00	\$ 62,961.00
			\$ 1,041.00	\$ 1,072.00	\$ 843.00	\$ 1,130.00	\$ 1,205.00	\$ 1,303.00	\$ 1,388.00	\$ 1,473.00	\$ 1,572.00	\$ 1,639.00	\$ 1,724.00	\$ 1,809.00
			\$ 38,940.00	\$ 40,074.00	\$ 31,659.00	\$ 42,215.00	\$ 45,067.00	\$ 48,664.00	\$ 51,829.00	\$ 54,994.00	\$ 58,530.00	\$ 61,695.00	\$ 64,860.00	\$ 68,025.00
11,12	L1	10th & 11th	\$ 39,038.00	\$ 40,172.00	\$ 30,816.00	\$ 42,318.00	\$ 45,242.00	\$ 48,595.00	\$ 51,708.00	\$ 54,821.00	\$ 58,430.00	\$ 61,039.00	\$ 63,648.00	\$ 66,257.00
			\$ 1,073.00	\$ 1,105.00	\$ 843.00	\$ 1,165.00	\$ 1,242.00	\$ 1,342.00	\$ 1,431.00	\$ 1,520.00	\$ 1,620.00	\$ 1,688.00	\$ 1,773.00	\$ 1,858.00
			\$ 40,109.00	\$ 41,277.00	\$ 31,659.00	\$ 43,463.00	\$ 46,309.00	\$ 50,026.00	\$ 53,264.00	\$ 56,545.00	\$ 59,826.00	\$ 63,107.00	\$ 66,388.00	\$ 69,669.00
13,14	L2	12th & 13th	\$ 40,207.00	\$ 41,377.00	\$ 30,816.00	\$ 43,586.00	\$ 46,419.00	\$ 50,124.00	\$ 53,207.00	\$ 56,510.00	\$ 60,184.00	\$ 62,728.00	\$ 65,272.00	\$ 67,816.00
			\$ 1,105.00	\$ 1,138.00	\$ 843.00	\$ 1,200.00	\$ 1,280.00	\$ 1,383.00	\$ 1,474.00	\$ 1,565.00	\$ 1,666.00	\$ 1,740.00	\$ 1,831.00	\$ 1,922.00
			\$ 41,312.00	\$ 42,515.00	\$ 31,659.00	\$ 44,788.00	\$ 47,699.00	\$ 51,507.00	\$ 54,858.00	\$ 58,339.00	\$ 62,131.00	\$ 64,756.00	\$ 67,381.00	\$ 69,996.00
15,16	L3	14th & 15th	\$ 41,413.00	\$ 42,818.00	\$ 30,816.00	\$ 44,868.00	\$ 47,812.00	\$ 51,620.00	\$ 54,986.00	\$ 58,339.00	\$ 62,131.00	\$ 64,756.00	\$ 67,381.00	\$ 69,996.00
			\$ 1,139.00	\$ 1,173.00	\$ 843.00	\$ 1,237.00	\$ 1,319.00	\$ 1,425.00	\$ 1,518.00	\$ 1,613.00	\$ 1,719.00	\$ 1,793.00	\$ 1,884.00	\$ 1,975.00
			\$ 42,552.00	\$ 43,791.00	\$ 31,659.00	\$ 46,133.00	\$ 49,246.00	\$ 53,177.00	\$ 56,936.00	\$ 60,089.00	\$ 63,995.00	\$ 67,740.00	\$ 70,603.00	\$ 73,466.00
17,18	L4	16th & 17th	\$ 42,655.00	\$ 43,887.00	\$ 30,816.00	\$ 46,243.00	\$ 49,490.00	\$ 53,053.00	\$ 56,505.00	\$ 59,562.00	\$ 63,850.00	\$ 66,696.00	\$ 69,542.00	\$ 72,388.00
			\$ 1,174.00	\$ 1,209.00	\$ 843.00	\$ 1,276.00	\$ 1,359.00	\$ 1,469.00	\$ 1,566.00	\$ 1,662.00	\$ 1,772.00	\$ 1,847.00	\$ 1,948.00	\$ 2,049.00
			\$ 43,829.00	\$ 45,106.00	\$ 31,659.00	\$ 47,518.00	\$ 50,723.00	\$ 54,646.00	\$ 58,202.00	\$ 61,751.00	\$ 65,767.00	\$ 69,542.00	\$ 73,466.00	\$ 77,390.00
19,20	L5	18th & 19th	\$ 43,935.00	\$ 45,214.00	\$ 30,816.00	\$ 47,630.00	\$ 50,723.00	\$ 54,646.00	\$ 58,202.00	\$ 61,751.00	\$ 65,767.00	\$ 69,542.00	\$ 73,466.00	\$ 77,390.00
			\$ 1,210.00	\$ 1,246.00	\$ 843.00	\$ 1,313.00	\$ 1,400.00	\$ 1,513.00	\$ 1,613.00	\$ 1,713.00	\$ 1,825.00	\$ 1,903.00	\$ 2,003.00	\$ 2,103.00
			\$ 45,145.00	\$ 46,460.00	\$ 31,659.00	\$ 48,943.00	\$ 52,123.00	\$ 55,285.00	\$ 59,948.00	\$ 63,605.00	\$ 67,740.00	\$ 70,603.00	\$ 73,466.00	\$ 76,329.00
21+	L6	20th+plus	\$ 45,253.00	\$ 46,570.00	\$ 30,816.00	\$ 49,099.00	\$ 52,245.00	\$ 56,415.00	\$ 60,085.00	\$ 63,749.00	\$ 67,892.00	\$ 70,761.00	\$ 73,630.00	\$ 76,500.00
			\$ 1,247.00	\$ 1,284.00	\$ 843.00	\$ 1,353.00	\$ 1,443.00	\$ 1,559.00	\$ 1,682.00	\$ 1,785.00	\$ 1,881.00	\$ 1,961.00	\$ 2,041.00	\$ 2,121.00
			\$ 46,500.00	\$ 47,856.00	\$ 31,659.00	\$ 50,412.00	\$ 53,688.00	\$ 57,974.00	\$ 61,747.00	\$ 65,514.00	\$ 69,773.00	\$ 72,722.00	\$ 75,671.00	\$ 78,620.00

Appendix B
Certificates of Occupancy

M.E. Freeman Elementary School's Certificate of Occupancy was taken down during the summer of 2007 for painting and has been misplaced. Searches for the document are underway, and if it cannot be found, a duplicate or new document will be secured from the county building inspector.

 JOHN W. OXENDINE COMMISSIONER OF INSURANCE SAFETY FIRE COMMISSIONER	STATE OF GEORGIA OFFICE OF GEORGIA SAFETY FIRE COMMISSIONER <small>620 West Tower, 2 Martin Luther King, Jr. Drive Atlanta, Georgia 30334</small>	CO No. 87129S File No. 149-EDU-007
CERTIFICATE OF OCCUPANCY		
Warren County Middle High #001 Main 834 Atlanta Hwy Warrenton, GA 30828		
Area of Building Covered: 79450 Sq Ft.		County: Warren
Occupancy Classification: Public Assembly		
Construction Type: II (0,0,0)	Sprinklered: Total	Use Condition: 0
Occupant Load Limitation: 1142		No. of Beds:
<small>This Certificate of Occupancy certifies the building listed hereon complies with the minimum standards required by the Georgia Safety Fire Laws on the date issued.* This Certificate of Occupancy shall run for the life of the building, provided the internal or external features of the building are not materially altered, the type of occupancy remains unchanged or there has been no fire of serious consequence, or other hazard discovered.</small>		
*Code Certified Under: 97 LSCN	Date Issued: 4/18/2003	Fee: \$0.00
"Construction and chemical labs sprinkler coverage is light hazard only - limit combustible and flammable storage."		
	Issued by the Safety Fire Division:	 Ervin Bennett

APPENDIX C
School Safety Plan



WARREN COUNTY
Office of Emergency Services
P.O.Box 46
Warrenton, GA 30828
(706) 465-3358 fax (706) 465-1300
August 3, 2007

Carol Jean Carey, Superintendent
Warren County School System

Mrs. Carey,

I would like to thank you for allowing me the opportunity to evaluate the Warren County Schools Safety and Crisis intervention Plan. I found it to be very informative and up to date in dealing with a multitude of crisis situations that could happen in our schools at any given time.

It is comforting to know that you and your subordinates in the Warren County School System are continually striving to mitigate any problems that could threaten our local Student population. Your plan promotes a safe learning environment for our students, teachers and school personnel.

If you should have any questions, please contact me.

Sincerely,

Tommy Wolfe, EMT-P C.E.M.
Director
Warren County EMA-EMS-FIRE

Sincerely,

A handwritten signature in black ink, appearing to read 'Tommy Wolfe', written over a white background.

Tommy Wolfe, Director
Warren County
Fire-Rescue- EMA-EMS

**WARREN COUNTY SCHOOL SAFETY PLAN
2007-2008 School Year**

WARREN COUNTY SCHOOL SYSTEM

MISSION STATEMENT

The mission of the Warren County School System is to promote academic success for students.

**W - Warren
A - Always
V - Values
E - Education**

**Published by the
Warren County Board of Education**

Carole Jean Carey, Superintendent

Revised July 11, 2007

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**Warren County Schools Safety Plan
Crisis Intervention Plan
Central Office**

Administrative Contacts:

Mrs. Carole Jean Carey, Superintendent (706) 541-1664
Dr. Faye Montgomery, Associate Superintendent (706) 595-1606
Mrs. Nancy Moak, Associate Superintendent (706) 738-7800

Warren County Middle/High School

Administrative Contacts:

Mr. Truett Abbott, Middle School Principal (706) 556-9808
Mrs. Ja'Net Bishop, High School Principal (706) 860-3222

Crisis Team Members

Mr. Jesse Dawson, Voc. Ed. Teacher (706) 595-7098
Mrs. Elaine Samuels, Social Workers (706) 597-9489
Mrs. Shontier Barnes, Assistant Principal (706) 855-0244
Mr. Geoffrey Schlichter, Media Specialist (706) 855-5578
Elder L. O. Bacon, Minister (706) 465-3989
Mrs. Carole Jean Carey, Superintendent (706) 541-1664

M. E. Freeman Elementary School

Mr. Antonio Hill, Principal (706) 444-8777
Mrs. Kathy Hinesley, Assistant Principal (706) 595-6790

Crisis Team Members

Ms. Donna Pearson, Data Entry Specialist (706) 598-3011
Mr. George Lee, Jr., 21st Century Director (706) 210-4822
Mrs. Teresa Wilburn, Recept./Secretary (706) 465-9958
Mrs. Mattie Grant, Bookkeeper/Secretary (706) 465-9734
Mrs. Claudia Waller, Pre-K Coordinator (706) 465-3129
Mrs. Connie Rabun, Media Specialist (706) 595-3104
Ms. Rebecca Brown, Counselor (706) 831-6004
Ms. Christy Gardner, Counselor (706) 465-9447/829-4820
Rev. Leroy Hudson, Minister (706) 465-2507
Rev. Lester Woods, Minister (706) 465-2987
Mrs. Carole Jean Carey, Superintendent (706) 541-1664

**WARREN COUNTY SCHOOL SYSTEM
SAFE SCHOOL COMMUNITY TASK FORCE**

Mrs. Kim Cason

The Warrenton Clipper
407 Norwood Street
Warrenton, GA 30828
(706) 465-3395/W
(706) 556-3706/H
E-mail: thewarrentonclipper@yahoo.com
Home address: 194 South Railroad Street
Dearing, GA 30808

Mr. John Graham

Warren County Board of Commissioners
100 W. Main Street
Warrenton, Georgia 30828
(706) 465-2171/W
(706) 465-1072/H
Pager #1-800-829-2555
Home address-106 N. Whitehead St.
Warrenton, GA 30828

Mr. George Lee

**Warren County 21st Century
Site Coordinator**
319 Gardenia Drive
Evans, Georgia 30809
(706) 210-0422
glee@warren.k12.ga.us

Officer Jim McClain

Chief of Police
Warrenton Police Dept.
103 Academy Street
Warrenton, GA 30828
(706) 465-3309 /W 911
(706) 319-6970 Mobile
(706) 723-6558/pager
Home address:
305 Gordon Street
Washington, GA 30673
E-mail:
mack305@yahoo.com

Mr. Antonio Hill, Principal

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FIRE PROCEDURES



Definition

A fire in the building, on the premises, or in the immediate surrounding area.

Signals

Activation of the fire alarm, hand-held radios bullhorn/whistle and/or runners for the safety of all occupants.

Steps of Action

1. Pull alarm.
2. Report fire to office.
3. Use intercom.
4. Close and lock doors and windows to confine fire.
5. Evacuate building to assigned places as designated on emergency chart in each room.
6. Attempt to use fire extinguishers on *small, non-electrical* fires.
7. Teachers call roll. Identify any missing students. Report missing students and any other pertinent information to administrators.
8. Teachers will emphasize the importance of orderly student conduct and the need to remain calm. Such action will be implemented.
9. In the event of rain or extreme weather such as extreme heat, the highest ranking school administrator on duty in consultation with the highest ranking central office administrator present and on duty (465-3383) should call the **bus shop** (706-465-2762) and arrange for students to be transported to another location such as the Warrenton Cultural Center (Carolyn Langford 465-3993), the old school on the Gibson Hwy or the Community Services Building (John Graham, County Commissioner, 465-2171).
10. In the event that the fire cannot be easily contained and put out and if weather conditions permit, students may be transported to the football stadium on Legion Drive.
11. In the event students are transported off campus, the ranking school administrator on duty shall designate a teacher or staff member to direct parents who come to pick up their children to the location where the students have been moved.
12. Administrators shall take their walkie-talkies to the off campus location. Faculty and staff are urged to take their cell phones, also.

Designated Emergency Team

1. Call 911 to report the fire, then call the Superintendent's office at 465-3383.
2. Utilize roles and responsibilities assigned to Emergency Preparedness Plan. (See Appendices B and C for school-level assignments.)

Practice

1. Monthly fire drill.
2. Evaluation of drill performance by the administration and/or safety officer.
3. Problems discovered during the drill shall be addressed by the principal as soon as possible with the faculty.

BOMB THREAT PROCEDURES



Definition: A device or threat of a device that is present at the school or some other facility that may or may not have exploded.

Signals:

Designated contact persons will be sent to separate parts of the building to inform personnel of a bomb threat. **Teachers and students will evacuate building using fire drill procedures without the fire alarm**. Students and staff members should be at least 1000 feet away from the building for safety. **Under no circumstances should electronic devices such as cell phones be used during a bomb threat since the electronic signals from such devices could accidentally trigger the bomb.**

Code to announce a bomb threat:

Phrase will be provided by principals

Steps of Action:

In the event a bomb threat is received:

1. Follow procedure on this page and receiver of call use the checklist in this section.
2. Call police (911) and state "I have received a bomb threat."

PORTABLE RADIOS, CELLULAR PHONES, WALKIE-TALKIES, PAGERS, INTERCOM, OR FIRE ALARMS SHOULD NOT BE USED. COMPUTERS, MICROWAVES, AND OTHER ELECTRICAL EQUIPMENT OF ANY KIND SHOULD BE TURNED OFF.

1. If a phone threat is made, obtain as many details as possible.

2. Dial *57 (before the next incoming call on that line) to trace the call to any telephone, even those with "blocks". Hang up.


3. **THERE SHOULD BE NO FURTHER USE OF THE PHONE LINE THAT THE BOMB THREAT WAS RECEIVED ON. No incoming or outgoing calls should be made on that line until cleared with emergency personnel and school administration.**

4. After the trace has been completed, call Emergency Management Services at 911 and provide necessary information.

5. When a bomb threat is received, the principal or designee immediately begins evacuation using fire drill procedures and implements the bomb threat plan of action.

6. The building should be left as is. Do not disturb any switches or electrical devices. **Close, but do not lock, doors.**

7. No one will leave campus without the principal or designee's permission.

- * 8. The principal or his designee will designate at least two faculty or staff members to secure all driveways to prevent access to the school by everyone except emergency personnel. Emergency personnel should take over directing traffic and preventing access to the school building.
- * 9. No cars should be cranked without express approval from emergency personnel in charge of the situation.
- 
10. Notify Central Office (465-3383).
11. Staff should be aware of unusual or suspicious boxes, packages, noises, devices or disturbances in their classroom or in the hallway as they evacuate the building. **Do not touch anything that looks suspicious. Report suspicious items without using any type of electronic devices to the principal.**
12. The school will be searched by law enforcement **without** assistance from school personnel.
13. Students will stay in a safe designated area, 1000 feet away from the building, as detailed in the fire drill plan until the principal decides it is safe to return to the building.
14. Students and teachers should protect their faces and heads from flying debris with whatever means possible.
15. In the event of rain or extreme weather such as extreme heat, the highest ranking school administrator on duty in consultation with the highest ranking central office administrator present and on duty (465-3383) should call the **bus shop** (706-465-2762) and arrange for students to be transported to another location such as the Warrenton Cultural Center (Carolyn Langford 465-3993), the old school on the Gibson Hwy, or the Community Services Building (John Graham, County Commissioner, 465-2171) with permission from the chief public safety official in charge of the investigation and the highest ranking school administrator on duty in consultation with the school superintendent or her designee.
16. In the event that weather conditions permit, students may be transported to the football stadium on Legion Drive with permission from the chief public safety official in charge of the investigation and the highest ranking school administrator on duty in consultation with the school superintendent or her designee.
- * 17. In the event students are transported off campus, the ranking school administrator on duty shall designate a teacher or staff member to direct parents who come to pick up their children to the location where the students have been moved. **An Emergency Student Release Sheet** is in the back of this handbook and should be used to sign students out who are picked up by parents.
- * 18. Administrators shall take their walkie-talkies to the **off campus** location. Faculty and staff are urged to take their cell phones, also.

BOMB THREAT CHECKLIST



Call received by:

Name:	
Date:	
Time:	

Background Sounds from the Call			
Traffic		Office noises	
Music		Long Distance call	
None		PA System	
Factory		House noises	
Machinery		Long Distance call	
Other voices		PA System	
Other (specify):			

Ask the caller:

- Where is the bomb located?
- What does the bomb look like?
- When is the bomb going to explode?
- What kind of bomb is it?
- What will cause the bomb to explode?
- Were you the one who placed the bomb?
- Why?

Exact wording of bomb threat:

Description of Caller's Voice					
Calm		Nasal		Slurred	
Soft		Angry		Whispered	
Stutter		Loud		Accent (specify)	
Excited		Lisp		Disguised	
Laughter		Slow		Cracking	
Rasp		Crying		Normal	

Did the voice sound familiar? If so, who did it sound like?

EXPLOSION



Steps of Action:

1. Determine location and extent of explosion.
2. Call 911 (Emergency Management Service), give your location, and provide important details including possible breaks in gas and electrical lines or other special hazards. Describe the location and extent of the explosion.
3. Evacuate building using normal evacuation procedures when all flying debris ceases. Special conditions may warrant special instructions to use alternative exits.
4. Assist with injured or wounded.
5. Notify Central Office.
6. Secure the area until authorities arrive.
7. Send one person to meet emergency first responder to explain the situation. This person should carry master keys, floor plan, walkie-talkie and other electronic devices such as a cell phone. *Walkie-talkies and other electronic devices should not be used without permission of the fire department or law enforcement.*

All persons should be alert to the potential for secondary explosions whenever dealing with bomb threats or explosions.

A telephone line should not be used except for emergency use only by authorized personnel or the principal or his designee.

SEVERE WEATHER PROCEDURES



Severe weather encompasses many phenomena, some with warning and time to prepare and some which are manifested with only a few moments warning. The purpose of this section is to identify precautions and procedures to be followed in the event of severe weather.

A. Tornadoes

Tornadoes are local storms with whirling winds of speed that may be in excess of several hundred miles per hour. These storms are usually small and short-lived, yet are the most violent of all atmospheric phenomena.

Definitions:

Tornado Watch: Conditions are favorable for tornado or severe weather. Make staff aware, but take no action other than to be on alert.

Tornado Warning: Tornado has been sighted-take precautionary measures and shelter immediately.

NOTE: The NOAA weather alert radio has been provided to each school by the Georgia Emergency Management Agency (GEMA). Radios need to be on at all times for severe weather alerts. NOAA tests the system each Wednesday and office staff needs to be alert to these tests to insure that the schools' radios are functioning properly. As a back-up, radios may be tuned to WGAC, Warrenton, at 93.1 on the FM band when severe weather threatens.

Signals:

1. Severe thunderstorms, tornado watches and tornado warnings will be broadcast to each school over tone alert radios in school offices. This will be in addition to the weather band radio in each school. Radios are to be left on at all times. Central Office will notify all schools of tornado watches or warnings.
2. The warning signal in the schools for a tornado will be either:
 - a. A warning siren or whistle
 - b. In the event that electricity is off, teachers will be notified by a runner from the office or by a portable bull horn announcement in the hall.

Steps of Action:



Following the signal for a tornado warning or a severe thunderstorm, the following procedures will be taken:

- * * 1. Students should proceed to their designated positions against the wall and assume a kneeling position, head down with their hands covering their heads. (Each school will determine the areas within their school to be designated as "safe".) Safe areas are hallways without windows.
2. Students in unsafe locations such as portable classrooms at the time of the drill will go to designated locations at directions of the teacher.
3. Teachers or designated monitors are to observe that everyone is out of the rooms and close the classroom doors after students exit into the tornado safe area. For those schools whose classrooms are the safest place, the teacher will verify attendance and have children assume the kneeling positions against an interior wall.
4. **Teachers will maintain control of their classes in order to maintain a calm atmosphere and so that necessary directions may be heard.**
- * * 5. Teachers will keep class rosters with them during the drill and/or emergency to verify class count.

Students in wheelchairs should remain in chairs facing wall.

The all-clear signal will be given by verbal communication, a P.A. announcement or the bell system by the principal or designee.

Other Procedures:

- * * 1. Under no circumstances are students to be in the gym, cafeteria, portable classrooms or under suspended walkways during a tornado drill.
2. In an outside office, blinds are to be closed on windows, and office personnel are to use telephones in the inner office away from glass windows/areas.
3. In the event of a tornado sighting, the school office should contact the Emergency Management System at 911 and the Central Office. The caller should give the location first to EMS.

B. Steps of Action for Severe Thunderstorms:



1. Upon notification of a violent storm, a spotter with a walkie-talkie should be posted with particular attention to the storm's movement and possible tornadoes from the Southwest which will move toward the Northeast. Southwest to Northeast is the general movement of tornadoes in the Warren County area.
2. The principal should notify all teachers and students to be in the school building and not outside of the building during a severe thunderstorm. Notify them by intercom, bullhorn, or runner.
3. Teachers, office personnel, and designated monitors should close all windows and blinds.

Hurricanes



Hurricane damage to inland areas is caused by gale force winds, torrential rains and tornadoes that flourish on the fringes of the hurricane. Flooding may result from the rains incurred. The hurricane season extends from June through November. The threat remains a concern throughout the season. Hurricanes, unlike tornadoes, may be forecast several days in advance and may be tracked for the most likely path to be followed. Although Warren County is far enough inland that it may not be directly affected by the harshest effects of the storm, the schools may be needed to provide shelter for coastal evacuees.

Definitions:

- **Hurricane Watch** indicates that a hurricane may threaten an area within 36 to 48 hours. If, it is the first alert in the threatened area, take no action and listen for further updates.
- **Hurricane Warning** indicates that a hurricane is expected to strike an area within 24 hours.

Signals:

The Central Office will notify the principals and bus garage of school cancellations and/or early dismissals.

Before the school day begins:

Listen to local radio and television broadcasts to determine if school will be in session.

During the school day:

1. Superintendent will inform principals if school is to be closed.
2. Students will remain in classrooms until buses arrive.
3. School personnel will depart as necessary, after all students have left the premises.

Due to our geographical location, most of the potential threat of a hurricane will result from peripheral tornadoes. If tornadoes appear, procedures outlined for tornadoes will be followed.

Snow and Ice



Definition

Extremely cold weather conditions such as snow and ice that make traveling to and from school hazardous.

Signals:

- Superintendent will confer with Board Chairman and make decision.
- Superintendent will notify Transportation Department.
- Superintendent or designee will notify principals and media.

Steps of Action:

Before school day begins:

Listen to local radio and television broadcasts to determine if school will be in session.

During the school day:

3. Superintendent will inform principals if school is to be closed.
4. Students will remain in classrooms until buses arrive.
5. School personnel will depart as necessary, after all students have left the premises.

Staff Involved:

Principal

1. Notify staff as needed.
2. Use phone tree if needed.
3. Check on building as weather permits.
4. Call emergency numbers if necessary.
5. Notify Superintendent of status of building and grounds.

Custodians:

1. Come in early on the day school reopens and check steps, stairs, and sidewalks.
2. Place caution signs as needed.
3. Utilize salt or sand as necessary. Contact the city or county for these supplies in an emergency.

EARTHQUAKE



Definition:

A shaking or trembling of the earth caused by movement of rock masses.

Steps of Action:

1. Regular school scheduling may be suspended.
2. The first consideration for making a decision to suspend school system operations is safety.
3. The final decision to close school is made by the Superintendent.
4. All gas valves should be shut off (if possible). Do not light matches/candles or turn on electrical equipment in the building until public safety has determined that the building is safe.
5. Do not evacuate close to gas or electrical lines.
6. Be prepared for aftershocks.

Evacuation

In the event that an evacuation of the building is ordered by safety officials and/or the principal or superintendent, fire drill procedures shall be followed.

HAZARDOUS MATERIALS/NUCLEAR EMERGENCIES

A hazardous materials incident is one that occurs when hazardous waste is put into the atmosphere through spills, explosions, or accidents. These types of emergencies can occur through train derailment or a truck accident where either or both may be carrying hazardous materials, a terrorist attack, nuclear energy plant accident, or other accidents.



Signals:

Staff and students should be told what is going on and why the incident occurred.

Steps of action:

1. Call 911.
2. Inform Superintendent by calling 465-3383
3. Close the windows and turn off the air/heat
4. Monitor and supervise the situation until the Hazardous Materials Team and emergency personnel arrive
5. If the Hazardous Materials Team recommends relocation to the reunification site, activate the emergency evacuation plan
6. If a nuclear emergency occurs, the civil defense warning system will provide notice to schools. Each school will activate the Emergency Crisis Plan. Each school will be informed to stay tuned to the civil defense warning system.

Staff involved:

The principal will communicate with public safety officials, other principals, and the superintendent. The principal will give the order to activate the School Emergency Crisis Plan and request that teachers maintain normal activities. If normal activities will be affected, the principal will give instructions to the teachers. The school resource officer will assist in traffic control into and out of the school facility.

The Warrenton Police and/or the Warren County Sheriff's Department will handle traffic within 1000 feet of the school. The Warrenton Police Department will be called first, if the incident occurs within the city limits. The Warrenton Police will coordinate traffic control and evacuation to the reunification site. The Georgia State Patrol will be called to handle traffic control on all major highways from school to the reunification site. If illnesses or injuries occur, the Emergency Medical Ambulance Service will be called.

STUDENT DISRUPTION/CIVIL DISTURBANCES

A student disruption is an incident that has the potential to disrupt or disrupts the orderly operation of the school.



SIGNAL: Code Blue

Code Blue (over the intercom). If the disruption involves a major portion of the student body and could be a threat to students and school personnel. Code Blue is announced. The intercom can be used to signal the exact location of the disruption. Specific instructions should be provided. If an employee reports the disruption to the main office, a messenger will be sent to the main office to give particulars concerning the extent and location of the disruption.

Steps of Action:

1. The location of the disruption should be reported to the principal and/or his designee.
2. Locate the disruption. If necessary, initiate building lock-down procedures. All students should be kept in the classrooms.
3. Use megaphone for crowd control, and clear the immediate area. Check all restrooms and hallways and clear them.
4. Use the intercom to signal specific location and specific instructions.
5. If the disruption is Code Blue, call 911.
6. If the situation is Code Blue, staff members trained in CPR and first aid should be dispensed to the area (providing these staff members are not supervising students).
7. Teachers and students should remain in their classrooms.
8. Staff members who are not supervising students should be sent to the area where the disruption exists to assist, unless otherwise instructed.
9. When the disruption is contained and is over, use the intercom to signal that all is clear.

STAFF INVOLVED

Principal:

- The principal will assess the situation and supervise the response to the disruption.
- The principal should give directions using the intercom, and the megaphone if appropriate.
- The principal should also prepare a fact sheet to share information about the disruption with parents and staff.

Secretary:

The secretary will call 911 to report the disruption to safety officials and notify the central office and the school security officer.

Teachers: Stay in the classrooms with students. If teachers do not have students, they should move to the area of disruption if it is safe for them to do so or unless otherwise notified.

District Safe School Coordinator:

Keeps visitors and outsiders from entering the building.

After Care:

- Activate Crisis Intervention Team, if necessary
- Conduct staff meeting to discuss the disruption
- Send fact sheets to parents and students for rumor control



Disturbances

Phone Numbers:

- Emergency—911
- Central Office—465-3383

WEAPONS



- The scene of a weapons assault is considered crime scene.
- Do not handle or move weapons.
- **DO NOT DISTURB** anything. Everything can be considered evidence.
- An attempt to secure the area should be made until a law enforcement officer arrives.

Definition: "Weapon" means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edge razor, razor blade, spring stick, metal knucks, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star or oriental dart, or any weapon of like kind, and any stun gun or taser as defined in subsection (a) of GA Code Section 16-11-106.

Signal: When an individual is suspected of having a weapon, the school principal should initiate a lockdown, if necessary.

Steps of Action:

1. Inform the school principal and superintendent.
2. Contact the security officer.
3. Call public safety officials at 911.
4. Teachers **should not** attempt to break up fights when weapons are involved. Verbal commands only should be used. Teachers should not try to physically disarm the individual who has the weapon.
5. The security officer on duty should attempt to break-up the fight and disarm the perpetrator.
6. Secure any injured persons until the Emergency Management Services arrive.
7. Contact the Superintendent at 465-3383.
8. Families will be notified by the principal or his designee in the event of injuries to their child(ren).

STAFF INVOLVED:

Principal:

- Contact security officer.
- Identify participants in the incident.
- Call students' parents.

Security Officer:

- Remove student from the classroom or other area.
- Eliminate the possibility of a weapon.
- Inform secretary to contact Emergency Management Services at 911.



Secretary: Call Emergency Management Services at 911.

Teacher:

- Identify and list participants, suspects, witnesses, and victims.
- DO NOT try to disarm an individual.

School Counselor:

Inform and assist family members who attend/work in another facility in the system.

GUN/WEAPON AT SCHOOL



If a teacher has reason to believe that a student has a gun or weapon in his possession:

The teacher shall send a note in a sealed envelope to the principal, assistant principal, or the school security officer via another student. The note should be brief and should contain as much of the information below as possible:

- Teacher's name and classroom location
- The name and description of the student
- The location of the weapon
- The name of the student who reported the weapon (if applicable)
- The location of the student within the room
- The general disposition of the student

* The note shall be sent in a sealed envelope and shall have "open immediately" written on it.

The teacher shall not confront the suspected student or indicate that he suspects the student has a weapon. The teacher shall wait for assistance from the office.

Upon receiving a notice that a student may have a weapon, the administrator shall immediately notify the school security officer, the principal, and call for a safety officer at 911 if deemed necessary.

In the absence of the school resource officer, the principal shall call the Warrenton Police Department at 911 or the Warren County Sheriff's Office at 911.

Information concerning the suspected weapon shall not be transmitted over the radio.

If close to the change of classes, the principal shall turn off the bells so students will not change classes before the suspected student can be addressed. If there is a long delay in responding to the student, the principal may wish to order a lockdown to keep students in class.

At least two administrators or other designated officials shall maintain surveillance outside the classroom until the arrival of law enforcement.

Upon arrival, the police will assume command of the incident. School officials will cooperate with police during their investigation and should have the following information available for the police:

- What is the layout of the classroom?
- Are there multiple entrances to the room?
- Are there areas in which the suspect could hide or barricade himself?
- What information is known about the suspect?
- Has the student been involved in an argument or altercation with another student or faculty member?

- What is the physical description of the suspect?
- What is known about the suspect's temperament/personality?
- What is the suspect's discipline/academic history?
- Is there a sibling at the school who can assist with information?



Although the police are in charge of the incident, it should be noted that the least favorable choice of action would be to dismiss students from the room other than the suspect. The following should be considered instead:

- Uniformed officers should position themselves as close to the room as possible but remain out of sight.
- A school administrator should enter the classroom and ask to see the suspect outside for "just a second." Asking the suspect in such a manner should put the suspect somewhat at ease. If the suspect reaches for books or other personal property, he should be advised that this will only take a second and to leave his property in the classroom.
- If the suspect gets up and walks toward the door as if nothing were wrong, the officers should stay out of sight until the suspect clears the doorway.
- If the suspect begins to act suspicious or take aggressive actions, police officers should immediately take action.

-OR-

- Ensure that the police officers have as much information as possible regarding the classroom layout, the number of students in the room, the exact location and description of the suspect and the type of weapon and location, if known.
- Consider using an alternate or secondary entrance to the classroom, if one is available, especially if the secondary entrance offers concealment and the element of surprise.
- Law enforcement will assume command and determine the best way to approach the subject.
- Once the suspect is removed from the classroom, he should be escorted to the closest administrative office, teachers lounge, or vacant room, advised of the allegation against him, and searched. The search should be conducted by police officers who have been specially trained in locating and identifying weapons. The personal property of the suspect should also be searched.
- If a weapon is located, the student shall be dealt with in accordance with school policy and state law.
- If a weapon is not located, the student may be returned to class.

The principal shall advise the teacher of the results of the search as soon as practical.

The principal shall inform the superintendent of the incident.

The superintendent may prepare a press release for media and parents.

The incident and search shall be thoroughly documented by school officials.

ARMED STUDENT OR HOSTAGE SITUATION



Notify the principal, the school resource officer, and other administrators immediately and provide as much information as possible.

Call the Warrenton Police Department or Warren County Sheriff's Office at 911 for additional assistance.

The principal may order a lockdown or evacuation, if deemed necessary for the safety of the students.

Designated officials shall direct other students away from the area.

The police will be in charge of the scene until the resolution of the incident. School officials shall cooperate fully with law enforcement and other emergency response officials.

School officials shall have as much information about the suspect as possible ready for police upon their arrival. This information should include:

- What is the layout of the classroom?
- Are there multiple entrances to the room?
- Are there areas in which the suspect could hide or barricade himself?
- What information is known about the suspect?
- Has the student been involved in an argument or altercation with another student or faculty member?
- What is the physical description of the student?
- What is known about the suspect's temperament/personality?
- What is the suspect's discipline/academic history?
- Is there a sibling at school who could assist with information?
- Any other pertinent information that may assist police.

If in a classroom:

The teacher shall not confront the student or try to disarm him.

The teacher shall try to calm other students in the room.

The teacher shall ask the assailant for permission to evacuate others from the room.

- If permission is granted, the teacher shall quietly evacuate all students out of the area. The teacher shall take his roll book so that attendance can be taken and all students accounted for following the evacuation.
- If permission is not granted, the teacher should speak to the assailant in a calm voice. The teacher should ask the student to stop what he is doing and should ask the student questions such as "What is wrong?" The teacher should not agitate or threaten the assailant.

The teacher shall try to keep the assailant and others calm until police arrive.

If in hall or other common area:



- Seek cover immediately.
- Direct students and others away from the area.
- Talk to the assailant in a calm manner. Encourage him to give up his weapon and surrender. Do not confront or agitate the assailant. Wait for assistance from law enforcement.

NEVER TRY TO DISARM AN ARMED SUSPECT ON YOUR OWN!

DEATH OF A STAFF MEMBER/STUDENT

Signal: None

Steps of Action:

During the school day:

1. Administrator should inform other staff members of the death.
2. Administrator should notify school-crisis intervention team members to start formulating strategy.
3. Administrator should prepare statement to be sent home with students.
4. Fly flags at half-staff until after burial.

Staff involved:

Principal:

Inform schools and crisis team.
Notify Superintendent/Safe School Coordinator.
Convene emergency staff meeting.

Secretary:

Follow principal's instructions.

School Counselor:

Coordinate school-crisis intervention team activities.

Phone Numbers:

Emergency Services—911
Central Office—465-3383

SUICIDE

Definition: When a student or staff member terminates their own life at school.

Signal: Office will be contacted in person or over the intercom.

Steps of Action:

1. Report the incident to the principal's office.
2. Call Emergency Services at 911.
3. Initiate lock-down procedures if necessary. Keep students away from and secure the area.
4. Inform staff by sending note about incident and include any additional instructions.
5. Activate School-Crisis Intervention Team.
6. Principal will communicate to parents and community as needed after consultation with the Superintendent.

STAFF INVOLVED:

Principal:

- Serves as spokesman.
- Gives instructions to staff.
- Initiates lock-down activities if necessary.

Secretary:

- Answers telephone and follow principal's instructions.

Teachers:

- Keep students in classrooms.
- If suicide happened in a classroom, evacuate students and secure the area.

School Counselor:

- Assists in contacting parents or family members.
- Goes to classes to speak with students.
- The Crisis Management Team would be notified and involved as deemed necessary by the Counselor, Principal, and Superintendent.

Phone Numbers:

- Emergency Services—911
- Central Office—465-3383

HOSTAGE/TERRORIST

Definition: A terrorist is a person who enters a school building to take hostages and threatens an act of violence. The terrorist must be taken seriously at all times. Because human lives are at stake, the principal must seek help from law enforcement authorities immediately.



Steps of Action:

1. Call 911 to report the incident.
2. The school should go into a lock-down with all students remaining in class.
3. Teachers should move students to a place in the classroom where they cannot be seen through the door if possible.
4. Safe areas in the school should be designated for students to go to who are caught in the halls. This should be told to them by the teachers during the first few days of school. A safe area might be the office, the media center, the gym, or the cafeteria provided that the incident is not taking place in one of those areas.
5. Once the classroom door is locked, under no circumstances should a teacher unlock the classroom door and let a student in who is left in the hall. The hostage taker could be forcing the student to try and get the teacher to unlock the door so that the hostage taker can escalate the incident.
6. Students in the halls should go to a designated safe area.
7. Teachers should take roll and if the office is not under siege, report the roll call by way of the intercom to the office. Report any absent or missing students to the office.
8. The office should try and account for every staff member and student.
9. Call the superintendent's office at 465-3383.
10. Alert the staff to the terrorist incident through a special code over the intercom if possible. If the terrorist or hostage taker is in the office, then the alert will need to spread by word of mouth by a messenger if possible. The safety of the messenger is always paramount in this situation.
11. Faculty and staff should be made aware of the code during pre-planning. And, a practice alert should be done before the first day of school.
12. In order to confine the problem, an attempt to secure the immediate area should be made.
13. Secure the building by locking classrooms, all entrances, and the school office.
14. The school security officer will assist with notification of staff and locking down the facility. Teachers will help if it is safe to do so.
15. Wait for assistance to come.

STAFF INVOLVED:

Principal:

Have secretary call emergency number, 465-3003, and call the superintendent.

Secretary:

Turn off the bells.
Follow principal's instructions.

Teachers:

- Remain in the classroom.
- Take roll.
- Report roll call to the office if possible by way of intercom.
- Protect students.
- Follow principal's instructions.



Other Staff:

If not assigned to a classroom, gather children who are in the hall and take to a secure area.

Phone Numbers:

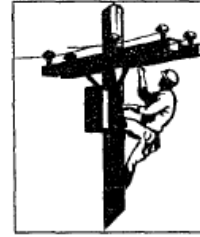
Emergency Services—911
Central Office—465-3383

NOAA TERROISM RESOURCE

THE NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION (NOAA) used to broadcast weather alerts will now effective June 2004 broadcast terrorist alerts over the same radio system. Each school has a NOAA radio. Additionally, lifesaving information will be broadcast regionally and locally over the Federal Emergency Management Agency's Emergency Alert System (EAS) as a crawl on the bottom of TV screens and over local radio stations. Consumer technology for NOAA's system, called Specific Area Message Encoding (SAME), reached the market in April 2004 and will be popping up on numerous consumer products with a "public alert" logo. The devices soon will be spread throughout homes including in home security systems, telephones and battery-operated television remote controls, in case electricity is lost.

UTILITY EMERGENCY and AFTER HOURS BUILDING EMERGENCY

Definition. Utility emergencies consist of a power failure, gas line break, and water main or sewer break.



Signals:

If the school building needs to be evacuated, the fire drill procedure should be followed, and an announcement on the intercom should be made. The alarm should be manually tripped. If there is an electrical failure, notification of classes should be done on a class-by-class basis. The principal should visually check the building. He should be assisted by designated staff members.

Electric power failure

During school hours

1. Inform the principal.
2. Contact the central office, 465-3383.
3. Call 911 to report the emergency for additional resources if necessary.
4. Contact maintenance personnel (465-2762).
5. Evacuate the building if necessary according to fire drill procedures.
6. Administrators make a decision to send students home if necessary as conditions warrant.
7. Attempts should be made to contact parents if decision is made for early release of students.
- 8.

After school hours

1. Contact the superintendent at home (706-541-1664).
2. If the superintendent is unavailable, the principal, associate superintendent, or a school board member should be contacted.
3. The Superintendent, an administrator, or school board member will contact the power company and supervise the work that has to be done.

Gas leak

During school hours

1. Clear the area and, if necessary, evacuate the building using the fire alarm drill procedure.
2. Avoid the use of electronic communication equipment or other such devices.
3. Call 911 to report the emergency
4. The principal should be notified in person.
5. Contact the central office, 465-3383.

After hours: Contact the superintendent at home, 706-541-1664 and/or follow procedure for after-hour's electrical failure.

WATER MAIN OR SEWER BREAK



(During school hours)

1. Call the Central Office at 465-3003 to report the emergency.
2. Inform the principal or administrator in charge.
3. Call the maintenance supervisor (465-2762).
4. Evacuate the building if necessary using the fire drill procedure.
5. Decide on whether or not to dismiss the students.
6. If school is dismissed early, the superintendent or her designee will call the bus shop (465-2762) and arrange for the children to be picked up from school and taken home.
7. If school is dismissed, attempts should be made to call parents especially parents of elementary school children.

(After hours)

1. Contact the superintendent at home (706-541-1664).
2. If the superintendent is unavailable, the principal, associate superintendent, or a school board member should be contacted.
3. The Superintendent, an administrator, or school board member will contact the proper city or maintenance personnel and supervise the work that has to be done.
4. Decide whether or not to cancel school for the following day.

STAFF INVOLVED:

Principal:

Inform the staff and students of appropriate procedures.

Secretary:

Make necessary emergency contacts.

Teacher:

Take roll.

The Maintenance Superintendent and Custodian:

Help principal with the inspection of the building.

School Security Officer:

Secure the affected area.

DO NOT RESUSCITATE (DNR) ORDER

Do Not Resuscitate orders are not encouraged. However, if a parent desires, we must have a notarized document on file requesting Do Not Resuscitate.

Steps of Action

1. Notify the principal or his designee.
2. The body of the student **should not be moved** even if he/she is still alive.
3. The area should be secured and students removed from the scene.
4. Protect the person from further injury.
5. Do not attempt to resuscitate.
6. Notify the Emergency Management Service (EMS) of Warren County (call 911), and they will implement proper legal procedures and handle the situation.

TRESPASSER ON CAMPUS



If the person appears to be non-aggressive:

- Speak to the individual from a safe position. Question the individual as to his business on school grounds. Be polite but persistent. Do not accept the individual's reason or excuse and leave them unattended.
- The individual shall then be advised that all visitors are required to sign in at the administrative office and to obtain permission to be on campus.
- The individual shall be escorted to the office by school personnel. The individual shall not be left unattended or allowed to proceed on campus without an escort from a school official.
- When at the office, the school official shall inform an administrator that the individual was located on campus. The administrator shall then notify the school resource officer.
- A written record of the incident shall be made indicating that the individual was advised of school visitor sign-in procedure.
- If at any time a faculty member feels uncomfortable or threatened by the individual, he shall immediately notify the office and request assistance from administrators and/or the school resource officer. The faculty member shall give a description of the individual and the individual's location or direction of travel. If possible, the faculty member shall keep the individual in sight and advise the office of the individual's location.

If the person appears to be threatening, armed, or otherwise dangerous:

- Notify the office immediately. The office shall notify the school resource officer or the police department/sheriff's office immediately.
- Move students from the area and initiate localized lockdown procedures if deemed necessary for safety.
- Provide the office with as much information as possible about the individual. Such information should include a description of the individual (sex, race, height, weight, approximate age, and clothing worn, etc.), the last known location of the individual, the direction of travel of the individual, and any other pertinent information.
- If possible, keep the individual in sight until the school resource officer or another law enforcement officer makes contact with the individual. Do not follow or attempt to make contact with the individual if you feel it is unsafe to do so.
- If the individual leaves campus prior to the arrival of the police, try to ascertain a vehicle description (if applicable), including the color, number and state of the tag, and direction of travel of the individual.
- If necessary, the principal may order a lockdown of the school until the police make contact with the individual.

ABDUCTION OF STUDENT OR STAFF MEMBER

- Notify the office, an administrator, and the school resource officer immediately. If the school resource officer is not available, call the police department at 465-3003 or the sheriff's department at 465-3340. The following information shall be provided to school and police officials:
 - Full name of the victim.
 - Physical and clothing description of the victim.
 - Physical and clothing description of the suspect, and vehicle if possible.
 - License tag number
 - Any other pertinent information that may be available.
- If deemed necessary for safety, the principal or his designee may issue a lockdown of the campus.
- The principal or his designee shall designate a faculty member to secure the scene of the abduction and any possible evidence until the arrival of law enforcement officials.
- Office personnel shall gather all pertinent student records or staff files on the victim and provide this information to police officials upon their arrival.
- Identify witnesses and isolate them from one another to avoid contamination of evidence or statements until the arrival of the police.
- The principal or his designee shall assist law enforcement with their investigation. Law enforcement and the principal shall notify the victim's family as soon as practical.
- The principal shall notify the superintendent of the incident.
- The superintendent may prepare a press release for media, students, and parents.
- The principal shall issue additional orders, as he deems appropriate, for the safety of other students and staff members.

OFFICER DOWN

In the event that the school resource officer or another law enforcement officer has been shot, otherwise wounded, or injured on campus, the following procedures shall be followed:



Two people are to immediately call the Warrenton Police Department or the Warren County Sheriff's Office at 911. One should give details of the incident while the other requests immediate dispatch of emergency vehicles. This should be checked and verified constantly by the administrator ordering the call.

If not already advised, the principal shall be notified immediately.

In the absence of gunfire, an administrator or other designated faculty member shall remain with the officer until emergency assistance arrives.

The principal or his designee shall immediately order a lockdown of the campus. The lockdown shall remain in effect until responding police officials and investigators authorize its lifting.

Any witnesses shall be identified and isolated to prevent the contamination of evidence and statements.

A designated school official shall secure the scene around the officer by establishing a perimeter of at least 20 feet around the downed officer or crime scene until relieved by police officials.

School officials shall cooperate fully with investigating police officials.

The principal or his designee shall notify the superintendent of the incident as soon as practical.

The superintendent shall, in conjunction with law enforcement officials, prepare a press release for the media and parents.

The principal shall brief faculty members of the incident as soon as practical. The principal may also address students concerning the incident.

FOOD POISONING

Seek medical attention via the school nurse and by calling the Georgia Poison Control Center at 1-800-282-5846 and if necessary, call 911 for an ambulance.

Notify the principal and the cafeteria manager immediately if food poisoning from the school cafeteria is suspected.

Cafeteria workers shall cease serving the suspected food items until they receive clearance from the county health department and the principal.

The principal or his designee shall contact the Warren County Health Department to advise them of the incident and to obtain recommendations and further instructions.

Contact parents, guardians, or family of ill students or faculty members and advise them of the incident.

If a student must be transported to the hospital, a designated school official shall accompany the student and the parent will be advised of the transport.

The principal and the cafeteria manager shall comply with the following:

- Food products, pots, pans, utensils, and dishes used in the preparation of the item(s) in question are to remain untouched, when possible, so the examination and testing may be performed by county health officials.
- All food service employees involved in the preparation of the suspected menu item(s) are to be examined by county health officials.
- Food samples are to be made available to county health officials upon their request.
 - Ensure that proper human specimens are tested and preserved for the health department.

The principal or his designee shall advise the superintendent of the incident as soon as practical.

The superintendent may prepare a press release for the media and parents.

DEATH OR INJURY TO STUDENT OR STAFF MEMBER

If the death or injury occurs off campus:

- * * The superintendent is the only person authorized to cancel school.

The principal shall notify all interested parties of the incident, including counselors, faculty members, and the school resource officers.

The principal may, if deemed necessary, establish a team of counselors, mental health workers, and faculty members to meet with students and faculty members as the situation dictates.

If the death or injury occurs at school:

- * * An ambulance shall be called for immediately at 911. The school security officer shall be notified. If the school security officer is not available, call the Warrenton Police Department at 911 or the Warren County Sheriff's Office at 911 immediately. If the situation is life-threatening, a second person should also call the above numbers to ensure help is on the way while the first caller is giving more specific information.

- * Designated personnel shall ensure that student traffic is directed away from the area of the deceased or injured person. At his discretion, the principal may order a lockdown of the campus.

- * School personnel should secure the incident scene until the arrival of police or other emergency response agencies. No one should be allowed to enter the scene, and the body of the deceased shall not be moved.

- * School personnel shall identify and isolate potential witnesses from one another so as to prevent contamination of evidence and statements.

Student records or staff files of the victim shall be collected for law enforcement officials.

If the victim is injured and requires hospitalization, a designated school official shall accompany the victim to the hospital.

Upon the arrival of law enforcement officials, the school shall defer authority of the scene to the police until the investigation is completed. School officials shall cooperate with law enforcement in their investigation.

Parents, guardians, and family members of the victim shall be notified as soon as practical.

The principal shall remain up-to-date on the status of the victim and the investigation to determine what other actions should be taken for the safety and well-being of students and staff.

The superintendent shall have the authority to cancel school.

The principal may, at his discretion, create a team of counselors, mental health professionals, and faculty members to meet with students and faculty members.

The principal shall brief faculty members of the incident as soon as practical. At his discretion, the principal may also address the incident with the student body.

The superintendent shall prepare a press release for media, parents, and the community.

If the principal believes that the incident may lead to violence or unrest on campus, he may request increased police presence or additional security.

BUS ACCIDENT

Definition: A bus accident is any bus involved in an accident with or without students on board.



Steps of Action

1. The bus driver contacts the Central Office and the school transportation department.
2. Either the Central Office or the school transportation department will contact the public safety officers and if necessary, emergency medical services (EMS) at 911.
3. The school transportation department director or his designee will coordinate communication between the accident site and the school.
4. Staff will be assigned to the site to assist with supervision of students as necessary.
5. The school transportation department director and Superintendent or their designees will go to the accident scene.
6. All other bus drivers will limit and reduce their radio traffic.
7. The school transportation department director or Superintendent will contact the principals of the students involved in the accident.
8. Medical information in the school files about students will be made available by the school to EMS personnel if needed.
9. Staff at the schools is expected to contact the parents of each child on the bus to inform them of the accident and the status of their child or children as soon as this information is known.
10. The bus driver will submit a list of all students on the bus at the time of the accident.
11. All bus drivers involved in an accident must submit to a mandatory drug and alcohol test.
12. School counselors, social workers, and the crisis management team will assist all schools, families, and students affected as needed.
13. The school transportation department director and the GA State Patrol will make a written report of the accident along with documentation using photographs.
14. The school transportation department director or the school system's Financial Officer is responsible for contacting the insurance company insuring the bus.

PHONE DIRECTORY

Dept. of Family & Children Services	465-3326
Federal Bureau of Investigation (Augusta, GA)	(706)722-3702
Fire Department	911
Freeman Elementary School	465-3342
Georgia Bureau of Investigation	595-2575
Georgia Forestry Commission	465-4661
Georgia Power	465-3341
Georgia State Patrol	595-2622
Mayor's Office	465-3282
Poison Control Center - Georgia	(800) 282-5846
Poison Control Center - National USA Number	(800) 222-1222
Probate Court Office	465-2227
Public Health Office	465-2252
Public Works Department	465-3636
School Bus Garage	465-2762
Senior Citizen's Council	465-3539
Sheriff's Office	911
Small Claims Court	465-3123
Tax Assessor's Office	465-3321
Transit System	465-3222
Voter Registration	465-1993
Warren County Ambulance Service	911
Warren County Board of Education	465-3383
Warren County Chamber of Commerce	465-9604
Warren County Civil Defense	911
Warren County Clerk of Superior Court	465-2262
Warren County Commissioners Office	465-2171
Warren County Emergency Service	465-3003
Warren County Extension Service	465-2136
Warren County Headstart	465-3717
Warren County High School	465-3742
Warren County Human Development Center	465-1733
Warren County Library	465-2656
Warrenton City Hall	465-3282
Warrenton Clipper	465-3395
Warrenton Police Department	911
Warren County Schools Central Office	465-3383
Water Treatment Plant	465-3115
WWG Foundry (formerly Wheland Foundary)	465-9246

CRITICAL INCIDENT CRISIS INTERVENTION PLAN

AFTERCARE

DAY 1-2 SHOCK PHASE

Aftercare will focus on the immediate emotional, psychological, and physical care of the school community after a traumatic event. The school counselor initiates the services to be provided after consulting with other team members. (See attached Warren County School Safety Plan Crisis Teams.)

Debriefing: The team administrator facilitates the initial briefing and any subsequent briefings throughout the crisis. The counselor makes arrangements for appropriate resources to come into the school or other designated place to render services. Information to be given to resources: description of the incident, approximate number of persons affected, where and who to report to on-site. The principal's secretary or designee will report information to the superintendent or superintendent's designee who will serve as the designated media spokesman.

Outside Contacts: The superintendent or her designee shall have contact with the media or spokesman for the school district. The school counselor or a staff member designated by the principal will provide information concerning crisis intervention services to parents. The media and outside agencies that may be concerned about the mental health of the students and faculty/staff will be referred to the superintendent or his designee.

Short Term Assessment of Traumatic Impact: CPR and Triage Team will make a timely assessment of the physical and emotional risks present. Those persons who are "at risk" for severe trauma will receive services.

Faculty and Staff Meetings: "At risk" faculty and staff will be given support or replacement. Faculty will be given information regarding the event.

Meet with Students: Students will be given facts about the crisis, the plan of action for the day/week, resources available to them and how they can be involved in the response plan or activities that are held as a result of the crisis. This meeting can be facilitated by the Crisis Intervention Team.

Administrative Response Plan: During the crisis period, the daily schedule should be reviewed and any adjustment/changes should be distributed to administration, faculty, staff, and students. This plan may be developed by the team administrator and will include class schedules, assemblies, meetings, briefings, extracurricular activities, etc.

Identify "At risk" students: Students who knew the victim(s) well, those who were directly or indirectly involved in the circumstances surrounding the event, those who have associate trauma issues, or may have been considered "at risk" before the event. The "at risk" students should have access to a separate meeting within a smaller group. Events involving deaths, whether accidental or non-accidental, should be dealt with aggressively among the students and faculty.

Information about the crisis, such as suicide, should be shared especially with those students who are “at risk” for suicidal or self-destructive behavior.

Drop-in Rooms for Students: A drop-in room shall be designated for students wishing to speak with a counselor on a one-to-one basis. This drop-in room should be staffed at all times, and it should be located in a quiet atmosphere away from the general flow of the school population.

Contact Consultants for Support: Each school should develop relationships with some outside resources (such as CSRA RESA School Safety Consultant, Tri-Community Health Center, Public Health Office, Family Connection, and Department of Family & Children Services).

Parental Involvement: Parent involvement is encouraged in all phases of the Safety Plan. Parents will receive directions from the Parent Contact Team.

EMERGENCY SHELTERS

The Warren County High School gymnasium and Freeman Elementary School cafeteria will serve as emergency shelters.

SIGNS AND SYMPTOMS OF TRAUMATIC STRESS REACTIONS

Victims of disasters and traumatic events suffer a wide variety of reactions. Trauma may manifest itself in a number of seemingly unrelated symptoms. It is important for faculty and staff within schools to be sensitive to possible traumatic stress reactions. What may seem like a headache may be a façade for deeper trauma. These reactions may immediately follow a traumatic event or may take weeks to emerge.

If a child or a staff member complains of these symptoms, staff should be aware of recent traumatic events within the school and community that may have had an effect on the individual. Further investigation of the cause of these symptoms should be made with a school counselor, parent, or local mental health provider.

Common traumatic stress reactions may include:

Physical reactions:

- Nausea or upset stomach
- Muscle tremors or twitches
- Uncoordinated
- Sweating or chills
- Diarrhea
- Dizziness
- Chest pain
- Increased heart rate or blood pressure
- Headaches or muscle aches
- Sleep problems or fatigue
- Fainting weakness
- Grinding teeth
- Excessive thirst
- Visual problems

Behavioral reactions:

Changes in:

- Activity
- Speech pattern
- Communication
- Sexual behavior
- Appetite

Liability (quick emotional reaction)

- Suspiciousness
- Antisocial acts
- Hyperstartle
- Pacing
- Erratic movements

Affective (emotional) reactions:

- Anxiety or panic
- Fear
- Guilt
- Grief
- Depression or sadness
- Feeling lost, abandoned, or isolated
- Worrying about others
- Wanting to hide
- Withdrawal
- Intense anger
- Irritability or agitation
- Feeling numb
- Shock
- Denial

Cognitive reactions:

Slowed thinking, difficulty in:

- Decisions
- Problem solving
- Calculating
- Concentrating
- Naming objects

Confusion or disorientation

- Replaying the event over and over
- Nightmares
- Poor attention span
- Blaming
- Hypervigilance

**Warren County Middle/High School
Use of Technology**

Planning for the use of Technology in School Emergency Plan

A. Telephones

1. Number of Handsets: (24)
2. Location of Handsets: Main Office (6)
 - Middle School Principal's Office (1)
 - Middle School Secretary's Office (1)
 - High School Principal's Office (1)
 - High School Secretary's Office (1)
 - Assistant Principal's Office (1)
 - Receptionist's Office (1)
 - Counselor's Office (1)
 - Counselor's Secretary (1)
 - High School Faculty Lounge (1)
 - Middle School Faculty Lounge (1)
 - Conference Room (1)
 - Nurse's Office (1)
 - Nurses Classroom (1)
 - Lunchroom (1)
 - Media Center (2)
 - Coaches Offices (3)
 - Mr. Jesse Dawson's Agricultural Office (1)
 - Home Economics Room (3)
 - Computer Technicians Office (1)
3. Number of Public Phone Lines: (2)
4. Numbers for Public Telephone Lines: 465-3742
465-0097
5. Number of Private Telephone Lines: (0)
6. Number Of Analog Connections* Telephone Jacks: (2)
7. Location of Telephone Jacks (See Building Map)

**Analog lines are used with Fax Machines and Modems

**M. E. FREEMAN ELEMENTARY SCHOOL
SCHOOL EMERGENCY PLAN**

1	School Site Emergency Coordinator	Antonio Hill
2	Alternate School Site Emergency	Kathy Hinesley
3	School Emergency Team Members	Antonio Hill
4	Communication Coordinator for hospitals to school Central Office	Mattie Grant
5	Staff Members for telephone communication	Teresa Wilburn
6	Staff Members to update parents and the public	Antonio Hill Connie Rabun
7	Location of News Media Area	Media Center
8	School Media Spokespersons	Antonio Hill, Principal
9	Reception Area for Parents	Lunchroom
10	Persons to compile roster of absent and/or missing students	Teresa Wilburn
11	Persons responsible for development of updated Information sheets (who, what, and when) for parents, teachers, and others	Antonio Hill, Principal
12	Persons responsible	Antonio Hill, Principal Teresa Wilburn, Recept/.Secretary
13	Staff trained on CPR	Phyllis Graves, Danelle Griffin, Coach Blount
14	Person responsible for letter to notify parents of post- crisis intervention	Antonio Hill, Principal
15	Person to coordinate with Central Office a community forum on emergency, and identify follow-up activity	Teresa Wilburn, Claudia Walker, Antonio Hill

16	Persons responsible for arranging a plan of transportation for students, faculty, and parents to home, Hospital, emergency shelter, etc.	Antonio Hill, Charlie Ivey, Supt. Carey
17	Persons who will meet crisis agency's staff to identify and assist in securing any potentially dangerous utility system(s)	Lamar Richards and Junion Thompson
18	Foodservice staff responsible and acquiring and distributing food to emergency personnel	Sonya Spragis Foodservice Director
19	Alternate available means of communication	Walkie talkie, bull horn, cell phones, runners
20	Staff to direct traffic until safety officers arrive	Sylvia Hixson, Marleau Blountt, Phyllis Graves, Rasheeda Usry
21	School insurance clerk to check students' insurance needs	Teresa Wilburn
22	Names, addresses, and phone numbers of designated professional counselors	George Lee, April Sikes, Christy Gardner

PUBLIC ASSISTANCE AGENCIES

AGENCY	CONTACT	PHONE NUMBER
Tri-County Health Care	Donna Newsome	(706) 465-3253
Civil Defense	Tommy Wolfe	911
DFACS	Elaine Lynn	(706)465-3326
Health Department	Carol Usry	(706) 465-2252
Ambulance Services	Tommy Wolfe	911
Warrenton Police Department	Jim McClain	911
Sheriff's Department	Joe Peebles	(706) 465-3340

Did Faculty have in-put in developing this plan? Yes

What as the method used to inform parents of Emergency Preparedness Plan and its revision? Newspaper

How are student couriers identified? Student Council and Principal Club

Who are the designated persons to print identification badges for school and emergency personnel? Susan Newsome, Elaine Samuels, Belinda Kitchens, Angela Engram

AT LEAST ONE COPY OF THIS EMERGENCY PREPAREDNESS PLAN MUST BE RETAINED ON FILE IN THE PRINCIPAL'S OFFICE AND ONE COPY IN THE SUPERINTENDENT'S OFFICE

WARREN COUNTY MIDDLE/HIGH SCHOOL
SCHOOL EMERGENCY PLAN

1	School Site Emergency Coordinator	Ja'Net Bishop
2	Alternate School Site Emergency	Truett Abbott
3	School Emergency Team Members	Ja'Net Bishop Truett Abbott Jesse Dawson
4	Communication Coordinator for hospitals to school Central Office	Christy Gardner
5	Staff Members for telephone communication	Ja'Net Bishop Belinda Kitchens
6	Staff Members to update parents and the public	Ja'net Bishop Carole Jean Carey
7	Location of News Media Area	Media Center
8	School Media Spokespersons	Ja'Net Bishop Carole Jean Carey
9	Reception Area for Parents	Gymnasium
10	Persons to compile roster of absent and/or missing students	Sharon Cody Susan Newsome
11	Persons responsible for development of updated Information sheets (who, what, and when) for parents, teachers, and others	Ja'Net Bishop Belinda Kitchens Shontier Barnes, Christy Gardner Sharon Cody Truett Abbott
12	Persons responsible	Ja'Net Bishop Belinda Kitchens
13	Staff trained on CPR	Lacey Strait Brian Wallace Richard Arrington Ja'Net Bishop
14	Person responsible for letter to notify parents of post-crisis intervention	Ja'Net Bishop
15	Person to coordinate with Central Office a community forum on emergency, and identify follow-up activity	Ja'Net Bishop
16	Persons responsible for arranging a plan of transportation for students, faculty, and parents to home, Hospital, emergency shelter, etc.	Jesse Dawson Charlie Ivey Carole Jean Carey
17	Persons who will meet crisis agency's staff to identify and assist in securing any potentially dangerous utility system(s)	Lamar Richards Andrea Williams

18	Foodservice staff responsible and acquiring and distributing food to emergency personnel	Sonya Spragis, Dir. Geraldine Berry
19	Alternate available means of communication	Walkie talkie, bull horn, cell phones, runners
20	Staff to direct traffic until safety officers arrive	Jessie Dawson Scott Swann Geoffery Schlichter
21	School insurance clerk to check students' insurance needs	Christy Gardner George Lee Rebecca Brown
22	Names, addresses, and phone numbers of designated professional counselors	Christy Gardner George Lee Rebecca Brown

M.E. Freeman Elementary School
Use of Technology

Planning for the use of Technology in School Emergency Plan

B. Telephones

1. Number of Handsets: (11)
2. Location of Handsets: Main Office (4)
 - Principal's Office (1)
 - Secretary's Office (1)
 - Assistant Principal's Office (1)
 - Receptionist's Office (1)
 - Data Clerk (1)
 - Lounge (1)
 - Lunchroom (1)
 - First and Second Grade Hall (1)
 - Media Center (1)
 - Brick Building separate from main building (1)
3. Number of Public Phone Lines: (4)
4. Numbers for Public Telephone Lines: 465-3342
 - 465-2125
 - 465-3000
 - 465-1488
5. Number of Private Telephone Lines: (0)
8. Number Of Analog Connections* Telephone Jacks: (16)
9. Location of Telephone Jacks (See Building Map)

**Analog lines are used with Fax Machines and Modems

DEALING WITH THE MEDIA



1. Only the Superintendent or her designee should talk with the media.
2. CHILDREN WILL NOT BE INTERVIEWED BY THE MEDIA.
3. Teachers and staff should refer all questions to the Superintendent or her designee.
4. Do not disclose the names of any students for any reason.

GEMA ADDENDUM

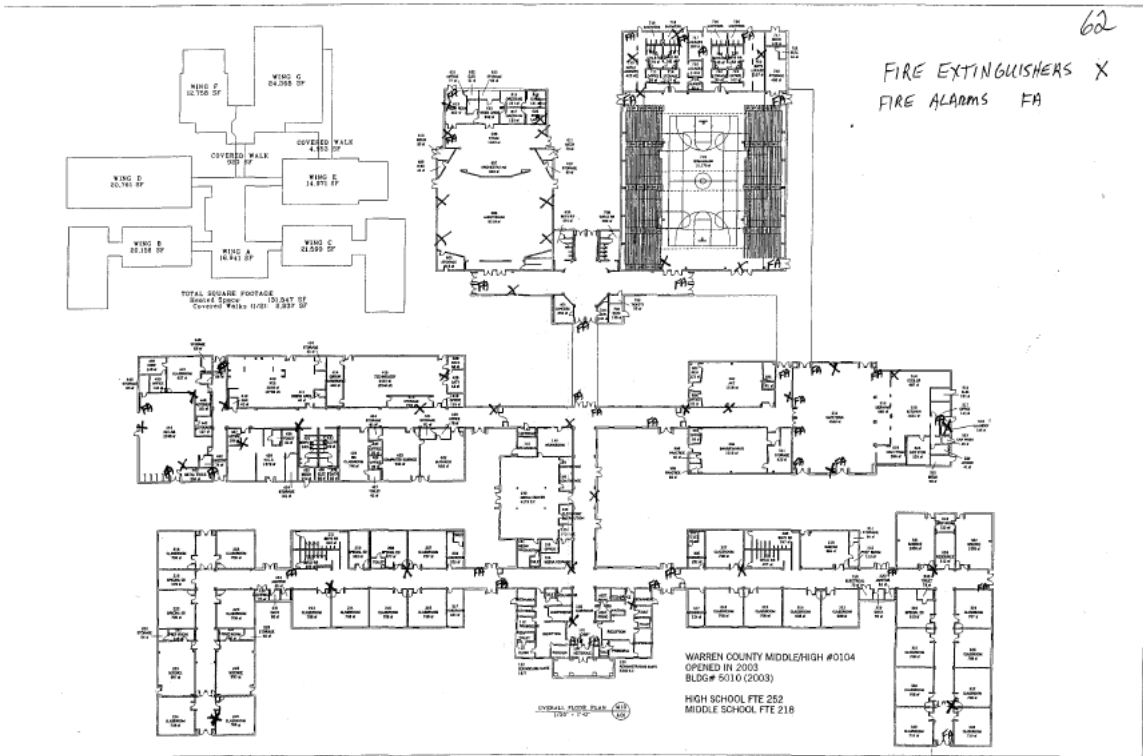
THE GEORGIA EMERGENCY MANAGEMENT AGENCY (GEMA)

- GEMA is the best resource for School Safety Plans.
- Visit their website at <http://www.gema.state.ga.us/> and click on school safety in the left hand pane. That link will open up an entire set of resources on school safety including training for and evaluation of the school safety plan.
- The following pages are examples of the information gained from the GEMA website.
 1. A field training request form.
GEMA will come and train personnel in school safety. They have school safety training sessions from time to time throughout the state.
 2. Resources to secure automated external defibrillators (AED) and the importance of having AED's on site especially for athletic events.
 3. School Bus Driver Safety Tips.
 4. Emergency Evacuation Kit that each school office needs and how to use them and respond in an emergency.
 5. Athletic Event Safety Tips.

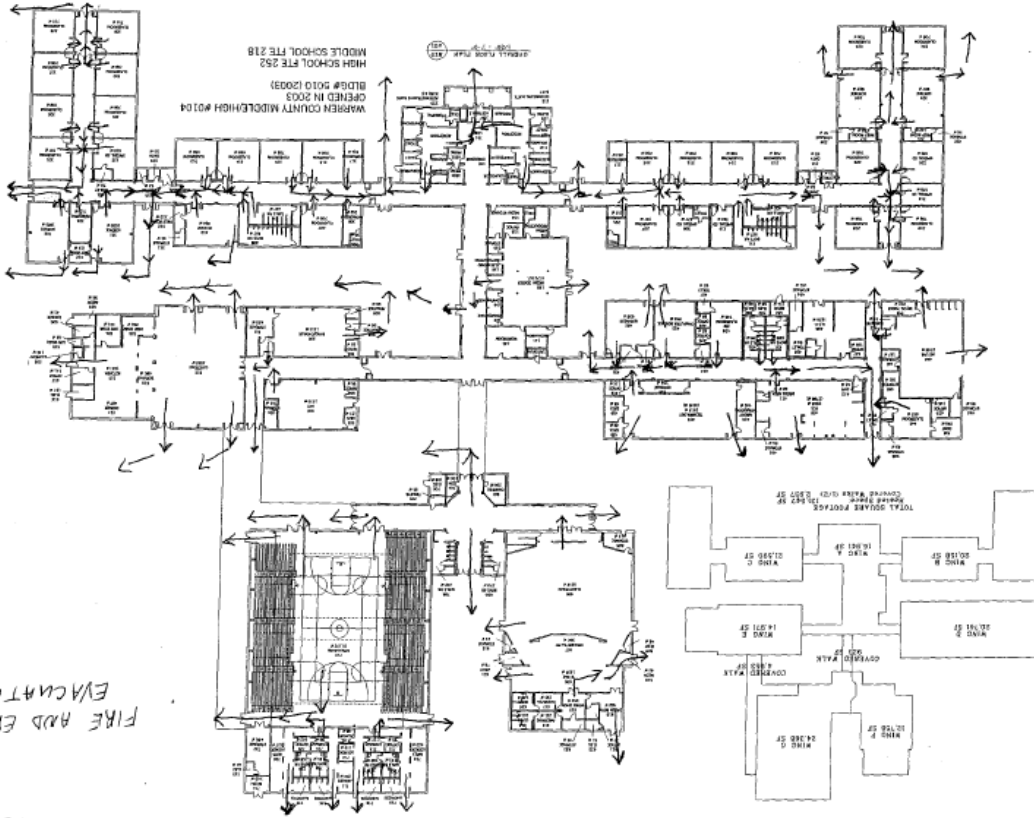
These are but a sampling of the many, many resources on the GEMA website.

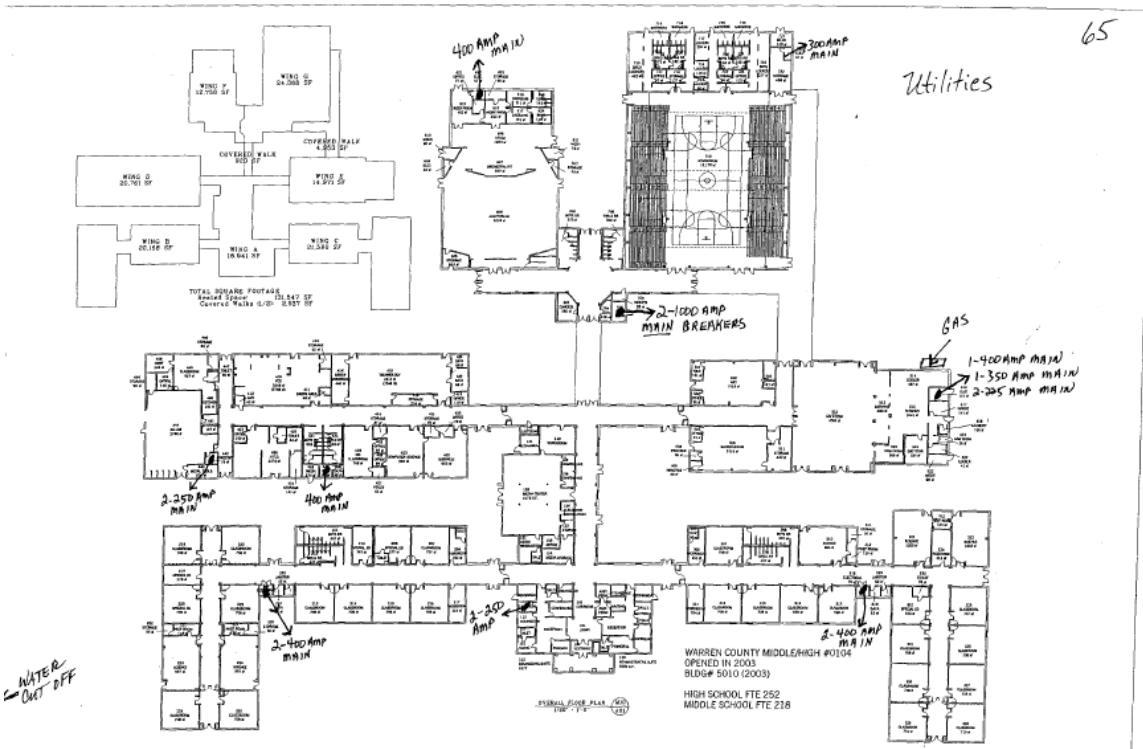
- **Our GEMA area School Safety and Homeland Security Coordinator is**

John F. Cleveland, P. O. Box 1334, Gainesville, GA 30503.
(770) 535-5739/office and (706) 206-7370/mobile
email: jcleveland@gema.state.ga.us



FIRE AND EMERGENCY
EVACUATION





APPENDIX D
Projected Budget and Per-pupil Expenditures by School:

M.E. Freeman Elementary

Mildred E. Freeman Elementary Estimated Budget and Per-Pupil Expenditures	2007-2008	2008-2009	2009-2010	2010-2011
n=	351	385	407	424
Revenue:				
Federal, State & Local	\$2,673,085.63	\$2,753,278.20	\$ 2,835,876.55	\$ 2,920,952.84
Per-Pupil Revenue	\$7,615.63	\$7,151.37	\$6,967.76	\$6,889.04
Expenses:				
Instructional Salaries & Benefits	\$2,080,982.30	\$2,143,411.77	\$ 2,207,714.12	\$ 2,273,945.55
Per-Pupil Expenditures	\$5,928.72	\$5,567.30	\$5,424.36	\$5,363.08
Pupil Services Salaries & Benefits	\$42,918.96	\$ 44,206.53	\$ 45,532.72	\$ 46,898.71
Per-Pupil Expenditures	\$122.28	\$114.82	\$111.87	\$110.61
Media Salaries & Benefits	\$94,070.62	\$ 96,892.74	\$ 99,799.52	\$ 102,793.51
Per-Pupil Expenditures	\$268.01	\$251.67	\$245.21	\$242.44
Administration Salaries & Benefits	\$225,037.85	\$ 231,788.99	\$ 238,742.66	\$ 245,904.93
Per-Pupil Expenditures	\$641.13	\$602.05	\$586.59	\$579.96
Maintenance & Operations Salaries and Benefits	\$50,810.60	\$ 52,334.92	\$ 53,904.97	\$ 55,522.11
Per-pupil Expenditures	\$144.76	\$135.93	\$132.44	\$130.95
Professional Learning	\$5,056.25	\$ 5,207.94	\$ 5,364.18	\$ 5,525.10
Per-Pupil Expenditures	\$14.41	\$13.53	\$13.18	\$13.03
Supplies/Textbooks	\$155,860.07	\$ 160,535.87	\$ 165,351.95	\$ 170,312.51
Per-Pupil Expenditures	\$444.05	\$416.98	\$406.27	\$401.68
Equipment	\$10,785.63	\$ 11,109.20	\$ 11,442.47	\$ 11,785.75
Per-Pupil Expenditures	\$30.73	\$28.86	\$28.11	\$27.80
Total	\$2,673,085.63	\$2,752,590.23	\$ 2,834,772.51	\$ 2,919,529.92
Total Per-Pupil Expenditures	\$7,615.63	\$7,149.59	\$6,965.04	\$6,885.68

Warren County Middle School

Warren County Middle School Estimated Budget and Projected Per-Pupil Expenditures	2007-2008	2008-2009	2009-2010	2010-2011
Revenue:				
Federal, State & Local	\$1,116,739.05	\$1,150,241.22	\$1,184,748.45	\$1,220,290.91
Per-Pupil Expenditures	\$ 5,668.73	\$ 5,838.79	\$ 6,013.95	\$ 6,194.37

Expenses:

Instructional Salaries & Benefits	\$ 899,361.10	\$ 926,341.93	\$ 954,132.19	\$ 982,756.16
Per-Pupil Expenditures	\$ 4,565.28	\$ 4,702.24	\$ 4,843.31	\$ 4,988.61
Pupil Services Salaries & Benefits	\$ -	\$ -	\$ -	\$ -
Per-Pupil Expenditures	INCLUDED IN HS BUDGET			
Media Salaries & Benefits	\$ 57,252.03	\$ 58,969.59	\$ 60,738.68	\$ 62,560.84
Per-Pupil Expenditures	\$ 290.62	\$ 299.34	\$ 308.32	\$ 317.57
Administration Salaries & Benefits	\$ 108,216.52	\$ 111,463.02	\$ 114,806.91	\$ 118,251.11
Per-Pupil Expenditures	\$ 549.32	\$ 565.80	\$ 582.78	\$ 600.26
Maintenance & Operations Salaries and Benefits	\$ -	\$ -	\$ -	\$ -
Per-Pupil Expenditures	IN HS BUDGET			
Professional Learning	\$ 2,188.06	\$ 2,253.70	\$ 2,321.31	\$ 2,390.95
Per-Pupil Expenditures	\$ 11.11	\$ 11.44	\$ 11.78	\$ 12.14
Supplies/Textbooks	\$ 41,303.34	\$ 42,542.44	\$ 43,818.71	\$ 45,133.27
Per-Pupil Expenditures	\$ 209.66	\$ 215.95	\$ 222.43	\$ 229.10
Equipment	\$ 2,792.00	\$ 2,875.76	\$ 2,962.03	\$ 3,050.89
Per-Pupil Expenditures	\$ 14.17	\$ 14.60	\$ 15.04	\$ 15.49
Total	\$1,116,739.05	\$1,150,241.22	\$1,184,748.45	\$1,220,290.91
Total Per-Pupil Expenditures	\$ 5,668.73	\$ 5,838.79	\$ 6,013.95	\$ 6,194.37

Warren County High School

**Warren County High School
Estimated Budget
and Per Pupil Expenditures**

	2007-2008	2008-2009	2009-2010	2010-2011
Revenue:				
Federal, State & Local	243	242	247	257
	\$1,801,484.08	\$1,855,528.61	\$1,911,194.47	\$1,968,530.30
PER PUPIL REVENUE	\$ 7,413.51	\$ 7,667.47	\$ 7,737.63	\$ 7,659.65
Expenses:				
Instructional Salaries & Benefits	\$1,089,386.81	\$1,122,068.41	\$1,155,730.47	\$1,190,402.38
PER PUPIL EXPENDITURE	\$ 4,483.07	\$ 4,636.65	\$ 4,679.07	\$ 4,631.92
Pupil Services Salaries & Benefits	\$ 81,894.38	\$ 84,351.21	\$ 86,881.75	\$ 89,488.20
PER PUPIL EXPENDITURE	\$ 337.01	\$ 348.56	\$ 351.75	\$ 348.20
Media Salaries & Benefits	\$ 56,220.76	\$ 57,907.38	\$ 59,644.60	\$ 61,433.94
PER PUPIL EXPENDITURE	\$ 231.36	\$ 239.29	\$ 241.48	\$ 239.04
Administration Salaries & Benefits	\$ 179,202.37	\$ 184,578.44	\$ 190,115.79	\$ 195,819.27
PER PUPIL EXPENDITURE	\$ 737.46	\$ 762.72	\$ 769.70	\$ 761.94
Maintenance & Operations Salaries and Benefits	\$ 126,943.74	\$ 130,752.05	\$ 134,674.61	\$ 138,714.85

PER PUPIL EXPENDITURE	\$ 522.40	\$ 540.30	\$ 545.24	\$ 539.75
Professional Learning	\$ 53,649.27	\$ 55,258.75	\$ 56,916.51	\$ 58,624.01
PER PUPIL EXPENDITURE	\$ 220.78	\$ 228.34	\$ 230.43	\$ 228.11
Supplies/Textbooks	180533.73	\$ 185,949.74	\$ 191,528.23	\$ 197,274.08
PER PUPIL EXPENDITURE	742.94	768.39	775.42	767.60
Equipment	\$ 26,378.00	\$ 27,169.34	\$ 27,984.42	\$ 28,823.95
PER PUPIL EXPENDITURE	\$ 108.55	\$ 112.27	\$ 113.30	\$ 112.16
Total	\$1,801,484.08	\$1,855,559.57	\$1,911,069.48	\$1,968,097.25
PER PUPIL EXPENDITURE	\$ 7,413.51	\$ 7,667.60	\$ 7,737.12	\$ 7,657.97

REQUIRED APPENDIX E

Warren County Schools Calendar

NOTE: The following calendar has been approved for 2007-2008. Minor modifications may occur in the subsequent years, depending on recommendations from the schools and the vote of the Board of Education.

WARREN COUNTY SCHOOL SYSTEM CALENDAR

2007-2008

August 3.....	Principal Meet With Teachers
August 6.....	System Wide Professional Learning
August 7-9.....	Pre-Planning
August 10.....	First Day of School
September 3.....	Holiday/Labor Day
September 12.....	Progress Reports
October 17.....	Report Cards
October 18.....	Student Holiday/Teacher Professional Learning Day
October 19.....	Student and Teacher Holiday
November 16.....	Progress Reports
November 21-23.....	Holidays/Thanksgiving
December 17-19.....	Exams
December 19.....	Early release Day (11:30) End of First Semester
December 20-January 2.....	Holidays/Christmas
January 3.....	Student Holiday/Teacher Professional Learning/Work Day
January 4.....	First Day of Second Semester
January 10.....	Report Cards
January 21.....	Holiday/Martin Luther King
February 8.....	Progress Reports
February 18-19.....	Holidays/Mid-Winter Break
February 20.....	Student Holiday/Teacher Professional Learning Day
March 19.....	Report Cards
April 7-11.....	Spring Break
April 23.....	Progress Reports
May 20-23.....	Exams
May 23.....	Last Day of School/End of Second Semester/Early Release (11:30)
May 24.....	Graduation
May 28.....	Report Cards

REQUIRED APPENDIX F
Warren County Board of Education
Resolution Re: System Charter Application

Whereas the school administrators, the central office administrators, the teachers and other instructional staff at the schools are committed to the students, academic excellence and the community at large; and

Whereas the school system has the opportunity to apply to develop a charter and to apply for charter funding to carry out plans for improvement; and

Whereas our Congressmen in Washington, our Senators in Atlanta and our Representatives in Atlanta support our efforts to establish an outpost for Sandersville Technical College in Warrenton, which would benefit our students and the community at large; and

Whereas Sandersville Technical College is one of our closest partners in providing educational opportunities for our children, and they are willing to work with us; and

Whereas there are already efforts underway for Warrenton to be designated as a Work Ready Community; and

Whereas students have expressed their desire to have more academic and vocational offerings at the high school level; and

Whereas the efforts to support academic excellence and provide additional academic and vocational opportunities are also supported by our true local leaders—both African-American and Caucasian—as well as our business and community partners; and

Whereas the schools have developed plans for improvement that can be worked into a system charter, which maximizes local decision making in many areas; and

Whereas we must always be sure that we are faithful to our students and our commitment to consider their best interests; and

Whereas it is time for all of us to come together, be on the same team and work to provide the absolute best for all of our students;

Be it, therefore, resolved that the Warren County Board of Education has officially approved the submission of a Charter System Petition to the State Board of Education.

Mrs. Gwen Tucker, Chairperson

Date

Mrs. Robin Johnson

Date

Mr. Randy Morris

Date

Mr. James Newsome

Date

Mrs. Clara Roberts

Date

REQUIRED APPENDIX G
Notice to Principals Regarding Hearings on Petition

Notice to principals and all stakeholders---published in the Clipper.

Notice from Warren County Schools: Meetings will be held on Friday, August 31 at 9:00 a.m. and on September 6 at 2:00 p.m. in the high school auditorium to discuss the development of charter petitions for each school. The purpose of the petitions is to outline where we are and where we want to be in five years and how we are going to get there. The ideas generated by the schools will be shared. The public is invited to these two meetings. There will be additional meetings held at each school specifically for the parents. Parents will be notified in writing about these meetings once they are scheduled so that they may make plans to attend.

***In addition to these two meetings, each principal held two parent meetings to discuss the specifics of the charter application as it relates to their schools.

REFERENCES

Classroom Strategies that Work—Robert Marzano
Differentiated Instruction—Carol Tomlinson
The New Principal's Fieldbook—Pam Robbins
Failure is Not an Option—Blankstein
Leading for Results—Dennis Sparks
Principals and Student Achievement—Kathleen Cotton
Good to Great—Jim Collins
Breaking Ranks II: Strategies for High School Reform—National Association of Secondary Principals
School Leadership that Works—Marzano
Making Standards Work—Douglas Reeves
What Great Principals DO Differently—Todd Whitaker

Making Classroom Assessment Work—Ann Davies
What Works in Classrooms—Marzano
Examining Student Work-ASCD
Balanced Assessment—ASCD
A Framework on Poverty—Ruby Payne