

Charter School Petition Application and Instructions

Charter System

“The mission of the Georgia Public Charter Schools Program is to increase student achievement through academic and organizational innovation by encouraging local school districts to utilize the flexibility offered by chartering.”

**Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334
404-657-0515 (phone)
404-657-6978 (fax)
http://public.doe.k12.ga.us/pea_charter.aspx**

Georgia Charter System Petition Instructions

General Directions for Applicants Please Read and Follow All Directions

A. *Introduction*

This form is for use only by applicants that are **existing public school systems that wish to convert all schools in the system with a single charter petition**. Charter system petitions should address the requirements contained in the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20-2-2060 through 20-2-2071), State Board of Education Rule 160-4-9-.04 CHARTER SCHOOLS, and Department of Education Guidance to Accompany the Charter Schools Rule. Petitioners are encouraged to be clear and concise in addressing the petition requirements.

B. *Deadline and Submission Procedures*

All petitions for charter systems must be received at the address below no later than **NOVEMBER 1** of the year preceding the school year in which the school system intends to convert to charter status.

In assembling the petition and accompanying materials, please adhere to the following guidelines:

- Each page (including appendices and attachments) should be consecutively numbered. Tab and paginate all attachments/appendices.
- Do not enclose the application in a notebook, binder, or folder.
- The original must contain original signatures in blue ink. Stamped signatures will not be accepted.
- Applications that are faxed or e-mailed will not be accepted.

Only applications that are complete and follow these guidelines will be considered for approval. Applications will not be returned. Please keep a copy for your records.

Applicants must send or deliver completed applications to:

Georgia Department of Education
Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

C. Application Checklist

- **ALL APPLICANTS:** Be sure that you have included each of the following as part of your petition application. All applicants must submit an **ORIGINAL** and **TWO COPIES** of each of the materials listed below, unless otherwise indicated.
 - Charter Petition Cover Pages (original and two copies) (form attached below)**
 - Executive Summary (original and two copies) (instructions attached below)**
 - Charter Petition Checklist (original and two copies) (form attached below)**
 - Charter Petition (original and two copies)**
 - Charter Petition on CD, in Microsoft Word or .pdf format (one copy)**
 - Copy of Letter of Intent submitted to the local board of education and the State Board of Education (three copies)**
 - Any other documents necessary to respond to charter petition requirements (e.g., appendices) (original and two copies)**
- RENEWAL APPLICANTS ONLY: A redlined version of the charter petition showing all additions and deletions (original and two copies)**

Applicants must send or deliver completed applications to:

Georgia Department of Education
Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

Name of Proposed Charter System School Centennial Arts Academy

School address 852 Century Place, Gainesville, Georgia 30501

School contact person Susan Gilliam Principal
Name Title

Address of school contact 852 Century Place, Gainesville, Georgia 30501

Telephone number of school contact 770-287-2044

Fax number of school contact 770-287-2047

E-mail address of school contact susan.gilliam@gcस्क12.net

Is this school:

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

Grade Levels Served PK-5

Ages Served 4-12

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

CAA	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
K	125	131	138	145	152	160	168	176	185	194	204
1	146	153	161	169	177	186	196	205	216	226	238
2	133	140	147	154	162	170	178	187	197	206	217
3	136	143	150	157	165	174	182	191	201	211	222
4	125	131	138	145	152	160	168	176	185	194	204
5	125	131	138	145	152	160	168	176	185	194	204
Total	790	830	871	915	960	1008	1059	1112	1167	1226	1287

Name of Proposed Charter System School Enota Multiple Intelligences Academy

School address 1340 Enota Avenue – Gainesville, Georgia 30501

School contact person Sally Meadors Principal
Name Title

Address of school contact 1340 Enota Avenue – Gainesville, Georgia 30501

Telephone number of school contact 770-532-7711

Fax number of school contact 770-287-2011

E-mail address of school contact sally.meadors@gcssk12.net

Is this school:

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

Grade Levels Served PK-5

Ages Served 4-12

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

EMIA	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
K	162	170	179	188	197	207	217	228	239	251	264
1	128	134	141	148	156	163	172	180	189	199	208
2	120	126	132	139	146	153	161	169	177	186	195
3	103	108	114	119	125	131	138	145	152	160	168
4	101	106	111	117	123	129	135	142	149	157	165
5	100	105	110	116	122	128	134	141	148	155	163
	714	750	787	827	868	911	957	1005	1055	1108	1163

Name of Proposed Charter System School Fair Street International Baccalaureate World School

School address 695 Fair Street – Gainesville, Georgia 30501

School contact person Dr. Merrienne Dyer Principal
Name Title

Address of school contact 695 Fair Street – Gainesville, Georgia 30501

Telephone number of school contact 770-536-5295

Fax number of school contact 770-287-2016

E-mail address of school contact merrienne.dyer@gcssk12.net

Is this school:

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

Grade Levels Served PK-5

Ages Served 4-12

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

FSIBWS	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
K	106	111	117	123	129	135	142	149	157	164	173
1	96	101	106	111	117	123	129	135	142	149	156
2	94	99	104	109	114	120	126	132	139	146	153
3	103	108	114	119	125	131	138	145	152	160	168
4	84	88	93	97	102	107	113	118	124	130	137
5	103	108	114	119	125	131	138	145	152	160	168
	586	615	646	678	712	748	785	825	866	909	955

Name of Proposed Charter System School Gainesville Exploration Academy

School address 1145 McEver Road – Gainesville, Georgia 30504

School contact person Priscilla Collins Principal
Name Title

Address of school contact 1145 McEver Road – Gainesville, Georgia 30504

Telephone number of school contact 770-287-1223

Fax number of school contact 770-535-3798

E-mail address of school contact priscilla.collins@gcssk12.net

Is this school:

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

Grade Levels Served PK-5

Ages Served 4-12

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

GEA	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
K	164	172	181	190	199	209	220	231	242	254	267
1	145	152	160	168	176	185	194	204	214	225	236
2	138	145	152	160	168	176	185	194	204	214	225
3	123	129	136	142	150	157	165	173	182	191	200
4	92	97	101	107	112	117	123	129	136	143	150
5	99	104	109	115	120	126	133	139	146	154	161
	761	799	839	881	925	971	1020	1071	1124	1181	1240

Name of Proposed Charter System School New Holland Core Knowledge Academy

School address 170 Barn Street – Gainesville, Georgia 30501

School contact person Jill Goforth Principal
Name Title

Address of school contact 170 Barn Street – Gainesville, Georgia 30501

Telephone number of school contact 770-287-1095

Fax number of school contact 770-718-9935

E-mail address of school contact jill.goforth@gcssk12.net

Is this school:

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

Grade Levels Served PK-5

Ages Served 4-12

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

NHCKA	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
K	127	133	140	147	154	162	170	179	188	197	207
1	101	106	111	117	123	129	135	142	149	157	165
2	116	122	128	134	141	148	155	163	171	180	189
3	84	88	93	97	102	107	113	118	124	130	137
4	66	69	73	76	80	84	88	93	98	102	108
5	75	79	83	87	91	96	101	106	111	116	122
	569	597	627	659	692	726	763	801	841	883	927

Name of Proposed Charter System School Gainesville Middle School – 3 Academies

Classical Studies Academy Arts & Sciences Academy Earth Quest Academy

Lisa Smith – Principal

Audrey Simmons – Principal

Chris Wood - Principal

School address 715 Woods Mill Road – Gainesville, Georgia 30501

School contact person Ken Martin Principal

Name

Title

Address of school contact 715 Woods Mill Road – Gainesville, Georgia 30501

Telephone number of school contact 770-534-4237

Fax number of school contact 770-287-2022

E-mail address of school contact lisa.smith@gcssk12.net

Is this school:

An existing charter school?

A magnet school?

X In Needs Improvement?

Another type of special/alternative school?

Grade Levels Served 6-8

Ages Served 11-15

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

GMS	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
6	475	499	524	550	577	606	637	668	702	737	774
7	443	465	488	513	538	565	594	623	655	687	722
8	397	417	438	460	483	507	532	559	587	616	647
	1315	1381	1450	1522	1598	1678	1762	1850	1943	2040	2142

Name of Proposed Charter System School Gainesville High School – 4 Academies
Freshman Academy Careers.net Academy Arts and Sciences Academy Civil International Academy

School address 830 Century Place, Gainesville, GA 30501

School contact person Mike Kemp Principal
 Name Title

Address of school contact 830 Century Place, Gainesville, GA 30501

Telephone number of school contact 770-536-4441

Fax number of school contact 770-287-2031

E-mail address of school contact mike.kemp@gcssk12.net

Is this school:

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

Grade Levels Served 9-12

Ages Served 15-21

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

GHS	2008	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10
9	471	495	519	545	573	601	631	663	696	731	767
10	303	318	334	351	368	387	406	426	448	470	494
11	200	210	221	232	243	255	268	281	295	310	326
12	315	331	347	365	383	402	422	443	465	489	513
	1289	1353	1421	1492	1567	1645	1727	1814	1904	2000	2100

Part II. Assurances and Signatures

1. This charter system petition was approved by the Gainesville City School Board of Education on June 2, 2008.
Date

2. Petitioner assures that the proposed charter system and charter school programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules and regulations.

Dr. Steven E. Ballowe (with express permission)
Superintendent Date
6/2/08

Kelvin Simmons
Chair, Local Board of Education Date
6/2/08

Part III. Executive Summary

Please provide an executive summary of the charter system petition. The executive summary for a new charter system petition should be no more than five (5) pages in length. The executive summary for a renewal charter system petition may exceed five pages.

The executive summary should follow the general format set forth below:

Basic Information

Charter System Name: Gainesville City School System

Number and Type of Charter System Schools: (7) Seven; Conversion

Approved by the Gainesville City School Board of Education on January 12, 2008.

Reapproved by the Gainesville City School Board of Education on April 21, 2008.

Mission

- *A statement of the charter system's mission and a brief overview of how this mission supports the Charter School Act's intent to "increase student achievement through academic and organizational innovation."*

The mission of Gainesville City School System is to ensure that we do everything possible to help each child maximize achievement and establish a pattern of life-long learning:

- by focusing on quality instruction
- and expecting and celebrating excellence
- in a disciplined, nurturing learning environment
- while communicating openly and honestly
- and working to meet the challenges and opportunities arising from the dynamic multi-cultural community, state and world in which we live.

The Board of Education represents the owners of the GCSS - all citizens of the district. To this end, the **Board has developed a vision of what they believe owners expect in return for their annual contribution.**

As a result of the GCSS efforts, **we – the students – will:**

Demonstrate academic competency by focusing on instruction.

Learning is a continuous rewarding process. All of us have exceeded district expectations by demonstrating academic competency in all subject areas. This was accomplished in a safe environment that promoted learning and addressed our unique learning style.

By expecting and celebrating excellence to be self-reliant individuals.

Independent individuals successfully manage their own lives. Important tools are our time management and study skills. This allows the application of both critical and creative thinking skills. As a result, we are able to effectively and appropriately manage all types of resources to solve problems.

Exhibit citizenship in a disciplined learning environment.

Participation and contribution to the community are important for the well being and continued improvement of the community and democratic processes. Through constructive behaviors and active participation, we demonstrate responsible citizenship. We are conversant about societal issues and understand that with our rights, come responsibilities.

Demonstrate communication skills while communicating openly and honestly.

We communicate effectively through reading, writing, speaking, and listening by using a variety of media for mutual understanding. A thorough awareness of technology skills and enhanced of future community needs is mastered.

Exhibit essential life-styles.

Meeting the demands of everyday life is challenging. Making healthy life-style choices help us maintain our physical and mental health. Some of the healthy life-style choices include the avoidance of restricted and illegal substances. We understand that we are responsible for our choices. We believe that hard work contributes to success. This belief has helped to develop a strong work ethic.

To exhibit citizenship and sound character in a dynamic multi-cultural community, state and world.

We accept and respect diversity. This includes diversity of gender, culture and age. We cooperate and collaborate to achieve common goals or work independently and compete when necessary. Being of sound character and having healthy self-esteem, we accept and respect others and ourselves. We understand that relationships are built on respect, trust and honest communication.

Academic Program

- *Strategies to increase student achievement (e.g., performance goals, curriculum/instructional methods used)*

The Gainesville City School System believes all students can achieve high academic standards. Our superintendent expects 95% of all students to meet expectations on all standardized tests, 75% of all students to exceed expectations and 100% of all staff to care about all students. By utilizing information provided by TestGate, teachers are able to test students in either an offline or online environment and assess the progress of students through its progressive reporting features. Pre-testing at the beginning of the nine weeks and post testing at the conclusion allows for a genuine evaluation of the curriculum's effectiveness and the effectiveness of the teachers instruction. It also allows for early intervention after assessing a student's needs using individual response analysis. Teachers with access to applicable data are better informed to make decisions that lead to better performance in the classroom and therefore better results on state tests.

Pre-testing provides the teacher with baseline information about how well their students comprehend each standard they are about to teach. Using that information the teacher can individualize their instruction for that term at both the class and student level. This allows them to use their valuable instructional time more efficiently.

Post-test data then provides a comparison to the baseline measure provided by the pre- test. Using this data a teacher can determine which standards need to be revisited or which students need individual help on a standard. Administrators can also use the data provided by the post-test to pair teachers together by their strengths and weaknesses. Through analysis of test data over the last two years, this has proven to be true for the students in the Gainesville City School System.

All staff has been trained in Differentiated Instruction. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and how to react responsively. Differentiated Instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

Each elementary school has a literacy coach who studies test scores, models lessons for teachers and researches the latest techniques and strategies to provide teachers with the means for delivering quality instruction for students. At the middle and high school level, there is a literacy coach for each instructional area. They align the 6-12 curriculum to ensure no gaps in instruction and also model lessons, as well as research the latest techniques and strategies to provide teachers with the means for delivering quality instruction for students.

- *Examples of academic innovation or flexibility (e.g., innovative programs)*

Examples of academic innovation or flexibility include the following:

- **SuccessMaker** - SuccessMaker offers the core learning students need with 3,300 hours of standards-based reading/language arts, mathematics, and English language development/ESL curriculum. It also provides cross content learning, with science and social studies lessons incorporated into the math and reading curriculum.
- All elementary and the middle school participate in the **21st Century Community Learning Center Grant**. This program provides high quality after school programming to include tutorial services, academic enrichment and physical education and recreation activities.
- **Credit Recovery** labs operate at the middle and high school. This software provides an instructional focus to help identify students' gaps in knowledge and skills, develop the prescription to overcome the gaps and then track their progress. Over 480 students have been served in these labs since they opened in the 2006-2007 school year and 42 additional seniors graduated on-time as a direct result of this program.
- All elementary academies are a Title I Distinguished School. They each offer Georgia Performance Standards, parent or student choice every year and parent access to student and teacher assessments. Each academy has a specific conceptual design that allows for the opportunity to choose the model that best meets the needs of the child.

Elementary Academies

- ***New Holland Core Knowledge Academy*** focuses on the concept of academic excellence, greater fairness and higher literacy. A solid, specific, shared core curriculum is necessary in order to help students establish strong foundations of knowledge, grade by grade.
- ***Enota Multiple Intelligence Academy*** utilizes the theory of multiple intelligences developed Dr. Howard Gardner. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children.
- ***Centennial Arts Academy*** has adopted the Artful Learning Model, a K-12 comprehensive school reform model inspired by the vision of Leonard Bernstein. Bernstein was committed to communicating what he learned through his scholarship and artistic work. He observed that the artistic process of creating and experiencing art is a fundamental way of learning and one transferable to any discipline.
- ***Fair Street International Baccalaureate World School*** focuses on the total growth of the developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development.
- ***Gainesville Science and Exploration Academy***, identified as an official NASA school, focuses on interactive hands-on math, science, and technology across the curriculum. They utilize wireless Internet access, mobile laptop labs and handheld palm pilots and are committed to science. The atrium and science laboratory along with outdoor classrooms, nature trails and gardening projects are in progress all year.

Middle School Academies

- ***Arts and Sciences Preparatory Academy*** offers students the opportunity to explore the human experience through a linked, enriched curriculum of literature, history, philosophy and the arts and sciences.
- ***Classical Studies Academy*** focuses on Dr. Howard Gardner's theory of Multiple Intelligences. The theory promotes the belief that all children do not fit into the same model of learning styles.
- ***EarthQuest Academy*** is a program of interdisciplinary teaching on the aspects of ecology. The program focuses on environmental awareness and encourages students to become responsible stewards of the ecosystems.

High School Academies

- **Freshman Academy** is the foundation on which the high school is built. Students work together with other freshman and individual advisors to facilitate the transition to high school.
- **Civil International Academy** prepares students for life in a modern world full of complex relationships between people and nations. All students will develop a keen understanding of the political, business, economic and legal systems and become global thinkers in our world.
- **Arts and Sciences Academy** provides students with the vehicles to interact with each other and with their environment through performing arts, visual arts, communications and scientific discovery. Students will be prepared to be successful citizens able to participate in a global community and recognize the need for life-long learning.
- **GHSCareers.net** prepares students to be successful by utilizing real world experiences provided at school and in the community.

Organization

- *Examples of organizational innovation or flexibility (e.g., governing board, personnel, leadership)*

The Gainesville City School System (GCSS) has always appreciated and encouraged parents to be an integral part of the school system. All schools have multiple community partners that provide monetary donations and volunteerism. GCSS employs a full time Director of Public Relations and Alumni Affairs. Since the beginning of employment community and business participation has doubled. A staff and student wellness and incentive program has been implemented that provides free and deeply discounted services from over 100 businesses in the community. The existing GCSS board of education has received many honors and recognitions.

- 2006-The Center for Digital Education and National School Boards Association identified the Gainesville School Board in the top 10.
- 2006-Georgia State School Superintendent Kathy Cox praises GCSS saying “The city is a model for the rest of the state...in its school board management and empowerment of teachers to be creative in the classroom.”
- 2006-Governor Sonny Perdue says, “This model of accountability is the closest thing to the ideal virtual scoreboard that I’ve ever seen.” And like Coach Vince Lombardi said, “If you’re not keeping score, you’re just practicing.”
- 2007-“The Georgia School Boards Association holds up Gainesville as a model during orientations for new board members,” said Tony Arasi, the director of GSBA professional development.
- 2007-Lt. Governor Casey Cagle says, “Just up the road in Hall County, we can see what happens when we give communities the chance to work together. GCSS are a model for public education for the entire nation, where parents and teachers come together to create the system that works best for their children.”

- *Evidence of the petition being in the “public interest” (evidence of community interest/need)*

The Gainesville City School System has been in existence since 1892 and has always enjoyed a stellar reputation in the community. Five percent of the student body pays tuition for the privilege of attending the Gainesville City School System. Four institutions of higher learning work hand-in-hand with our school system. Brenau University, Gainesville State College, North Georgia College and State University, and Lanier Technical College add to the educational excellence of our school system. An educated public makes sound decisions, and the Gainesville City School System has always gone the extra mile to be transparent and will continue to do so under charter status.

Part IV. Charter System Checklist

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

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

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

CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

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

Gainesville City School System (GCSS) will operate under the charter system name of Gainesville City School System.

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

The primary contact for the petitioner is Dr. Steven E. Ballowe, Superintendent.

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

The charter system representative authorized to execute the charter contract will be, Board Chairperson, GCSS Board of Education.

4. State the proposed duration of the charter system's charter.

The proposed duration of the charter system's charter will be five years.

STATEMENT OF MISSION

5. Describe the charter system's mission.

The mission of GCSS is to ensure that we do everything possible to help each child maximize achievement and establish a pattern of life-long learning. We will accomplish this by focusing on quality instruction while expecting and celebrating excellence. We will provide a disciplined, nurturing learning environment while communicating openly and honestly and working to meet the challenges and opportunities arising from the dynamic multi-cultural community, state and world in which we live.

6. Describe how the charter system's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."

The GCSS has been in existence for over 100 years and has always been held in high esteem by the community as a progressive school system. Within the last ten years, the system has grown by 3,000 students. The majority of the growth is due to the influx of Hispanic families seeking employment in our diverse economy. This change in student population has made a significant difference in how we serve students academically.

During the 2003-2004 school year, GCSS built two new elementary schools to accommodate the growth in our system. Because of this growth, the system had to reconfigure the grade span groups in the three existing elementary schools from K-1, 2-3 and 4-5 to five elementary schools with a grade span of PreK-5. This decision was made to enable principals, teachers, students and parents the opportunity to develop long-term relationships. Through research, GCSS has proven that test scores, attendance and parental involvement have increased at each elementary school. During the 2004-2005 school year, the superintendent empowered each elementary school to create an ideal teaching and learning environment and to move from attendance zones to parental choice. Each school chose a thematic program to include Core Knowledge, International Baccalaureate, Fine Arts, Multiple Intelligences and an Exploration Academy that emphasizes science and math.

During the 2002-2003 school year, Gainesville Middle School established 'Academies of Choice' which focuses on three academies to include Humanities, EarthQuest and Classical Studies.

During the 2005-2006 school year, Gainesville High School followed in the footsteps of the elementary and middle school by creating the Freshman Academy. In 2006-2007, three upper division 'Academies of Choice' were created to include Arts and Sciences, Civil International and GHSCareers.net.

As a result of the academy concept, students from Pre-kindergarten through twelfth grade have the opportunity to have a seamless transition from elementary school, middle school, to high school.

Over the last five years, GCSS has worked very hard and is making progress toward closing the achievement gap between our minority and Caucasian students. Spring 2006 CRCT results show that 83% of third graders met or exceeded standards in reading/language arts. Ninety-two percent of third graders met or exceeded standards in math. Seventy-nine percent of fifth graders met or exceeded standards in reading/language arts and 82% met or exceeded standards in math. Eighth grade students met or exceeded standards in reading/language arts by 79% and by 66% in math.

The Southern Association of Colleges and Schools awarded the GCSS District Accreditation in 2007. In order to receive District Accreditation, a district must show the capacity to address three major elements: Meet standards for accreditation; demonstrate a systemic and continuous process of improvement; implement methods that provide for quality assurance. Upon our exit interview, the team provided commendations and challenges.

Commendations include:

- Developing an understanding and strong commitment of all stakeholder groups to the district vision and mission.
- Establishing and implementing the academies model which maximizes the use of available facilities in innovatively meeting the educational needs of a unique and diverse student population.
- Fostering strong and viable partnerships with parents, municipal agencies, other school systems, business and institutions of higher learning.

- Recruiting and retaining highly qualified administrators and teachers who bring inquiring minds, openness to change and a strong determination to succeed in meeting the needs of all students.
- Allocating a vast array of resources that support and truly enrich student lives
- Developing and implementing an aligned strategic plan which truly radiates a caring, nurturing achievement oriented learning environment throughout the school system.
- Making genuine effort to achieve unparalleled heights of success through the tremendous individual and collective motivation, enthusiasm and excitement of board members, administrators and teachers.
- Developing a comprehensive, user friendly website that enables parents and other stakeholders' access to student information, enrichment resources and school district accountability.

By achieving charter system status, GCSS will have the flexibility and the monetary resources to provide help in meeting challenges that affect the overall success of the school system.

Challenges include but are not limited to the following:

- Administrative stability, faculty turnover and parental perceptions of the operation and effectiveness of the middle school.

Administration

- Provide GAPSS Analysis (Georgia Assessment of Performance of School Standards) for GMS administration.
- Provide mentors for each GMS administrator.
- Meet and discuss periodically issues, concerns, complaints and strategies to address them.
- Provide support and resources for GMS administration including regular sessions with consultants Dr. Lois Myers and Dr. Cheryl Sullivan.
- Arrange for the administration and leadership team to meet every Friday morning collectively to improve communication and foster collegiality.
- Continue being highly visible.
- Provide assistance with communication to parents (Connect Ed).
- An overall campus principal has been hired to effectively maintain the mission and vision of the middle school.

Teachers

- Provide GAPSS analysis for GMS teachers.
- Provide for teachers training with Dr. Terry Alderman's "Safe and Civic Schools" during planning periods.
- Offer "Classroom Management That Works" to all teachers.
- Provide incentives for teachers who go the extra mile such as: Teacher of the Month with gifts; Complimentary Breakfasts and Lunches; Jeans Passes; School Spirit Shirts.
- Arrange for teachers to share effective strategies with each other during instructional faculty meetings, common planning time and extended day sessions.
- Continue open door policy for teachers and parents.
- Provide mentors for new teachers.
- Plan and support new teacher orientation.
- Have an equitable evaluation plan that promotes frequent and consistent

classroom observations making sure 100% of the staff have had either formal or informal observations by April 1st.

Parents

- o Strengthening the role of the School Governing Council by including decision-making opportunities (School-community communication strategies, methods of involving parents in the community, extracurricular activities in the school, school based and community services).

Deleted: school improvement council

- Acquiring and retaining appropriate minority role models for both significant ethnic groups in the schools' population.

The Human Resources Department will continue to have a leading role in retaining and recruiting minority staff by conducting job fairs, attending job fairs at universities with high minority populations and providing mentors for all new staff members.

- Closing the gap between minority ethnic groups and between majority population and minority ethnic groups.

GCSS will continue pre and post testing every nine weeks, disaggregating and disseminating data and studying the GAPSS Analysis report. Also, we will continue to provide credit recovery at the high school and afterschool programs at the elementary and middle school.

- Increased parental involvement in schools with a focus on minority and impoverished population.
 - o Each school has a bilingual parent involvement liaison.
 - o The school system has a parent involvement coordinator that oversees all seven liaisons.
 - o Home visits are conducted by teachers and administration for all new families.
- Enhanced meaningful communication and cultural understandings of the lifestyles of diverse culture stakeholders.
 - o Regular meetings with GCSS administration and the local ministerial alliance are held quarterly.
 - o Administrators attend local minority church services to better understand the cultural lifestyles of our diverse population.
 - o The superintendent conducts monthly luncheons with different groups of stakeholders each month to include parents, teachers, students and PTA/PTO.

GCSS spends \$7,384 per child and implements innovative programs with alternative forms of funding. The school system employs a full-time Director of Grant Administration who has generated approximately 22 million dollars in grant funding over the last 5 years. Each elementary academy and middle school has the 21st Century Community Learning Center Program and each school has received various grants to include resources in technology, character education, curriculum and environment. During the 2002-2003 school year, GCSS started a foundation with funds that are used to provide teachers with mini-grants to implement innovative programming at their school.

GCSS has accomplished much in the past five years. Some of the highlights include:

- **The Gainesville Model for Achievement and Accountability** – There are four phases in the Gainesville Model:
 - Creating the 'Culture for Success'
 - School Board and Superintendent Performance Accountability Plan

- M.A.G.I.C – Making Achievement Gains in Classrooms
- Program Evaluation

The book, The Gainesville Model, has been published to highlight and detail the four phases. A second book describing best practices is in the process of being published.

- **The Executive Leadership Program for Educators In Association with The Wallace Foundation** – GCSS was one of four school systems in the state of Georgia invited by the state department of education to participate in this prestigious program. The goal is to develop directions for educational leadership and a balanced scorecard.
- **Dare To Share** – GCSS organized a consortium of school systems that will attempt to offer comprehensive plans for every course taught in Georgia by February, 2007. Superintendents and all RESAs would become the instructional leaders for the state. “PowerZone,” an interactive educational website, will become the parent resource site for instructional assistance. Dare To Share will eliminate duplication of effort and save money for all districts. This consortium will eliminate every district from having to replicate units of study, which is difficult for small districts or districts with limited resources; instead, this will allow each to focus on differentiation of instruction for every child in Georgia. It will focus efforts to eliminate all achievement gaps for children in Georgia. The following are available on the Pioneer RESA website: Georgia Standards, unit plans, pacing guides and assessment items.
- **ThinkGate** – ThinkGate, an educational software company, provides a suite of products that solve real-world problems facing today’s educators. TestGate allows teachers the ability to test students in either an offline or online environment and assess the progress of students through its progressive reporting features. Pre-testing at the beginning of the nine weeks and post testing at the conclusion allows for a genuine evaluation of the curriculum’s effectiveness and the effectiveness of the teacher’s instruction. It also allows for early intervention after assessing a student’s needs using individual response analysis. Teachers with access to applicable data are better informed to make decisions leading to better performance in the classroom and therefore better results on state tests.

The local school board is proactive in their efforts to provide a quality education for every student in the GCSS. They empower the superintendent and administration to make academic and educational decisions that are in the best interests of our students. For the last four years, the GCSS Board has been asked to present to all State Boards the Gainesville Model, The School Board and Superintendent Partnership, The Gainesville Accountability Model and School Finance and Construction.

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

The GCSS has always realized the importance of parents and community in developing the full potential of our system. We will maximize school-level governance by providing well defined roles and responsibilities for each school. School-level governance teams will be defined as School Governing Councils. The roles and responsibilities of this local council will change from an advisory capacity to a decision-making capacity as follows:

Deleted: School Improvement Council

- School-community communication strategies - School Governing Council will determine the methods of communication to be used by the school based on the needs and interests of the school community. These include, but are not limited to, a telephone message system, handbooks, school newsletters, school web-sites, and parent informational meetings and workshops. Bilingual support is provided for all communication. Each school has a bilingual Spanish-English Parent Coordinator.
- Methods of involving parents and the community - Each school solicit parental input and encourage parental involvement in methods appropriate to the cultural background and interests of the school community. These include, but are not limited to, Parent Teacher Association/Organizations, parent leadership focus groups, parent surveys, home visits; outreach to churches, parent workshops and parent-student special events.
- Extracurricular activities in the school - Each School Governing Council will select extra-curricular activities for students based on survey information from students and parents. The School Governing Council will maximize resources to provide specialized extra-curricular opportunities.
- School-based and community services - The School Governing Council will identify, develop and maintain community resources to support the physical, social, mental and academic needs of the learners. These include, but are not limited to, Park and Recreation, YMCA, Boys and Girls Club, Catholic Social Services, Safe Kids, mental health programs (Avitia, Community Service Center), Centerpoint, Mentors, Ministerial Alliance, Newtown Club, Boy and Girl Scouts and 21st Century Community Learning Center Programs.
- Review formative assessment data for the purpose of improving student achievement - The School Governance Council will review formative assessments to inform decisions to include, but not limited to, allotment of time, allocation of resources and curricular maps.
- Actively participate in the review of our district accreditation standards - The School Governing Council will be actively involved in the review of the district accreditation standards and will participate in goal and strategy development to address any recommendations.
- Recommend administrative personnel for hiring to the Superintendent - The School Governing Council will identify the specific attributes and qualifications for potential employees based on survey/inventory data generated by faculty, students and parents. All potential candidates for employment will be reviewed by the School Governing Council.
- Recommend school needs during the budget process - The School Governing Council will make recommendations for expenditure of funds based on school achievement data, parent-student community services and school-level data.

Formatted: Font color: Blue

Formatted: Font color: Blue

Formatted: Font color: Blue

Formatted: Font color: Blue

Formatted: Font color: Blue

Formatted: Font color: Blue

Formatted: Font color: Blue

In addition to the local School Governing Council, the superintendent will form a System Leadership Team composed of the principal of each school, one member of each School Governing Council elected by a majority vote and five members of the community at large as appointed by the board of education. (See Organizational Chart - Appendix C) The System Leadership Team will meet in June, October and March to discuss the following:

- June
 - Assess performance goals and objectives of the charter petition
 - Modify, add and/or delete performance goals and objectives within the accountability plan
 - Share information on each academies innovations
- October
 - Assess the formative student achievement data for each academy
 - Conduct a review of operational plans and needs at each academy
 - Complete the annual report of the charter system petition
- March
 - Discuss charter revisions
 - Assess formative data for each academy
 - Provide recommendations to the superintendent on critical issues facing each School Governing Council

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

The school level governing council will be known as the School Governing Council.

- Strengthen the role of the School Governing Council.
- Charter system status will allow more fiscal, instructional and operational flexibility to effectively meet the needs of our students.
- Revising strategies and resources to assist all students; those who need remediation and acceleration as well as those students who already meet expectations.
- The Director of Grant Administration will have increased opportunities to apply for grants that are only available to charter schools and systems.

The roles of the School Governing Council will be strengthened by giving decision-making authority in the following areas:

- School-community communication strategies
- Methods of involving parents and the community
- Extracurricular activities in the school
- School-based and community services
- Review formative assessment data for the purpose of improving student achievement
- Actively participate in the review of our district accreditation standards
- Recommend administrative personnel for hiring to the Superintendent
- Recommend school needs during the budget process

Deleted: Other duties of the School Improvement Council shall include but are not limited to the following:¶
 ¶
 <#>School board policies¶
 <#>School improvement plans¶
 <#>Curriculum and assessments¶
 <#>Report cards issued or audits of the school conducted by the Office of Student Achievement¶
 <#>Development of school profile which shall contain data as identified by the council to describe the academic performance, academic progress, services, awards, interventions, environment and other such data as the council deems appropriate.¶
 <#>School budget priorities, including school capital improvement plans¶
 <#>School-community communication strategies¶
 <#>Methods of involving parents and the community ¶
 <#>Extracurricular activities in the school¶
 <#>School-based and community services¶
 <#>Community use of school facilities¶
 <#>Students discipline and attendance¶
 <#>Reports from the school principal regarding progress toward the school’s student achievement goals, including progress within specific grade levels and subject areas and by school personnel¶
 <#>The method and specifications for the delivery of early intervention services or other appropriate services for underachieving students¶

Deleted: School Improvement Council
Deleted: School Improvement Council
Deleted: school improvement council
Deleted: School Improvement Council
Deleted: School Improvement Council

Deleted: School Improvement Council

Gainesville City School System has implemented the following strategies to increase student achievement:

- Credit recovery at Gainesville High School to decrease dropout rate
- Use of district wide extended day for professional development activities focused on instructional strategies and analysis of data to increase student achievement
- Flexible grouping to ensure standards based instructional strategies are maximizing student achievement
- Providing parental choice of Pre-K–12 schools

Future innovations based on the flexibility of the charter system status:

- Create a sixth grade academy to address the transition needs of students
- Use the flexibility of the charter status to create an early learning center which would include the staff daycare classes and all Pre-K classes
- Provide professional development to our Student Improvement Councils to transition from an advisory role to a decision-making role
- Creating and implementing two new academies of choice with one academy focused on Visual Arts and the other focused on Sports Science Academy
- Hire a system-wide athletic director to improve participation in extracurricular activities K-12
- GCSS will enter a partnership with the City of Gainesville and Hall Area Transit to provide every child, ages 6-18 and a parent/guardian free transportation to the city's public library throughout the 2008 summer season

We will continue to use scientifically based strategies and resources that have proven to be effective with all students. Any additional resources received from attaining charter status will also be based on scientific research and will meet the standards set forth by the Georgia Department of Education.

The following are scientific based strategies that we will continue to use:

- Core Knowledge
- International Baccalaureate
- Bernstein Model – Artful Learning
- Howard Gardner's Multiple Intelligences
- Differentiated Instruction by Tomlinson

The following are resources that we will continue to use:

- Thinkgate
- Literacy coaches
- Pioneer RESA
- Administrative retreats
- Response to Intervention

DESCRIPTION OF THE EDUCATIONAL PROGRAM

9. Describe the focus of the curriculum.

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

The GCSS offers a balanced and interdisciplinary curriculum supported by research-based best practices. Gainesville City's curriculum is based on the Georgia Quality Core Curriculum (QCC) and/or the new Georgia Performance Standards (GPS). The standards are divided among four quarters and used as a pacing guide for teachers and students. Unit plans have been developed across the curriculum and are given to all teachers for continuity and integration of best practices. The GCSS has high expectations for all learners with the goal of 95% of students meeting or exceeding CRCT expectations and 75% exceeding CRCT expectations.

The GCSS provides a curriculum that includes clear and measurable expectations for student learning and provides that all students acquire the knowledge and skills necessary in each content area. The district-wide curriculum includes rigorous academic, cognitive and metacognitive skills as reflected in the Georgia Performance Standards and the Quality Core Curriculum. Since all students are taught all standards, each student within the district is challenged to excel in all content areas. In order to ensure that teachers are able to teach students all the required standards, the Gainesville district aligned all Georgia Performance Standards and QCC's into nine-week periods for each grade and subject area. Standards for each nine-week period are published on the district website (www.gcssk12.net) to enable all stakeholders to track exactly when each standard is being covered in students' classrooms. Instruction includes all information that students will encounter in testing, even when teachers must incorporate information beyond what the regular textbooks provide. Because of the alignment of instruction to standards and careful pacing of content, all students are given multiple learning opportunities. Teachers also have support, clarity and the opportunities to be creative. The Gainesville Model allows teachers to reconcile standards and creativity by allowing them to focus more specifically on students' needs, to provide the necessary standards-based instruction and also to accelerate student learning. Teachers, however, are accountable for enabling students to achieve the standards identified as essential by state and national education experts. Literacy coaches work closely with new teachers to ensure they have a clear understanding of the curriculum and methods of implementation in the classroom. The Gainesville standards-based accountability system ensures that every child has the opportunity to learn the material that has been identified as most important.

The Gainesville City System aligns our state curriculum standards (QCC/GPS) with clearly defined expectations for student learning through the development of quarterly pacing guides. These pacing guides were developed by committees consisting of teachers by grade level and/or content areas across the district. The guides were entered into our district TestGate software and are accessible by all teachers through our GCSS website. These pacing guides assure both teachers and students of exactly which standards are to be mastered each quarter in any given grade level or content area. The QCC/GPS are assessed quarterly through Pre and Post-tests

throughout our district. After testing, the data is disaggregated and decisions are made on which standards need to be re-taught and through which methods. Teachers use TestGate to complete pre and post-test surveys about their class data. The surveys identify hotspots in the data that require remediation.

GCSS ensures educational equity for all students by providing a wide range of learning environments to reach all of the different types of learners. Each of the elementary schools embraces a specific approach that is tailored for the students who choose to attend that specific school. The five elementary schools, The Core Knowledge Academy, The International Baccalaureate Academy, The Fine Arts Academy, The Exploration and Science Academy and The Multiple Intelligences Academy are committed to providing research based curriculums that reach all learners. Students transition smoothly from their elementary school environments to continue in their learning experiences. The middle school is comprised of three different academies; Arts and Sciences, Earth Quest, and Classical Studies. Gainesville High School encompasses the entire community as its learning campus through the Freshman Academy and the three upper division academies. Internships, community-based projects and cooperative efforts with local businesses combined with the traditional classroom create a multitude of learning opportunities for all students. Alternative learning environments are available for the students who move into the community with two or more years of interrupted formal schooling. The Phoenix Academy focuses on content-based English language skill work, academic reading, writing, math skills, and personal/academic orientation. The Transition Academy serves those students facing retention in the eighth grade who would lose the opportunity to proceed to the high school. These students are provided remedial instruction that, upon successful completion, allows them to join their peers at the high school. Students at the high school have the opportunity to use computer modules to remediate courses they must complete for graduation.

While providing a wide and varied number of environments and approaches to learning, the GCSS continues to challenge and encourage its teachers to train in research-based instructional strategies ensuring that each teacher is qualified and skilled in learning-focused and differentiated instructional practices. Students are challenged to excel and are recognized and rewarded in a variety of ways. Gainesville High School has implemented a “Platinum Card” program for students who pass all five parts of the graduation test on the first attempt. The Platinum Card provides special campus privileges and local business discounts for those students who fulfill the requirements. Gainesville Middle School and Gainesville High School award students grades 6-12 with the RedEx card for students that pass all classes and have no discipline referrals. The RedEx card provides free entrance into home athletic events and discounts at local businesses. The different academies at Gainesville Middle School honor Students of the Month who exhibit good citizenship qualities and provide special privileges and discounts to after school functions for students who maintain a level of academic excellence. The elementary academies host quarterly awards ceremonies to honor those students for citizenship, attendance and academics.

The curriculum guides and support materials for Gainesville City Schools are aligned with the Georgia Performance Standards and are analyzed and revised as needed by teachers and administrators within each of the various schools in the system. Through the use of data from

pre- and post-tests, teachers, administrators, and support personnel are able to assure that knowledge and skills for each content area will be revised through the curriculum guides and materials. A seamless curriculum results from the staff development and communication among teachers, administrators, and parents throughout the grade levels. All teachers are provided with curriculum guides, and these are made available to the community via the school website; paper copies are provided for teachers as well. Materials and resources to support classroom instruction are selected and purchased based on student needs as determined by teachers and instructional personnel. Technology has enhanced the curriculum with computer labs, classroom computers, and a laptop initiative for students. Technology has also provided access to materials and programs for students to learn and practice skills necessary to succeed on standardized tests such as the CRCT, Georgia High School Graduation Tests, the SAT and the various End-of-Course Tests. The process of curriculum implementation-analysis-revision will continue each year.

Reflected within the curriculum of GCSS, students' active involvement in the learning process is of primary importance. Higher order thinking skills and application of learning are integral to the curriculum. Through literacy coaches at every school, teachers have a resource to assist them in application of new approaches in learning. These include intervention strategies for students who are not successful in mastering the curriculum and extensions for students who need to be challenged. Differentiated Instruction for the diverse school community in the GCSS has become a critical component for increasing student engagement as well. Our district has focused all staff development activities on Differentiating Instruction by Carol Ann Tomlinson. We are also utilizing the resources of Pioneer RESA to focus our extended day sessions and staff development days on training teachers for the next five years.

Student and parent choice for each individual child is also provided through the various learning academies within the system. These choices provide the opportunity for students to investigate new approaches for their specific learning style. Teachers, literacy coaches and staff development personnel work together to ensure the development of new approaches for active student involvement in the learning process.

GCSS follows M.A.G.I.C. – Making Achievement Gains In Classrooms, a four-step process that ensures the gathering, analyzing and use of data and research in making curriculum choices. The four steps are: Identifying Standards, Pre-testing and Data Analysis, Differentiating Instruction, Post-testing and Data Analysis. All of the GPS and QCC are aligned into nine-week periods for each grade and subject area. Pre-testing provides comprehensive data that equips the teachers with specific information about each student's abilities and prior knowledge of content. Effort and time are then expended toward instruction that is relevant and needed, and time is not spent on teaching what is already known. Differentiated Instruction is designed for those individual students who need special assistance. At the end of each nine-week period, post-tests are administered to assess the progress toward mastery of the standards taught. The data collected at this time is used for making curriculum choices.

GCSS offers a balance of educational experiences through a curriculum based on human growth and development and sound learning principles. All schools employ proven instructional

strategies based on scientifically based research. Students, therefore, are actively engaged in the learning process with teachers providing feedback to improve student performance. Instruction is differentiated to meet individual student needs with a focus on maximizing the use of instructional time. Students work individually, in cooperative groups and in groups based on student knowledge and skill. Graphic organizers are used to promote comprehension and advance higher-order thinking skills. The GCSS also offers special programs such as EIP (Early Intervention Program), ESOL (English to Speakers of Other Languages) and Special Education to optimize individual student learning. Through the use of pre and post testing and data analysis, students receive sufficient opportunities to master skills in all content areas. Current educational research also shows the most powerful influence on student learning originates from an effective classroom teacher. Gainesville has several levels of support in place for classroom teachers. Support begins at the top with the superintendent, who, along with our Board of Education, placed literacy coaches in each city school. Literacy coaches meet monthly with the Assistant Superintendent for Instruction, weekly with principals and daily with the content area teachers and academy teachers who teach within their content responsibility. They provide ongoing professional development, model best practices of instruction in the classroom, observe teachers, provide feedback, and coordinate the year-long school assessment plan.

Instructional Design

GCSS has designed the “Gainesville Model,” recognized by the State of Georgia as the Model School District for the state. The Gainesville Model, Making Achievement Gains In Classrooms – M.A.G.I.C., is comprised of four steps: 1) Identifying standards by grade, subject and term; 2) Pre-testing and analyzing data; 3) Differentiating instruction and support; 4) Post-testing and analyzing data. The M.A.G.I.C. Model leads the district’s instructional design through utilization of the standards and a data informed model.

GCSS aligned all Georgia Performance Standards (GPS) and the Georgia Quality Core Curriculum into nine week periods for each grade and subject area, K-12. The new Georgia Performance Standards are research-based and have been independently rated as the fifth best curriculum in the United States by the Thomas B. Fordham Institute. The State of Georgia is now in the latter stages of implementing the GPS, which will replace the Georgia QCC.

Standards are paced within quarterly units and standards. Test questions and test scores are all published on the district website (www.gcssk12.net) for all stakeholders. Instruction then includes all information that students will encounter in testing including information not covered in regular textbooks. Through the alignment of instruction to standards and the pacing of content and post-testing, all students are given multiple opportunities to succeed.

Each nine week period begins with pre-testing on standards that will be addressed. Teachers then analyze the test results to determine how extensively to treat each standard. Utilizing the ThinkGate software entitled “TestGate,” teachers have instant access to the pre-test data in planning lessons and instruction. The data can be disaggregated by standards and student sub-groups, including Adequate Yearly Progress (AYP) information. The teachers can also display reports on specific questions on a standard, which enhances a teacher’s ability to meet the different levels of student achievements and diverse needs of the students in his/her classroom.

Pre-test scores establish the baseline data needed to differentiate instruction in each classroom. The common goal is that all students master each standard by the end of the course. To assist

the teachers, all schools have literacy coaches. The coaches assist in establishing baseline data, evaluating the data, implementing strategies, planning for differentiating instruction, and post-testing for continuous remediation toward mastery. This additional assistance fosters a supportive environment within the school and offers professional growth for the teachers.

The Gainesville Model is enhanced by two additional factors: inclusion and transparency, which emerged as the district began configuring its academies. The board and superintendent post district and school goals, test results and the superintendent’s evaluation on the GCSS website. Parents and community members have multiple avenues to access information including the Internet and class scores posted on bulletin boards in the school. Along with access to pre- and post-test scores, parents and students can also use the Internet to access grades, attendance, homework assignments.

Pre- and post-tests are based on increasingly more difficult state standards; thus, all students are challenged with increasingly higher level thinking skills. The high school is on a 4 x 4 block schedule, which has reduced the number of class changes and increased the amount of instructional time. This allows opportunities for double-blocking courses that have been identified as needing more time on task. The number of Carnegie Units offered at the middle school has sharply increased thereby giving the high school the opportunity to develop higher level courses at the junior and senior levels. This vertical teaming has allowed the system to align the curriculum and pace the state standards for ever-increasing rigor.

The GCSS Culture of Success is also an integral part of the Gainesville Model. It began with the superintendent and the school board agreeing on a clear vision and mission statement. After vigorous conversation, the consensus was that the focus for GCSS was to do everything possible to maximize achievement in a nurturing learning environment. After the vision was cast, the communication lines were opened within all levels of the district: school board, senior staff, literacy and instructional coaches, principals and administrative teams, teachers, clerical staff, and support staff. Schools were given the opportunity within the vision to create site-based academies of their ideal teaching environments. Through site-based management, the culture of success allowed schools to understand the vision, internalize the vision, and created individual schools of success. With the No Child Left Behind Act constantly raising achievement levels, GCSS implemented a vision that gives students the chance to meet and to exceed defined expectations.

To support the Gainesville Model, it was also determined that all certified staff in the GCSS would receive extensive training in differentiated instruction. Utilizing Pioneer RESA and the instructional and literacy coaches, teachers participated in training sessions, which will continue over the next five years.

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

School	Teacher/Student Ratio
Centennial Arts Academy (prek-5)	1:14
Enota Multiple Intelligence Academy (prek-5)	1:15
Fair Street International Baccalaureate World School (prek-5)	1:12
Gainesville Exploration Academy (prek-5)	1:14

New Holland Core Knowledge Academy (prek-5)	1:14
Gainesville Middle School (6-8)	1:14
Gainesville High School (9-12)	1:11

GCSS will diligently work to maintain the current teacher/student ratios. It is our intention to stay within the guidelines set forth by the state department of education and will use the waiver option only if necessary.

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

	Enrollment October 2007						
	Total	Asian	American Indian	Hispanic	Black	White	Multi Racial
ESOL-Itinerant	3	0	0	3	0	0	0
Male	1	0	0	1	0	0	0
Female	2	0	0	2	0	0	0
ESOL-NonItinerant	1,462	22	0	1,432	2	3	3
Male	764	8	0	753	2	0	1
Female	698	14	0	679	0	3	2
ESOL-Total	1,465	22	0	1,435	2	3	3
Male	765	8	0	754	2	0	1
Female	700	14	0	681	0	3	2
Alternative Education Program	0	0	0	0	0	0	0
Male	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0

School		English Language Learner(ELL) by Race/Ethnicity October 2007								
ID	Name	Students Monitored ELL=M	Students with Limited English Proficiency ELL=Y	Total ELL M+Y	Asian	American Indian	Hispanic	Black	White	Multi Racial
0104	New Holland Core Knowledge Academy	15	160	175	1	0	173	1	0	0
0193	Centennial Arts Academy	25	168	193	9	0	183	0	0	1
0204	Gainesville Exploration Academy	69	334	403	13	0	387	0	2	1
2050	Enota	50	187	237	10	0	224	0	2	1

	Multiple Intelligences Academy									
2550	Fair Street International Baccalaureate World School	18	266	284	0	0	283	0	0	1
3050	Gainesville High School	71	88	159	7	0	152	0	0	0
4050	Gainesville Middle School	91	221	312	6	0	304	2	0	0
<u>System Total</u>		339	1,424	1,763	46	0	1,706	3	4	4

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

As a charter system, GCSS will continue to provide for the needs of every student including those students identified as gifted and talented. The system will follow the state guidelines and local policies and procedures in identifying gifted and talented learners.

Each elementary academy has one or more teachers employed to teach gifted and talented students. The curriculum is accelerated and based on individual needs. Gifted and talented students are served with a pull-out model, one hour each school day.

Gainesville Middle School offers advanced content classes in which students may receive Carnegie units. These classes include visual arts; introduction to computer application; broadcast journalism; Spanish IA, IB and 2; English I(CP); English I Honors; Health; Band; Weight Training; Environmental Science; Chorus; Personal Fitness; Chinese; Honors Geometry and Algebra I.

Gainesville High School offers advanced placement courses in all academic subject areas. Dual enrollment at Gainesville State College and University and Lanier Technical College is offered. Online classes will be made available in any subject area not offered at the high school.

All classes offered to gifted and talented students develop higher order thinking skills, problem solving skills, encourage creativity and the use of research.

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

Gainesville High School requires twenty-eight units for a student to graduate, a requirement which is higher than the State of Georgia requirement of 23 units. Incorporated into this program are rigorous academic requirements including four math units, four science units, four social studies units and four English/Language Arts. In addition, upper level academies in Arts & Sciences, Civil International, and GHS Careers.Net provide students challenging choices of electives as they decide on future career options. Student options include performing arts,

creative writing, visual arts, choral and instrumental music, space science, earth science, first responders, pre-law, teacher education, health care provider, real estate, law enforcement and numerous others. Students will earn a seal on their diplomas upon the completion of one of the three academies.

STATE AND FEDERALLY MANDATED SERVICES

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

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

As mandated by state and federal law, GCSS will continue to operate “Child Find” activities throughout the community in an effort to identify all students with disabilities. Child Find is not limited to students attending GCSS but extends to students attending private schools located within the city as well as students who are home schooled.

GCSS will continue to provide a full continuum of special education services to students with disabilities ages 3-21 as identified on each student’s Individualized Education Plan. A continued focus on access to the general curriculum through inclusive educational practices will be emphasized. During the 2006-2007 school year, over 65% of students with disabilities remained in a general education setting for 80% or more of the school day.

As mandated by state and federal law, GCSS will continue to offer certain special education services to students attending private schools located within the city as well as students who are home schooled.

The Georgia Department of Education’s Division for Exceptional Students uses the Georgia Continuous Improvement Monitoring Process to assess local school system compliance with specific special education goals. GCSS met or exceeded all goals except one for the 2006-2007 school year. The one goal that was not met was the percentage of students with disabilities who drop out of school. GCSS has partnered with the National Center for Dropout Prevention for Students with Disabilities to address this issue. Support from this project includes on-site technical assistance to target those students at risk of dropping out and the implementation of evidence-based interventions to reduce this risk.

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

GCSS will remain in compliance with state and federal laws regarding eligibility, service, and exit from language assistance programs. All students shall be administered a Home Language Survey to determine if the student is described as PHLOTE (Primary Home Language Other Than English).

Initial eligibility for language assistance services will be determined by the administration of the State of Georgia’s language proficiency measure (W-APT – WIDA ACCESS Placement Test).

Students who score below proficient on the W-APT will be eligible for language assistance services and will be coded as ELL (English Language Learners). ELL students will receive language assistance services, including, but not limited to ESOL (English for Speakers of Other Languages) classes, EIP classes, SPED classes if eligible or a combination of these classes.

Class sizes will follow state guidelines and segment lengths as set by State Funding Rules. Exiting of the ESOL program will be based on the state's criteria for exiting a language assistance program. Exited students will be monitored for two years, as listed in state guidelines.

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

The system will continue to comply with all federal special education laws and regulations (Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act). Designated system-wide administrators will remain responsible for compliance with these federal requirements.

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

There are no schools at present in GCSS that require the provision of supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and NCLB. If this need arises during the period of the system charter, GCSS will comply with all requirements as noted in SBOE Rule 160-4-5-.03 and the federally mandated NCLB Act including parental notification at least twice annually explaining how to obtain these supplemental services, and compliance with the eligibility criteria defined in NCLB for determining/prioritizing students that shall receive these services. GCSS will also establish monitoring procedures to ensure that providers fulfill their contractual obligations including careful monitoring of student progress.

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

There are no schools at present in GCSS that require the provision of remedial services pursuant to SBOE Rule 160-4-5-.01 and the federally mandated NCLB Act. If this need arises during the system charter, GCSS will comply with all requirements.

GOALS AND OBJECTIVES

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

GCSS utilizes the Georgia QCC and GPS as the key indicators of performance expectations for student learning at each grade level. Additional standards with key indicators for performance in Advanced Placement Courses for the high school level are used where appropriate.

GCSS has developed and implemented a comprehensive system for assessing student progress based on a curriculum map that designates a sequence of performance standards to be taught in a quarterly plan and/or coursework guideline for high school. Assessments include formative assessments, which include diagnostic and placement assessments to inform instructional strategies for individual students and assessments to provide feedback to students and parents on the progress individual students are making toward performance expectations.

Formative Assessments include:

- Georgia Pre-Kindergarten Assessment (implementation year 2007)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) K-5- diagnostic information
- Georgia Kindergarten Assessment Program (GKAP)- used for formative assessment from August (Window 1), to February (Window 2), to April (Window 3)
- Addition and Subtraction Facts Assessments (Timed Computation) Grades 1-2
- Multiplication Facts Assessments (Timed Computation) Grades 3-5
- System developed Pre-Tests and Post-Tests of essential standards in Math and Language Arts for elementary grades 1-2, and for grades 3-5 Math, Language Arts and Reading, administered quarterly
- System developed Pre-Tests and Post-Tests of essential standards in Math, Science, and Social Studies administered quarterly, and Language Arts Benchmark Tests in August, October, and January in Grades 6-8
- System developed Pre- and Post-Tests in EOCT content areas in grades 9-12
- Fall and Spring Writing Assessments- Grades 3-8
- Online Criterion Referenced Test Practice Assessments.

Summative Assessments include:

- Iowa Test of Basic Skills- Norm Referenced Testing for Grades 3,5, and 8
- Academic Competency Test (ACT) for high school
- Georgia High School Graduation Test (fall, winter, and spring administrations)
Note: Spring administration is used to determine Adequate Yearly Progress
- Georgia Writing Assessment for Grades 3, 5, and 8
- Georgia End of Course Testing (EOCT) in grades 9-12
- Scholastic Aptitude Test (SAT) for high school
- ACCESS Testing for ESL students in grades K-12
- Advanced Placement examinations in high school
- Criterion Referenced Competency Test (CRCT) for grades 1-8 used for Adequate Yearly Progress.

GCSS employs a student data management system, TestGate, which reports data to monitor progress toward essential standards of performance, identifies key indicators that need to be addressed, and disaggregates student data into sub-groups that are consistent for reporting Adequate Yearly Progress. TestGate data is available to teachers, parents and students for making decisions on how to target specific standards and plans for differentiated instruction.

GCSS conducts both on-going and periodic analysis of instructional and organizational effectiveness on both a system and school level. Individual schools conduct survey data from

faculty, parents, community and students to inform analysis of organizational and instructional effectiveness. Achievement data is examined in a cyclical process that includes an analysis of results, plans for improvement, application of the plan with continuous monitoring and adjustment and summative assessment to determine results to analyze instructional data. The superintendent conducts bi-monthly meetings with parents; ~~School Governing Council~~ members, including business and community partners; teachers; support staff and students from each of the seven schools to use as qualitative data for analysis of instructional and organizational effectiveness. All levels of assessment are directed at continued improvement. Results inform the School Improvement Plans for each individual school and the Performance and Accountability Plan for the district.

Deleted: School Improvement Council

GCSS communicates assessment results to all stakeholders by utilizing the features of the TestGate System, linking data results to the Student Information System, Power School, and displaying assessment results prominently on the system and individual school websites. Parents are able to access their children's grades online in grades 6-12. The results of formative assessments are available to parents to assist them in helping their children with specific skills. After school support organizations, like the YMCA, Boys and Girls Club, and Veterans Outreach Group, have access to information from TestGate to identify standards that need to be addressed and receive specific ideas on how to assist students. Reading has continued to be a content area of great emphasis for the Gainesville System. Literacy coaches begin intervention by identifying students from previous year CRCT reading scores and placing these students in reading classes according to need. According to individual CRCT scores, the Dynamic Indicator of Basic Early Literacy Schools (DIBELS) and lexiles gained from that information, each teacher sets goals for students. After taking the first benchmark in reading, a grade level equivalent for student comprehension and vocabulary level is determined. This information, along with CRCT results and lexile scores, then drive reading classroom instruction. With each benchmark, literacy coaches discuss what is effective and collaborative interventions are also formulated. Reading Across the Curriculum meetings are held monthly for all content area teachers with discussion of how the reading classes can assist reading in content areas, and teachers other than reading teachers can use lexiles and benchmarks to drive instruction within their classroom.

To maintain dialogue between the school system and the community, all school administrators, counselors, teachers and support staff act as liaisons among parents, constituents, and social services. The superintendent schedules monthly meetings of the administrative staff (A-Team), principals, assistant principals, literacy coaches, ESOL and special education teachers to provide direct communication from the central office to the staff members. The GCSS employs several social workers and partners with the Hall County School System to provide a Coordinator for Homeless students. These programs work directly with administrators, teachers and counselors to provide information from public and mental health workers, physicians, and other community professionals. Social Work referrals are used in each school to request assistance in providing for the needs of the students regarding health, attendance, and discipline issues. Each principal or his/her designee report suspected abuse to the Department of Family and Children's Services, as required by Georgia law.

Individual schools communicate with stakeholders by means of open house meetings, marquees, calendars, newsletters and curriculum meetings. The superintendent holds monthly luncheons with students, teachers, paraprofessionals, volunteers and/or parents to discuss strengths and weaknesses of the school system.

Each academy creates reports for the Superintendent's Performance Accountability Plan for final evaluation by the school board. All reports are posted on the district website for public access. The superintendent's accountability plan is reviewed annually by the school board to assess and revise goals and performance measures for the following year. After the school board evaluates the superintendent, the final evaluation is posted on the school system's website. The following are the results/expectations and operation plan for 2007-2008:

Results/Expectations and Operational Plans 2007/2008 - Dr. Steven E. Ballowe

The Board of Education represents the owners of the GCSS - all citizens of the district. To this end, the **Board has approved expectations**, as well as the means to achieve these results. Annual operational plans are being developed to meet each of the goals. Indicators/annual results will be the means of measuring our progress.

As a result of the GCSS efforts, the Board will hold the **Superintendent accountable along with the leadership teams and measure performance utilizing the following goals.**

Evidence of Success Toward Goals: 2007-2008 School Year

GOAL 1: *To educate all children in Gainesville City to be successful students.*

Objective 1: *Emphasize individual student achievement in language arts/ reading, mathematics, science, and social studies through increases in test results and high school end-of-course and graduation tests.*

1. a. Elementary (5.0)

December 2007 and May 2008: Dave Shumake/Principals

ITBS in grades 3, 5, and 8 (for 'pre' test comparison and usage, unless state waives)

GKAP-R at the kindergarten level

CRCT in grades 1-5 with 95% meeting expectation

 **Centennial Arts Academy November 2007**

 **Fair Street International Baccalaureate World School - September 2007**

 **Enota Multiple Intelligences Academy - November 2007**

(CRCT in grades 1-5 with 95% meeting expectation in science and social studies)

'Pre' and 'post' assessments in grades 1-5 for mathematics, science, reading, social studies

 **Centennial Arts Academy November 2007**

- 1st Grade Addition Subtraction
- 2nd Grade Addition/Subtraction
- 4th Grade Multiplication Facts
- 5th Grade Multiplication Facts

 **Enota Multiple Intelligences Academy October 2007**

- 1st Grade Addition/Subtraction
- 2nd Grade Addition/Subtraction
- 3rd Grade Multiplication Facts
- 4th Grade Multiplication Facts
- 5th Grade Multiplication Facts

 **Gainesville Exploration Academy November 2007**


- 1st Grade Language Arts Math
- 2nd Grade Language Arts Math
- 3rd Grade Language Arts Reading Math
- 4th Grade Language Arts Reading Math
- 5th Grade Language Arts Reading Math

 **New Holland Core Knowledge Academy November 2007**

- 3rd Grade Multiplication Facts
- 4th Grade Multiplication Facts
- 5th Grade Multiplication Facts

1. b. **Middle (5.0)**
December 2007 and May 2008: Dave Shumake/Principals

CRCT for grades 6-8 with 95% meeting expectation

 **October 2007**

(CRCT for grades 6-8 with 95% meeting expectation in science and social studies)

‘Pre’ and ‘post’ assessments in grades 6-8 for math, science, social studies and reading

1. c. **High (5.0)**
December 2007 and May 2008: Dave Shumake/Principals

DOE end-of-course assessments

Georgia High School Graduation Tests with 95% meeting expectation

(Georgia High School Graduation Tests with 95% meeting expectation in science and social studies)

'Pre' and 'post' assessments in science and social studies classes which have EOCT.

'Pre' and 'post' assessments in math which have EOCT.

'Pre' and 'post' assessments in English/language arts and reading

Objective 2: Maintain the number of AP, dual credit, or college courses. (4.0)
January 2008: Mike Kemp

Objective 3: Increase the 4th, 6th, and 8th CRCT scores in 'exceeding expectations' in reading and math by 5% for each grade. (5.0)
November 2007: Dave Shumake
✚ Centennial Arts Academy - November 2007

Objective 4: Update existing standards and reflect new Georgia Performance Standards for the following:

4.a. Elementary (5.0)
October 2007: Dave Shumake/Principals
✚ Centennial Arts Academy - November 2007
✚ New Holland Core Knowledge Academy - October 2007

4.b. Middle (5.0)
October 2007: Dave Shumake/Principals

4.c. Secondary (5.0)
October 2007: Dave Shumake/Principals

Objective 5: Increase by 5% the number of students taking AP exams for Class of 2008. (5.0)
January 2008: GHS Leadership

Objective 6: By November 2007 share the plan for GMS laptop implementation and training of staff in 2008 – 2009 and 2009 - 2010. (5.0)
November 2007 and May 2008: Mike Kemp/Keith Palmer/GMS Leadership

Objective 7: By September 2007 report on status of all schools meeting AYP (Adequate Yearly Progress) and plan to address GMS subgroups. (5.0)
September 2007: Dave Shumake

Objective 8: Graduate 95% or more of students with senior status by July 31, 2008. Report to school board by September 2007 and compare Classes of 2006 and 2007. (5.0)
September 2007: Mike Kemp

Objective 9: To work with high school to increase the number of students passing the initial graduation exit exam over 2007. Report in May 2008. (5.0)
May 2008: GHS Leadership

Objective 10: GMS and Academies: By August 2007, to implement the middle school initiatives for a three-year plan for the 2007-2010 school years. Middle school restructuring for academies, providing better counseling, ownership for each student's success by all faculty and staff, as well as incorporating an advisement program similar to the high school. In addition communication channels need to be expanded. The middle school must create the small school mentality that research is promoting and has been achieved in each elementary academy. (5.0)

November 2007 and May 2008: GMS Leadership

✚ Designing Incentives for Student Achievement and Performance Recognition

Objective 11: For all students/parents grades 6-12 (GMS academies) to have an annual conference. Report to the board in December 2007 and June 2008 a cumulative report, citing contacts by telephone or in person with every student. Extended counseling and mentoring must include a focus on career options and expanded vocational opportunities for students. To work with the middle/high school counselors to define a career and academic plan to articulate our students' progress complete with a timeline, personnel requirements, and staff development needs.

11.a. Middle School (4.5)

September 2007 and June 2008: GMS Leadership/Shirley Whitaker

✚ Earth Quest Academy August 2007 September 2007

✚ Classical Studies Academy September 2007

11.b. High School (4.5)

September 2007 and June 2008: GHS Leadership/Shirley Whitaker

Objective 12: Increase the SAT scores by 5 points (for the Class of 2008 over the Class of 2007)

12.a. Increase total score for students completing college prep program by 5 points. (4.0)


June 2008: Mike Kemp


12.b. Increase total score for total student population by 5 points. (4.0)


June 2008: Mike Kemp

Objective 13: To maintain student attendance at 95% or improve by 1% over 2007-2008. All students will have a parent conference following the 5th, 10th and 15th absence, per administrative procedure, unless medical conditions are documented. In addition, coordination with community agencies such as courts and family services will be identified and reported. (4.0)

December 2007 and June 2008: Elfreda Lakey

 August 2007

 September 2007

 October 2007

Objective 14: Compare 2007-2008 utilization to baseline data for 2006-2007 for laptops at GHS and usage. (4.0)

November 2007: Mike Kemp/Keith Palmer

Objective 15: Maintain the number of minority students taking the ACT and/or SAT. Report in November 2007 data for Class of 2007 and 2008. (4.5)

December 2007: Dave Shumake


Objective 16: To evaluate our interdisciplinary writing plans for our K-12 curriculum by January 2008, including fall 2007 and spring 2008 district-wide writing assessments in grades K-8, including the addition of a science rubric in writing. (4.5)

January 2008: Dave Shumake/Literacy Coaches

Objective 17: Increase the number of students enrolled in Carnegie level courses by 5% in the middle school. By November 2007 cite the number of students for the past three years enrolled in each Carnegie level course. (4.0)

November 2007: GMS Leadership

 Pre-Advanced Placement Program Ethnicity September 2007


 Pre-Advanced Placement Program Comparison September 2007

Objective 18: Maintain baseline data of students assigned alternative assessment intervention (IEP, ESOL) by November 2007 and improve and reduce. Provide a quarterly report of students exiting the programs with designated time identified. (3.5)

December 2007 and June 2008: Laura Herrington/Principals/David Shumake

Objective 19: By November 2007 to have the GMS and GHS leadership teams to report on implementation for grades 6-12 articulation for athletics, incentives, activities, arts and academics. (5.0)

March 2008: Mike Kemp/GHS/GMS Leadership

 Designing Incentives for Student Achievement and Performance Recognition

Objective 20: Review 2007-2008 attendance data for Transitional Academy, G.L.A. and Phoenix Academy and 'Fast Track'. Compare to the 2006-2007 year. Cite 2006-2007 students' progress to: (3.5)
February 2008: Mike Kemp

Objective 21: To study how to improve nurturing partnerships with daycare providers and after-school programs and share instructional hints and activities. (3.5)
Quarterly: Shirley Whitaker

GOAL 2: *To provide fiscal accountability to the citizens of Gainesville/Hall County*

Objective 1: By January 1, 2008, to review all existing school and district financial procedures and provide recommendations for accountability and efficiency, after evaluating with an independent auditor. (5.0)
January 2008: Janet Allison/Steven Ballowe
✚ Board-Superintendent Finance Recommendations

Objective 2: Bring all budget amendments to the Board each month prior to changes. (4.0)
Monthly: Janet Allison
✚ Budget Board Reports: Executive Summary

Objective 3: Complete all required fiscal reports in a timely fashion and meeting deadlines. Reports to the Board each semester. (4.8)
October 2007 and March 2008: Janet Allison

Objective 4: Produce budget documents and establish budget process as defined and approved by the Board of Education. Produce budget book by May regular board meeting. (5.0)
January 2008: Janet Allison

Objective 5: Produce and distribute quarterly reports to the board of education, which indicate (a) amount budgeted, (b) amount spent, (c) amount encumbered, and (d) budget transfers/amendments. ~~Note: Highlight budget amendments.~~ (4.5)
Quarterly: Janet Allison

Objective 6: By December 2007 to review all local supplements and provide a uniform system to fairly distribute new revenues when mandated. Review should consider making all supplements a fixed rather than a percentage of salary. Includes the addition of a Pro Therapy position. (4.5)
December 2007: Janet Allison/Elfreda Lakey

Objective 7: Complete and distribute fiscal audit no later than June 30, 2008 and propose a 'no findings summary' or identify corrective measures for any

controls found to be inadequate. (4.0)
Quarterly: Janet Allison

Objective 8: Monitor site-based management policies with all training, reporting by February 2008. (4.0)
February 2008: Janet Allison

Objective 9: Require all personnel receiving supplements for activities to complete a yearly syllabus and put online to be approved by the principal and assistant superintendent by August 30, 2007. (3.5)
October 2007: Elfreda Lakey

Objective 10: By January 2008 and June 2008 to report on SPLOST revenue and SPLOST projects. (4.0)
January 2008 and June 2008: Janet Allison
✚ [October 2007 Update](#)

Objective 11: By December 2007, to provide a report on the daycare program for GCSS personnel's children and accounting issues. (3.5)
December 2007: Shirley Whitaker

Objective 12: To maintain a complete up-to-date fixed asset inventory and report by March 2008. (3.5)
March 2008: Janet Allison

Objective 13: To provide quarterly reports on all athletic and activity gate receipts. (4.0)
Quarterly: Janet Allison/Mike Kemp

GOAL 3: *To provide clean, safe and educationally appropriate facilities conducive to learning.*

Objective 1: Continue to participate with the Superintendent in establishing a Culture of Success (a district/school environment fostering learning demonstrated by a total focus on the school vision, school mission, core of values, and strategic focus). Quarterly reports will be provided. (5.0)
October 2007 and June 2008: Elfreda Lakey/Principals
✚ [Centennial Arts Academy - October 2007](#)
✚ [Enota Multiple Intelligences Academy - September 2007](#)
✚ [Fair Street IB World School - October 2007](#)
✚ [Gainesville Exploration Academy - October 2007](#)
✚ [New Holland Core Knowledge Academy - October 2007](#)

Objective 2: To continue planning for construction of a new middle school with monthly reports. (5.0)
Monthly: David Shumake

- Objective 3:** By January 2008 to craft a plan to provide revenues to:
 3a. support the acquisition of land for future school sites (5.0)
 3b. to construct the 6th elementary academy. (5.0)
 January 2008: Janet Allison/Steven Ballowe
- Objective 4:** By November 2007 to report on all partnerships, grants, costs and options to make the Gainesville schools ‘wireless’. (4.5)
 November 2007: Keith Palmer
- Objective 5:** In September 2007 to report on implementation of roofing improvement plan. (4.0)
 September 2007: Janice Burns
- Objective 6:** To update a review of all campus crisis plans and campus safety controls by November 2007 to meet state and federal requirements with budget recommendations reported to the Board. (3.0)
 November 2007: Mike Kemp
 🚩 [Centennial Arts Academy - November 2007](#)
 🚩 [Enota Multiple Intelligences Academy - November 2007](#)
 🚩 [Gainesville Exploration Academy - November 2007](#)
- Objective 7:** Update the Board of Education by February 1, 2008, on facility needs for the next five years, which will provide clean, safe and educationally appropriate classrooms and schools. Board will identify recommendation for each year, 2007-2010. (3.0)
 February 2008: Christine Brosky/David Shumake/Janet Allison
- Objective 8:** To coordinate bi-monthly campus tours with parental involvement to promote safe and instructionally effective environment for learning, with updates on Service Solutions each month. (4.5)
 Monthly: Janice Burns
 🚩 [Summer 07](#)
 🚩 [August 07](#)
 🚩 [September 07](#)
 🚩 [October 07](#)

GOAL 4: *To provide an atmosphere for staff to become innovators and risk takers.*

- Objective 1:** To utilize the evaluation process to improve performance of certified and classified personnel by providing timely and specific feedback. Quarterly reports will be made to the Board identifying the number of formal and informal evaluation visits completed each month by each administrator. New staff and ‘staff at risk’ will be evaluated each of the first three months with success stories or issues documented each month. (5.0)
 Quarterly: Elfreda Lakey
 🚩 [Centennial Arts Academy - August 2007](#) [September 2007](#) [October](#)

2007

✚ Enota Multiple Intelligences Academy - August 2007 September 2007 October 2007

✚ Fair Street International Baccalaureate World School - August 2007 September 2007 October 2007

✚ Gainesville Exploration Academy - September 2007 October 2007

✚ New Holland Core Knowledge Academy November 2007

✚ Gainesville Middle School - September 2007 November 2007

✚ Gainesville High School - October 2007

✚ Teacher Observations - November 2007

Objective 2: By June 2008, the final report will be made on the implementation of ‘new’ athletic administrative procedures and options to involve Hispanic students. Quarterly reports due August 2007, March 2008, and June 2008. (5.0)

Quarterly: Mike Kemp/Steven Ballowe

✚ Hispanic Initiative 7-6-07

Objective 3: By December 2007 to monitor the reorganization of the Human Resources Department with quarterly progress reports provided to the board from July 2007 through December 2007. (5.0)

Quarterly: Elfreda Lakey

Objective 4: By September 2007 monitor the baseline data for teacher turnover for all schools for the past three years. Identify needs and strategies with each school as necessary. (4.0)

September 2007: Elfreda Lakey

✚ Enota Multiple Intelligences Academy - August 2007

✚ Centennial Arts Academy - November 2007

✚ Gainesville Exploration Academy - October 2007

Objective 5: To maintain teacher attendance at 97% or improve by 1% over 2007-2008. (4.5)

December 2007 and June 2008: Elfreda Lakey

✚ August 2007

✚ September 2007

✚ October 2007

Objective 6: To coordinate a shared reading study with your faculty using: The Gainesville Model, A Framework for Understanding Poverty, and No Excuses for all new employees, and additional books such as Leading with the Heart, with the total faculty as identified by each faculty. (3.5)

October 2007: Shirley Whitaker

✚ Centennial Arts Academy - November 2007

✚ Enota Multiple Intelligences Academy - November 2007

- ✚ Fair Street International Baccalaureate World School-September 2007
- ✚ Gainesville Exploration Academy - October 2007

Objective 7: Provide to the board of education by June 1, 2008, a list of all district staff development programs offered to teachers including a brief assessment of the effectiveness of each offering as evaluated by those taking part in the sessions. (include laptop training) (3.5)

June 2008: Shirley Whitaker

- ✚ Fair Street International Baccalaureate World School - October 2007

GOAL 5: *To have continuing dialogue with our communities.*

Objective 1: By October 2007 identify strategies to focus on parental involvement to expand the daily involvement with the schools, including offering classes/workshops to enhance parenting skills. Communication should also express the necessity for parents to be involved in education, in the schools and at home every day. (5.0)

Quarterly: Shirley Whitaker/Principals

- ✚ Centennial Arts Academy - November 2007
- ✚ Enota Multiple Intelligences Academy - September 07
- ✚ Fair Street IB World School - August 07
- ✚ Gainesville Exploration Academy - October 2007
- ✚ New Holland Core Knowledge Academy - October 2007
- ✚ Fair Street IB World School - October 2007

Objective 2: To involve the community and leaders of faith to nurture collaboration and enhancing achievement for students. The initiative will involve regular visits to churches, presentations to churches and creation of a mentoring program. (5.0)

Quarterly: Senior Staff/Principals

- ✚ Leaders of Faith 6-14-07
 - ✚ Fair Street International Baccalaureate World School-September 2007
- Addendum**
- ✚ Fair Street IB World School - October 2007
 - ✚ Fair Street IB World School (2) - October 2007

Objective 3: To establish a Faculty Home Visit Team and attempt to ‘use’ all faculty with at least one visit, who will visit the homes of all new students within nine (9) weeks of enrollment/moving into the community. The Team will include administrators, teachers and members of the PTA. (4.0)

Quarterly: Principals/Shirley Whitaker

- ✚ Enota Multiple Intelligences Academy October 2007
- ✚ Centennial Arts Academy November 2007
- ✚ Fair Street International Baccalaureate World School-September 2007
- ✚ Gainesville Exploration Academy August 07
- ✚ GMS Earth Quest Academy October 07

- ✚ [GHS Freshman Academy September 07](#)
- ✚ [Fair Street IB World School - October 2007](#)

Objective 4: To provide evidence of a vibrant PTA, PTSA, and School Council, as well as new linkages extended to all communities with special outreach for minority communities. Reports by school provided in November 2007 and May 2008. (4.0)

November 2007: Principals/Shirley Whitaker

- ✚ [Centennial Arts Academy November 2007](#)

Objective 5: For the superintendent to coordinate monthly communication meetings with members of the school families, to include students, members of the PTA and SIC, community leaders and employees. (5.0)

Monthly: Shirley Whitaker

- ✚ [Superintendent's Luncheon August 29, 2007](#)
- ✚ [Superintendent's Luncheon September 26, 2007](#)
- ✚ [Superintendent's Luncheon October 31, 2007](#)
- ✚ [Cafeteria Review Plan of Action November 19, 2007](#)

Objective 6: To provide mentors for the 10% of students struggling in each school family by January 2008. (5.0)

January 2008: David Shumake/Principals

Objective 7: To create a plan by April 2008 that will provide for community assessment. Will include reviews of an annual performance objectives, Southern Association plans, community forum and a 10-year strategic plan. The plan will also include community partnerships.

April 2008: Senior Staff

Objective 8: To coordinate the district partnership for the renovation of Bobby Gruhn Stadium with City Council, Parks and Recreation, and the Gainesville Community.

Quarterly: Christine Brosky/Connie Davis

GOAL 6: *To address recommendations of the S.A.C.S. review*

Objective 1: To identify steps to provide administrator and faculty stability at GMS. (5.0)

October 2007 and April 2008: Elfreda Lakey/GMS Leadership


Objective 2: To identify specific approaches to improve communication with low socioeconomic and Hispanic families. (5.0)

November 2007: Steven Ballowe/Principals

- ✚ [Hispanic Initiative 7-6-07](#)
- ✚ [Hispanic Initiative 8-16-07 Update](#)
- ✚ [Centennial Arts Academy November 2007](#)

Objective 3: Implement a monitoring process to ensure each school is complying with accreditation standards. (5.0)

August 2007: David Shumake

 Centennial Arts Academy November 2007

Objective 4: File a Two-Year Progress Report in 2009 providing an interim report on the recommendations for improvement stemming from the Quality Assurance Review visit.

June 2008: David Shumake

In addition to the Gainesville City School System’s performance accountability plan, the system will use the following performance goals in meeting grade level expectations prior to 2014. Our performance goals and objectives are more rigorous than state annual measurable objectives.

Georgia Criterion-Referenced Tests (CRCT)												
ALL STUDENTS	Year 1: 2008-09		Year 2: 2009-10		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012- 2013		NCLB 2013-2014	
	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet
Grade 1												
Reading	91%	9%	93%	7%	95%	5%	97%	3%	99%	1%	100%	0%
ELA	83%	17%	88%	12%	93%	7%	96%	4%	97%	3%	100%	0%
Math	85%	15%	88%	12%	91%	9%	94%	6%	97%	3%	100%	0%
Grade 2												
Reading	90%	10%	92%	8%	94%	6%	96%	4%	98%	2%	100%	0%
ELA	84%	16%	87%	13%	90%	10%	93%	7%	97%	3%	100%	0%
Math	79%	21%	83%	17%	87%	13%	91%	9%	95%	5%	100%	0%
Grade 3												
Reading	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
ELA	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
Math	91%	9%	93%	7%	95%	5%	97%	3%	99%	1%	100%	0%
Science	74%	26%	80%	20%	85%	15%	90%	10%	95%	5%	100%	0%
Social Studies	90%	10%	82%	8%	94%	6%	96%	4%	96%	2%	100%	0%
Grade 4												
Reading	89%	11%	91%	9%	93%	7%	95%	5%	97%	3%	100%	0%
ELA	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
Math	83%	17%	87%	13%	90%	10%	93%	7%	97%	3%	100%	0%
Science	76%	24%	81%	19%	86%	14%	91%	9%	96%	4%	100%	0%
Social Studies	90%	10%	92%	8%	94%	6%	91%	4%	98%	2%	100%	0%
Grade 5												

Reading	89%	11%	92%	8%	94%	6%	91%	4%	98%	2%	100%	0%
ELA	93%	7%	94%	6%	95%	5%	91%	4%	97%	3%	100%	0%
Math	90%	10%	92%	8%	94%	6%	91%	4%	98%	2%	100%	0%
Science	70%	30%	76%	24%	82%	18%	88%	12%	94%	6%	100%	0%
Social Studies	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
Grade 6												
Reading	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
ELA	84%	16%	87%	13%	90%	10%	93%	7%	97%	3%	100%	0%
Math	64%	36%	74%	26%	85%	15%	90%	10%	95%	5%	100%	0%
Science	54%	46%	65%	35%	76%	24%	85%	15%	94%	6%	100%	0%
Social Studies	80%	20%	84%	16%	88%	12%	92%	8%	96%	4%	100%	0%
Grade 7												
Reading	85%	15%	88%	12%	91%	9%	94%	6%	97%	3%	100%	0%
ELA	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
Math	77%	23%	82%	18%	87%	13%	92%	8%	96%	4%	100%	0%
Science	77%	23%	82%	18%	87%	13%	92%	8%	96%	4%	100%	0%
Social Studies	90%	10%	92%	8%	94%	6%	96%	4%	98%	2%	100%	0%
Grade 8												
Reading	87%	13%	89%	11%	91%	9%	94%	6%	97%	3%	100%	0%
ELA	83%	17%	87%	13%	90%	10%	93%	7%	97%	3%	100%	0%
Math	85%	15%	88%	12%	91%	9%	94%	6%	97%	3%	100%	0%
Science	74%	26%	80%	20%	85%	15%	90%	10%	95%	5%	100%	0%
Social Studies	84%	16%	87%	13%	90%	10%	93%	7%	97%	3%	100%	0%

Georgia High School Graduation Test (GHSGT)												
ALL STUDENTS	Year 1: 2008-09		Year 2: 2009-10		Year 3: 2010-2011		Year 4: 2011-2012		Year 5: 2012-2013		NCLB 2013-2014	
	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet	Meet and Exceed	Does not meet
English/Language Arts	98%	2%	98%	2%	98%	2%	99%	1%	99%	1%	100%	0%
Math	96%	4%	97%	3%	97%	3%	98%	2%	99%	1%	100%	0%
Science	78%	22%	84%	16%	90%	10%	95%	5%	99%	1%	100%	0%
Social Studies	88%	12%	90%	10%	92%	8%	94%	6%	98%	2%	100%	0%

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

Each system charter school's performance and accountability plan is based on the superintendent's accountability plan. The principals submit reports to be posted on the superintendent's plan, and they are reviewed by the board on a monthly basis. In June of each

year, the local school board evaluates the performance accountability plan and bases the superintendent's evaluation on the accomplishment of these goals. Each goal is measured by a rubric developed by the local board of education and the superintendent's final evaluation is posted on the school system website. The System Leadership Team and the local School Governing Councils will review and make recommendations for system and school improvements to the superintendent on an annual basis. The System Leadership Team will meet three times a year to monitor the goals and objectives of the charter system petition.

Deleted: School Improvement Council

Under the charter system petition, each academy within the system will be measured on the following goals and objectives: (See Results/Expectations and Operational Plans – pages 39-50)

Academy	Goal	Objective
Centennial Arts Academy	1	1, 3, 4A, 7, 13, 16,18
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	2,3
Enota MI Academy	1	1, 3, 4A, 7, 13, 16,18
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	2,3
Fair Street IB World School	1	1, 3, 4A, 7, 13, 16 ,18
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	2,3
Gainesville Exploration Academy	1	1, 3, 4A, 7, 13, 16,18
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	2,3
New Holland Core Knowledge Academy	1	1, 3, 4A, 7, 13, 16,18
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	2,3
Gainesville Middle: Classical Studies Academy Humanities Academy Earth Quest Academy Sixth Grade Academy	1	1, 3, 4B, 6, 7, 10, 11A, 13, 16, 17,18, 19
	2	8,9,12
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7
	6	1
Gainesville High: Arts and Sciences Academy Civil International Academy Careers.net Academy Freshman Academy	1	1, 2, 4C, 5, 6, 7, 8, 9, 11B, 12, 13, 14, 15, 16,18,19,20
	2	8,9,12,13
	3	1,6,8
	4	1,2,5,6,7
	5	1,2,3,4,6,7

	6	2,3
--	---	-----

WAIVERS

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

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

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

The GCSS will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.

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

N/A

DESCRIPTION OF ASSESSMENT METHODS

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

The Gainesville City School’s assessment plan to obtain student performance data for each student is comprehensive in its scope and sequence. Beginning in kindergarten, all students are administered the GKAP-R or GKIDS. Students in grades one and two take the Georgia Criterion Referenced Test (CRCT) in reading, language arts and math. Students in grades 3-8 take the CRCT in reading, language arts, math, social studies and science. The Iowa Tests of Basic Skills (ITBS) is administered to all students in grades 3, 5 and 8. Students in grades 3-8 also participate in the State Writing Assessment. At the high school level, students are required to take the Georgia High School Writing Test (GHSWT); the End of Course Tests (EOCT) in eight subject areas; and the Georgia High School Graduation Test (GHSGT) in language arts, mathematics, science and social studies. English Language Learners (ELL) are also assessed using the Assessing Comprehension and Communication in English State to State (ACCESS) test.

In addition to required state testing, students participate in a quarterly pre- and post-testing program in reading, language arts and math to determine the focus of instruction on specific state standards and remediate standards as needed. Students in grades K-5 are also given the Dynamic Indicator of Basic Literacy Skills (DIBELS) three times per year to measure growth in phonological awareness, the alphabetical principle and oral reading fluency. Class groups’ results of all testing are posted on the GCSS’ website and in school hallways. Parents in

grades 6-12 also have access to their children's test scores online through PowerSchool and Hallways by using an assigned password.

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

GCSS will ensure participation in all state-mandated assessments as required by the Single Statewide Accountability System O.C.G.A. § 20-2-2063. This includes participation in the GKAP-R or GKIDS, the CRCT, ITBS, ACCESS for ELL's, EOCT, GHSWT and GHSGT and all state writing assessments. The Assistant Superintendent for Instruction will monitor and oversee that all testing programs follow state guidelines.

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

GCSS assessment plan measures student improvement and over an extended period of time. Test results at the class level for all grades are posted on GCSS website beginning with the 2003-2004 school year. This allows all stakeholders to access student improvement in all academic areas for the past five years. Test scores are also accessible to parents, teachers, and administrators through PowerSchool, a web-based student management system. Teachers may access their students' pre- and post-test data through TestGate for individual students, specific subgroups, and the class as a whole. GCSS purchased the web based software known as Hallways for parental access for formative assessments. Parents may request a user name and password to gain access to their child's pre- and post-test analysis. GCSS has also purchased the software program DataSpan through TestGate. This program will allow appropriate school personnel to view a student's progress in specific academic areas throughout the student's academic career.

Testing results are distributed to parents through follow-up conferences with teachers to help parents understand the testing results. Included in the conferences is the sharing of student strengths and areas needing improvement, as well as suggested strategies for parents to use at home to promote academic achievement. On-going reports are made to the Board of Education to communicate testing results.

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

The GCSS uses the assessment data to monitor and improve achievement for students. Each nine-week period begins with pre-testing on standards that will be addressed that quarter. Teachers then analyze the test results to determine how intensively to regard each standard. Using TestGate software, teachers have immediate analysis by question, analysis by standard and demographic data reports to inform their planning and instruction. TestGate, the software developed by Georgia-based company ThinkGate and used by GCSS, offers numerous advantages. Teachers receive instantaneous scoring of pre-tests, reports specific to each student, alphabetical lists of students needing remediation for each standard, and information on performances of student subgroups. In addition, teachers may click on any item in the reports for a display of the specific question and standard addressed. Easy access to this data greatly enhances teacher capacity to differentiate instruction appropriately, especially as teachers share their instructional efforts with teachers of students with limited

English proficiency or special education teachers. The common goal among classrooms is that all students master each standard by the end of the grading period. At the conclusion of each nine-week period, teachers administer post-tests to measure growth in mastery of the standards taught. Data comparing pre-test and post-test achievement is available instantaneously through TestGate and is accessible online to faculty, administrators and parents (parents can access individual data for their child). Results by class groups are also posted in the hallways of individual schools to increase the accessibility of data and as part of the system's "Culture of Success." As with pre-testing, extensive data is available for classrooms, population subgroups, and individuals to quickly determine where help is still needed if some students remain weak in a particular standard. A score of 80% or higher signifies mastery of a standard.

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

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

DESCRIPTION OF CHARTER SYSTEM OPERATIONS

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

Parents and students will submit an application in January of each year to select the elementary academy of choice. All parents who submit an application at this time will get their first choice. After January, enrollment is conducted at the central office and assignment to schools is based on availability of class size.

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

GCSS requires all students (especially those new to the system) to have the following information in the permanent records: Proof of residency, birth certificate, immunization record, vision, hearing and dental records and a Social Security number (if available).

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

A copy of the admissions and tuition applications are found in the appendix A.

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

Preference will be given to all students who live within the corporate limits of Gainesville. GCSS will abide by all state rules and regulations that govern the enrollment of school age children of certified and classified employees.

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

GCSS requires that all students receive agendas (elementary and middle school) and handbooks. The handbooks include rules and procedures for discipline in the classroom, in the building, and on the bus; student dismissal; code of conduct and student due process procedures. Board policies on student hearings are listed on the GCSS web page.

Board Policy
Student Behavior Code

Descriptor Code:JCDA

It is the policy of the Gainesville City Board of Education that each school within this school district shall develop and implement age-appropriate student codes of conduct designed to improve the student learning environment and which will comply with state law and State Board of Education Rule 160-4-8-.15. Each code of conduct shall include the following:

1. Standards for student behavior designed to create the expectation that students will behave themselves in such a way so as to facilitate a learning environment for themselves and other students. The standards should be designed also to encourage students to respect each other and school district employees, to motivate students to obey student behavior policies adopted by this board, and to obey student behavior rules established at each school within this school district
2. Student support processes designed to consider, as appropriate in light of the severity of the behavioral problem, support services available at each school, the school system and other public entities or community organizations which may assist students to address behavioral problems;
3. Progressive discipline processes designed to create the expectation that the degree of discipline imposed by each school will be in proportion to the severity of the behavior of a particular student, the previous discipline history of the student and other relevant factors, while ensuring that each student receives the due process mandated by federal and state law;
4. Parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance student behavior and academic performance. The process should enable parents, guardians and school employees to communicate freely their concerns about student behaviors which detract from the learning environment.

Each school shall involve parents in developing and updating student codes of conduct. Each code shall require disciplinary action for each infraction of the code. All student codes of conduct shall be submitted to the board for approval.

The student code of conduct shall be distributed to each student and the students' parents or

guardians during the first week of school and upon enrollment of each new student. The parents shall be requested to sign an acknowledgment of the receipt of the code of conduct and return promptly the acknowledgment to the school. The student code of conduct shall be available in the school office and each classroom.

TEACHER REPORTING REQUIREMENT

It is the policy of the board of education that the superintendent shall fully support the authority of principals and teachers to remove a student from the classroom pursuant to Georgia law as cited in Section 20-2-738 and Section 20-2-751.5(d).

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

The superintendent and/or his designee shall develop procedures as necessary for implementation of this policy and this state law.

Legal Reference: O.C.G.A. § 20-2-735 through § 20-2-738

Issued: 7/1/2000

CODE OF CONDUCT

GAINESVILLE CITY SCHOOLS

It is the purpose of the Gainesville City 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 requires students to conduct themselves at all times in order to facilitate 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 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 during the following times and in the following places:

- At school or on school property at any time;
- Off school grounds at any school activity, function or event and while traveling to and from such events;
- On school buses or other vehicles provided for student transportation by the school system and at school bus stops.

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

Major offenses including, but not limited to, drug and weapon offenses can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

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 school board policy or procedures.

PROGRESSIVE DISCIPLINE PROCEDURES

When it is necessary to impose discipline, school administrators and teachers will follow a progressive 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:

- 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/Saturday School
- Temporary Placement in an Alternative Education Program
- Short-term Suspension
- Referral to a Tribunal for Long-term Suspension or Expulsion
- Suspension or Expulsion from the School Bus
- Referral to Law Enforcement or Juvenile Court Officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The School will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

The maximum punishments for an offense include long-term suspension or expulsion, including permanent expulsion, but those punishments will be determined only through the procedures outlined in the board of education policy JDE.

Parents or students may elect not to contest whether a student has violated the Code of Conduct or the appropriate discipline, and in such cases, an agreement may be negotiated which would include the parents or students waiving a right to a hearing in writing before a disciplinary tribunal. Such an agreement and waiver must be approved also by the hearing officer in accordance with local board policy.

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 if possible. School officials may involve law enforcement officials when evidence surrounding a situation necessitates their involvement or when there is a legal requirement that an incident be reported.

School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, 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 or weapon sniffing dogs may be utilized at school or at any school function, including activities which occur outside normal school hours or off the school campus at the discretion of administrators.

BEHAVIOR WHICH WILL RESULT IN DISCIPLINARY PROCEDURES

The degree of discipline imposed will be in accordance with the progressive discipline process unless otherwise stated.

Possession, sale, use in any amount, distribution, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturates, marijuana, drug paraphernalia or alcoholic beverage or other intoxicant

Possession, distribution, attempted sale or sale of substances represented as drugs or alcohol

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

Possession or use of a weapon or dangerous instrument as provided for in Code Section 16-11-127.1: 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 assault, including threats of violence or bodily harm and/or sexual assault or harassment, of teachers, administrators, other school personnel, other students, or persons attending school-related functions: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel; possible referral to a disciplinary tribunal if a student is alleged to have committed an assault upon another student or a person attending a school-related function.

Physical assault or battery, including sexual battery, of other students, or persons attending school-related functions: Immediate suspension and automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher other school personnel; possible referral to the disciplinary tribunal if a student is alleged to have committed battery upon another student or a person attending a school-related function.

Physical violence against a teacher, school bus driver, or other school personnel:

1. Immediate suspension and automatic referral to the disciplinary tribunal if a student

is alleged to have committed an act of physical violence against a teacher or other school personnel: Expulsion for the remainder of the student's eligibility to attend public schools for acts of physical violence found by a tribunal to have intentionally made physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of himself or herself, as provided in Code Section 16-3-21; or the board may authorize the student to attend alternative school for the period of the expulsion; provided however, that if such student is in kindergarten through grade six, then the board upon the recommendation of the tribunal may permit the student to re-enroll in regular programs for grades 9 through 12; and provided further that if the board does not operate an alternative education program for grades kindergarten through grade six, then the board may permit the student in kindergarten through grade six who commits such an act to re-enroll in the public school system. The student shall be referred to juvenile court with a request for a petition alleging delinquent behavior.

2. Possible punishments may include expulsion, long-term suspension, or short-term suspension for students found by a tribunal to have intentionally made physical contact of an insulting or provoking nature with the person of another.

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

Any behavior based on a student's race, national origin, sex, or disability that is unwelcome, unwanted, and/or uninvited by the recipient 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, including sexual harassment as used in connection with Title IX of the education amendments of 1972.

Possession or use of tobacco in any form

Damaging or defacing personal property, including the property of another student or any person legitimately at the school, or school property (vandalism or graffiti) during school hours or off school hours.

Theft:

Extortion or attempted extortion

Possession and/or use of 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

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

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, failure to comply with compulsory attendance law.

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

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

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

Willful and persistent violation of the student code of conduct.

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.

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 students attendance before school or after school. Students are given one days warning so that arrangements for transportation can be made by the parents or guardians.

Disciplinary Tribunal: 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 tribunal.

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

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

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(es) or regular school program and assignment of that student to an alternative program isolated from peers.

Physical Violence: Intentionally making physical contact of an insulting or provoking nature with the person of another or intentionally making physical contact which causes physical harm to another.

Out of School 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 through procedures established by board policy). 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.

Systems Early Intervention Program for Student and Parent: This early intervention program is for youth ages 12-18 and their parents/guardians. First offenders for possession or use of alcohol or other intoxicants may be offered the opportunity to attend the Substance Use Prevention Education Resource (SUPER) Program.

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 hearing before a disciplinary tribunal.

Weapons: The term *weapon* is defined in Code Section 16-11-127.1 and for the purpose of this policy includes any object which is or may be used to inflict bodily injury or to place another in fear for personal safety or well-being. The following things may be defined as dangerous weapons: any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, any bat, club, or other bludgeon-type weapon, any stun gun or taser, bowie knife, switchblade knife, ballistic knife, any other knife, straight-edge razor or razor blade, spring stick, metal knucks, chains, blackjack, or any flailing instrument consisting of two or more rigid parts connected in such a way as to allow them to swing freely, which may be known as a nunchaku, or fighting chain, throwing star or Oriental dart, or any weapon of like kind.

STUDENT SUPPORT PROCESSES

The Gainesville City 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 any other programs available.

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 are extremely valuable; therefore, they provide information to parents and 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 a suspension or expulsion, the school shall request by telephone call and by mail at least one parent or guardian to schedule and attend a conference to devise a disciplinary and behavioral correction plan.

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

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

GCSS policies for addressing grievances and complaints from employees, parents and students are clearly outlined in district policy (online) and student handbooks. Parental complaints and grievances are referred to the principal. If it is not resolved, parents and students can appeal to the superintendent.

Board Policy Descriptor Code: GAE - Complaints and Grievances

SECTION I. PURPOSE; INFORMAL RESOLUTION PREFERRED.

It is the purpose of this policy to implement the provisions of the Act of the General Assembly of 1992, OCGA 20-2-989.5 et seq. In accordance with the foregoing, it is the policy of the board of education that certified personnel shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. The board of education encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. This policy and procedure is available where such efforts do not succeed or, where for any other reason, the certificated employee desires to pursue this procedure.

SECTION 2. DEFINITIONS

- a. "Level One administrator" means the principal of a school with respect to teachers and other certified personnel assigned to that school. With respect to the certificated administrators supervised by the superintendent, the "Level One administrator" shall be the superintendent. In any case not covered by this paragraph, the "Level One administrator" shall be the supervisory certificated person designated by the board or in the absence thereof, by the superintendent.
- b. "Central office administrator" means the local school system superintendent.
- c. "Complaint" means any claim or grievance by a certificated employee of this school district which is filed pursuant to this policy and which comes within the scope of the policy
- d. "Notification" means delivery in person to the party entitled to notification, or deposit in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.

SECTION 3. SCOPE OF COMPLAINT: EXCLUSIONS.

- a. Scope. Unless excluded by paragraph (b) hereof, this complaint and grievance procedure is applicable to any claim by any professional employee certificated by the Professional Standards Commission who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements of this school district or with which the district is required to comply.
- b. Exclusions. This procedure shall not apply to:
 1. Performance ratings contained in personnel evaluation and professional development plans pursuant to Code Section 20-2-210;
 2. Job performance;
 3. Termination, nonrenewal, demotion, suspension, or reprimand of any employee, as set forth in Code Section 20-2-940;
 4. The revocation, suspension, or denial of certificates of any employee, as set forth in Code Section 20-2-790;

c. A certified employee who chooses to appeal under Code Section 20-2-1160, shall be barred from pursuing the same complaint under this policy.

SECTION 4. HEARING RIGHTS: EVIDENCE; REPRESENTATION; DECISIONS; RECORDS.

a. Hearing: Evidence. The complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses at each level, but the complainant may not present additional evidence at the second or third hearing levels unless notice of the complainant's intention and the evidence to be presented are submitted in writing five (5) days prior to the hearing to the administrator who will preside at such level, and in the case of the local Board, to the superintendent. When hearing an appeal from a prior level, the local board of education shall hear and decide all appeals de novo.

b. Representation. The complainant and the administrator against whom the complaint is filed or whose decision is appealed shall be entitled to the presence of an individual, including an attorney to assist in the presentation of the complaint and the response thereto, at the central office administrator and at the local board of education level. The presence of any individual other than the complainant and the administrator at level one is prohibited, except witnesses who present testimony or documents.

c. Hearing Officer. The local board of education may appoint a member of the State Bar to serve as law officer who shall rule on all issues of law and other objections, but such attorney shall not assist in the presentation of the case for either party.

d. Overall Hearing Time Schedules. The overall time frame from the initiation of the complaint until rendition of the decision by the local board and notification thereof to the complainant shall not exceed sixty (60) days.

Time Frame for Filing Complaints and Appeals
Initial Complaint 10 days* Level One (from date of occurrence)
Decision 10 days Level One (decision made on complaint)
Appeal 10 days Level Two - Superintendent (from date the Complainant is notified of Level One decision)
Decision 10 days Level Two - Superintendent (from date appeal was filed)
Appeal 10 days Level Three - Board (from date the Complainant is notified of Level Two decision)
Decision 20 days Level Three - Board (from date appeal was filed)
60 days -- Maximum from date complaint was first filed
*Christmas and Spring Holidays only, an extension of the 10 day initial complaint total may be granted. The 10 days allowed for filing the initial complaint are not included in the 60 day total.

e. Automatic Referral To Next Level. Any complaint not processed by the administrator or the local unit of administration within the time frame required by this policy shall be forwarded to

the next level for determination.

- f. Records. Accurate records of the proceedings at each level shall be kept; the proceedings shall be recorded by mechanical means; all evidence shall be preserved and made available to the parties at all times; and all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties; except that the cost of preparing and preserving the record of the proceedings shall be borne by the local board of education; provided however, the cost of transcribing the transcript of evidence and proceedings before the local board shall be borne by the party requesting same, and all costs of the record on appeal to the superior courts and appellate courts shall be paid by the party required to do so by the laws relating thereto.
- g. Decisions. Each decision shall be made in writing and dated, and shall contain findings of fact and reasons for the particular decision reached.
- h. Notice. The decision at each level shall be delivered to the complainant by a person designated by the superintendent, either by (1) being hand delivered or (2) being deposited in the U.S. mail (certified mail, return receipt requested). Notice to the complainant shall be deemed to have been made on the date of hand delivery or on the date of deposit in the U.S. mail by certified mail, return receipt requested to the address stated in the complaint or, if not contained in the complaint, to the last known address of the complainant on file with the board of education.

SECTION 5. FIRST LEVEL; PRESENTATION; TIME; CONTENTS.

The complaint shall be presented in writing to the level one administrator within ten (10) calendar days after the most recent incident upon which the complaint is based. The complaint shall include the following:

- a. The mailing address of the complainant to which all notices and other documents may be mailed;
- b. The intent of the complainant to utilize this complaint procedure, clearly stated;
- c. A reference or description of the statute, policy, rule, contract provision or regulation that is alleged to have been violated, misinterpreted or misapplied; and
- d. A brief statement of the facts reasonably calculated to show how such statute, policy, rule or regulation was violated or misapplied, and how it substantially affects the employment relationship of the complainant;
- e. A statement of the relief desired.

The superintendent shall prepare forms for use in accordance with the foregoing requirements.

SECTION 6. FIRST LEVEL HEARING AND DECISION.

The level one administrator shall record the date of filing on the complaint, and shall give notice to the complainant of the time and place of the hearing, either by mail or hand delivery. When

notice is given by mail, it shall be sent by first class mail to the address set forth in the complaint. If no address was included in the complaint, then the notice shall be sent to the last known address of the complainant on file with the board of education. The level one administrator shall conduct a hearing on the complaint and render a decision thereon within ten (10) days of the filing of the complaint. The decision shall be dated and a copy shall be sent to the complainant as provided in Section 4 above.

SECTION 7. SECOND LEVEL; APPEAL FROM FIRST LEVEL TO CENTRAL OFFICE ADMINISTRATOR.

A complainant dissatisfied with the decision of the first level shall be entitled to appeal to the central office administrator by filing written notice of appeal with the office of the superintendent. The appeal must be filed within ten (10) calendar days after the complainant is notified of the level one decision. The central office administrator shall record the date of the filing on the appeal and shall notify the complainant in writing of the time and place of the hearing by mail or hand delivery. The level two administrator shall obtain copies of all minutes, transcripts, documents and other records relating to the complaint and shall conduct a hearing and render decision within (10) calendar days of the date of the filing of the appeal, or the hearing may be conducted by any designated representative of the level two administrator who shall promptly submit his or her recommendations and findings to the level two administrator for final decision. The decision shall be rendered and served on the complainant and his attorney in accordance with Section 4 (h).

SECTION 8. THIRD LEVEL; APPEAL TO BOARD OF EDUCATION.

A complainant or level one administrator dissatisfied with the decision of the central office administrator may appeal to the board of education by filing written notice of appeal with the office of superintendent. The appeal must be filed within ten (10) calendar days after the date of the decision as provided in Section 4. The superintendent shall record the date of filing on the appeal, and shall promptly give notice to the complainant in writing of the time and place of hearing by mail or by hand delivery. The complainant and the administrators against whom the complaint is filed or whose decision is being appealed shall be entitled to appear before the board of education and be heard. The board of education may direct that a pre-hearing conference be held prior to the hearing to identify issues and facilitate presentation. The local board shall conduct a hearing and render its decision in writing within twenty (20) calendar days after the hearing. The decision shall be rendered and served on the complainant and his attorney in accordance with Section 4(h).

SECTION 9. APPEALS TO STATE BOARD.

Appeals from the decision of the local Board to the State Board of Education shall be governed by the State Board Rule (BCAEA) governing appeals and OCGA 20-2-1160

SECTION 10. REPRISALS PROHIBITED.

No certificated personnel shall be subjected to reprisals as a result of filing any complaint under this policy. Any reprisals may be referred to the Professional Practices Commission.

SECTION 11. COLLECTIVE BARGAINING DISCLAIMER.

Nothing in this policy shall be construed to permit or foster collective bargaining.

SECTION 12. REPEALS.

All policies and parts of policies in conflict herewith are repealed.

SECTION 13. COSTS.

All costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved.

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

GCSS employment practices are stated in board policies in the G section. All applicants are required to fill out an application with references. These policies are posted on GCSS webpage.

Board Policy
Equal Opportunity Employment

Descriptor Code:GAAA

The school district does not discriminate on the basis of race, color, religion, national origin, age, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the board of education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act and all accompanying regulations.

Any employee, student, applicant for employment, parent or other person who believes he or she has been discriminated against or harassed in violation of this policy must make a complaint in accordance with the procedures outlined below.

COMPLAINTS PROCEDURE

Complaints made to the School System regarding alleged discrimination or harassment on the basis of race, color or national origin in violation of Title VI, on the basis of sex in violation of Title IX or on the basis of disability in violation of Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act will be processed in accordance with the following procedure:

1. Any student, employee, applicant for employment, parent or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, either the principal for his/her school or the appropriate coordinator designated from time to time by the board of education. If the complaint is oral, either the coordinator or school principal to whom the complaint is made shall promptly prepare a memorandum or written statement of the complaint as made to him or her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaint made. If the complaint is made to a school principal, he or she shall be responsible for notifying the appropriate coordinator of the complaint.
2. If the alleged offending individual is the coordinator designated by the board of education, the complaint shall either be made by the complainant to the superintendent or, if the complaint is initially made to the school principal, reported by the principal to the superintendent. If the alleged offending individual is the superintendent, the complaint shall be made to the designated coordinator, who shall, without further investigation, report

the complaint to the board chairperson.

3. The coordinator or his or her designee shall have fifteen work days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the superintendent or his or her designee.
4. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five work days of receiving a copy of the written response, to have the complaint referred to the superintendent of schools. If the alleged offending individual is the superintendent, the complainant may have the complaint referred to the board of education, rather than the superintendent.
5. The superintendent shall have fifteen workdays to review the complaint and the response of the coordinator or designee and attempt to resolve the complaint. The superintendent shall furnish to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or designee or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator or designee and the time frame in which such action shall be taken.
6. If the complainant is dissatisfied with the response of the superintendent, then the complainant shall have the right, within fifteen work days of the receipt of the written response of the superintendent, to have the complaint referred to the board of education. In order to have the board review the superintendent's decision, the complainant must file with the superintendent a written statement setting forth the reasons he or she disagrees with the response of the superintendent and the action the complainant is requesting the system to take. The complainant shall also include in the written response a request that his or her complaint be referred to the board of education.
7. Within thirty work days of receipt of the written request of the complainant, the superintendent shall present the matter to the board of education at its regular meeting or at a special meeting called for that purpose. The board shall review the original complaint, the response of the coordinator or designee, the response of the superintendent, and the response of the complainant. In addition, the board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.

8. The board of education will either uphold the recommendation of the superintendent or require the system to take some other action in response to the complaint. A copy of the action of the board will be furnished to the complainant, either as a part of the minutes of the board of education or as a separate written statement. The board shall be the final reviewing authority within the system.
9. This policy is not intended to deprive any employee of any right they may have to file a grievance pursuant to any other policy of the local board of education, specifically the policy designed to implement Official Code of Georgia Annotated 20- 2-989.5, where appropriate. This policy is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or State Department of Education regulations, specifically including, but not limited to, hearings to be conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains at all times the right to contact the Office of Civil Rights or the Equal Employment Opportunity Commission with regard to any allegations that the system has violated the statutes described above.
10. The school system shall be responsible for distributing and disseminating information relevant to this policy and procedure to students, applicants for employment and employees through appropriate procedures.
11. No reprisal shall occur as a result of reporting unlawful discrimination or harassment under this policy, and any attempt to retaliate against a complainant shall be disciplined as is appropriate.
12. The confidentiality of any individual making a complaint or report in accordance with this policy, to the extent it is reasonably possible, shall be protected, although the discovery of the truth and the elimination of unlawful harassment shall be the overriding consideration.

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

GCSS will require certification by the Georgia Professional Standards Commission.

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

N/A

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

N/A

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

GCSS will use the state salary schedule with a local supplement for certified staff. Benefits include teacher retirement, social security, state health insurance, dental insurance and life insurance.

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

Every employee is required to submit to background and fingerprinting checks. This process will continue as a charter system application. New hires will be scheduled within a week of being hired for fingerprinting coordinated with the area RESA.

**Board Policy
Criminal Background Check**

Descriptor Code:GAK(1)

A criminal record check will be conducted at or prior to employment on every person who is employed by the board of education for the first time to fill either a full-time or part-time certified or classified position with this school district. For this purpose, the applicant shall be fingerprinted as required by state law.

Subsequent criminal record checks will be conducted on all personnel in accordance with state laws, state board rules, and rules of the Professional Standards Commission. All certified personnel whose employment is continued with this school district shall have a criminal record check made upon any certificate renewal application to the Professional Standards Commission. All classified employees whose employment is continued with this school district shall have subsequent criminal record checks on a periodic basis, not to exceed every five years, using procedures and schedules to be determined by the superintendent or his designee.

For this purpose, the employee either shall be fingerprinted or shall provide a signed and notarized consent on a form designated by the school district, including the employee's full name, address, social security number and date of birth, based upon the requirement of state law or applicable rule.

Each person employed for the first time to fill a certificated position with the school district shall be issued a temporary contract which shall expire on the date the criminal record check has been received by the school district and the superintendent or designee has notified the employee in writing that the criminal record check has been received or after 200 calendar days, whichever shall occur first. If the criminal record check reflects that the employee has not been arrested, charged, pled guilty or no contest, or been convicted of any criminal offense other than a minor traffic violation, the superintendent shall have the authority without further authorization from the board to sign on behalf of the board a standard employment contract with the conditions of employment and the assignment of the employee as previously

approved by board.

In the event the criminal record check reflects the employee has been charged with, pled to or been convicted of an offense other than a minor traffic violation, the superintendent shall bring the matter to the board of education at its next meeting or sooner, if warranted, for a decision. If the superintendent elects, the employee may continue in the employment of the school district pending final board decision.

The cost of such record checks for all personnel shall be paid by the applicant.

The superintendent shall establish such procedures, fees and regulations needed to administer this policy.

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

GCSS will handle its insurance coverage through the W.L. Norton Agency, Inc., Insurance-Real Estate. See appendix B for details.

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

GCSS will provide transportation services to all students living two-tenths of a mile from their school. Transportation services will transport students from one transportation zone to the academy of choice, field trips and extra curricular activities. Transportation services will be provided to any students with disabilities as required IDEA and all applicable laws.

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

GCSS Transportation Department will comply with all applicable laws. It will continue using its own transportation service and support staff.

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

N/A

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

GCSS will continue to operate a school food service program in compliance with all federal and state regulations. The system's current participation in the federally-assisted National School Lunch Program, School Breakfast Program and After School Snack Program will remain the same.

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

GCSS will continue to implement a federal menu planning option of 'offer versus serve' during breakfast and lunch based on the Traditional Food Based Menu Plan.

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

The Gainesville Middle School is currently in the Needs Improvement status. Gainesville Middle School is undergoing a Gaps Analysis review by the Georgia Department of Education and 45 day action plans are being created by the administration to focus on improving student achievement. Forty-five day action plans are in the appendix.

FACILITIES

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

GCSS is comprised of seven schools: Gainesville High School, Gainesville Middle School, Gainesville Exploration Academy, New Holland Core Knowledge Academy, Enota Multiple Intelligences Academy, Centennial Arts Academy, and Fair Street International Baccalaureate World School, plus the Gainesville Learning Academy (an alternative school setting). All the schools are located within the Gainesville city limits and provide “Academies of Choice” for all elementary, middle and high school students.

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

Certificates of Occupancy for all GCSS schools are available at each individual school and at the central office.

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

GCSS has a safety and security plan for all students, grades K-12, in accordance with O.C.G.A. § 20-2-1185 and has been submitted to the Georgia Emergency Management Agency in July 2007.

PARENT AND COMMUNITY INVOLVEMENT

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

Over the last five years, GCSS parents have been involved in the creation of our current Academies of Choice program. Community input sessions began in 2001 when more than 15 opportunities were given for parents to choose the academy in which their child would be educated. These information sessions were designed by administrators, teachers and parents. They were delivered in parent forums and were conducted by administrators and teachers. They were designed to provide information about each school and their academy. The superintendent and the local board of education encouraged each school to develop their ideal teaching and learning environment.

November 12, 2001	The School Facility Committee will meet.
November 19, 2001	The School Facility Committee will provide an updated report to the board.
November 20, 2001	Information will be sent in English and Spanish to homes describing elementary school configurations and options being considered.
November 27, 2001	Public forum to be held at Enota Elementary School at 6:00 p.m.
November 29, 2001	Centennial Elementary School at 6:00 p.m.
December 4, 2001	Public Forum to be held at Fair Street Elementary School at 6:00 p.m.
January 2002	Site visits by school board members.
February 18, 2002	The board will review all data and recommendations and approve an elementary school configuration plan.

Forums

September 10, 2002	8:30 a.m. at Enota Elementary School
September 17, 2002	8:30 a.m. at Centennial Elementary School
September 24, 2002	8:30 a.m. at Fair Street Elementary School
October 1, 2002	7:00 p.m. at Enota Elementary School
October 8, 2002	7:00 p.m. at Centennial Elementary School
October 15, 2002	7:00 p.m. at Fair Street Elementary School

Spanish Only Nights

October 22, 2002	6:00 p.m. at Enota Elementary School
October 30, 2002	6:00 p.m. at Centennial Elementary School
November 5, 2002	6:00 p.m. at Fair Street Elementary School

Other Locations

November 12, 2002	6:30 p.m. at St. Paul Church (Summit Street)
November 19, 2002	6:30 p.m. at St. John Church

November 18, 2002: Report made to board of education

- Presentation to board of tentative 2003-2004 opening of school
- Busing plan
- After school programs
- Typical elementary school

Charter System Public Hearings

- December 17, 2007 at 6:00 p.m.
- January 7, 2008 at 4:30 p.m. and 6:30 p.m.

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

GCSS has always enjoyed a positive relationship with all stakeholders. Parents, community members, and other interested parties will be involved in the charter system by being members of or participating in the following:

- **Community Luncheons** - Community luncheons are held throughout the school year and are sponsored by the superintendent to include parents, community members and pastors of local churches.
- **Parent Involvement Coordinators** - Every academy has a bilingual parent involvement coordinator that provides parenting activities, workshops and informational meetings held throughout the school year. These activities are funded with Title I monies.
- **PTA/PTO** – Parents can join the PTA/PTO and become a part of the decision making process for their school.
- **Volunteers** – Parent and community volunteers can serve as mentors or helpers within the classroom or office.
- **School Governing Councils** - Parents can attend meetings or run for a position on the council.

Deleted: School Improvement Council

- **District-wide Partners-In-Education Program** – Local businesses provide mentors, monetary donations and in-kind services to all academies.
- **Gainesville City Council** – Parents can attend the joint council meeting between the Gainesville City Council and GCSS which are held the fifth Monday of the month.
- **System Leadership Team** – The System Leadership Team is comprised of the Superintendent, academy principals and one elected member of the School Governing Council. The School Governing Council will nominate a member by majority vote to serve on the School Leadership Council.

Deleted: School Improvement Council

Deleted: School Improvement Council

Every two years an open forum is held to determine strengths of the system and areas that might need improvement. All stakeholders are invited to attend. These forums have been well attended. The African American and Hispanic Initiative meetings are held regularly at the central office to provide information and receive input from these sectors of our population. The faith-based community leaders are invited on a regular basis to participate in an informational forum which is then disseminated into the community. After receiving charter system status, these meetings will continue with an emphasis on the system’s charter.

Parents and community leaders will be invited to all School Governing Council meetings, school board meetings and all other events regarding charter school status. GCSS will maintain a close relationship with the business community and our local colleges and universities GCSS has a strong partnerships with Brenau University, Gainesville State College and University, North Georgia College and State University, Lanier Technical College and Truett-McConnell College.

Deleted: School Improvement Council

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

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

All schools work under site based management. The leadership team at each school creates a budget each year that addresses the needs of that school. The budget is submitted to the finance department for review and approval. GCSS is requesting a blanket waiver, which will allow the system to make local decisions concerning the spending of funds. Federal and state funds are allocated in accordance with the laws that govern each fund and will be distributed to each school to maximize spending.

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

The charter system will utilize a State Auditor for the purposes of an annual financial audit.

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

Student enrollment is determined by parental choice and determines the allotment of funds. GCSS has five distinguished Title I elementary thematic academies.

Parents/students may choose which school they would like to attend regardless of attendance area with free transportation provided by the school system and with no admission criteria. There are three middle school thematic academies housed within one building from which parents/students may choose. A ninth grade academy and three upper division academies are available from which students may choose at the high school level. FTE count will determine funding of each academy. At least 5% of the student body pays tuition. After receiving charter system status, GCSS will continue to encourage more non-resident students to attend. Full time employees may enroll their children at no cost.

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

Currently, our schools receive local and state funding monthly. This will continue under the charter system status. All schools are Title I and will receive federal funds based on percentage of qualifying students.

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

GCSS will continue to comply with the federal monitoring requirements for schools receiving federal funds under charter system status.

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

GCSS employs a full-time grant writer to pursue federal, state, local, corporate and private monies for our system. The grant writer will continue to apply for funds and will have additional funding avenues available because of the charter system status. The GCSS started a foundation with funds being held with the North Georgia Community Foundation, a non-profit 501(c) (3) organization. Each school submits a proposal for funds and the Director of Grant Administration determines that the funds are being used within the integrity of the donations. This foundation has been in existence for six years. Each year, private donors and corporations also provide college scholarships to students in our system. Additional funding sources for GCSS include the Gainesville Booster Club, the Gainesville Athletic Association, PTA/PTO, Gainesville Theater Friends and Partners in Education.

DESCRIPTION OF GOVERNANCE STRUCTURE

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

The current roles and responsibilities of the principal related to site based decision making include:

- Recruiting and hiring of teachers
- Implementing state curriculum

- Monitoring formative and summative assessment
- Communicating student achievement results to the School Governing Council
- Prepare and monitor the school budget based on input from teachers and School Governing Council
- Create, implement and monitor policies and procedures
- Maintain a safe environment conducive to student achievement
- All tasks determined by the principal's job description maintained by the Gainesville City School System Board of Education

Deleted: school improvement council

Deleted: school improvement council

Based on the fact that all schools are site based managed schools, we do not see any changes in the role of the principal.

The school level governance, also known as the School Governing Council will act as a decision-making authority in school-community communication strategies, methods of involving parents and the community, extracurricular activities in the school and school-based and community services. The roles and responsibilities of this local council will change to a decision-making body as follows:

Deleted: School Improvement Council

- School-community communication strategies - School Governing Council will determine the methods of communication to be used by the school based on the needs and interests of the school community. These include, but are not limited to, a telephone message system, handbooks, school newsletters, school web-sites, and parent informational meetings and workshops. Bilingual support is provided for all communication. Each school has a bilingual Spanish-English Parent Coordinator.
- Methods of involving parents and the community - Each school solicit parental input and encourage parental involvement in methods appropriate to the cultural background and interests of the school community. These include, but are not limited to, Parent Teacher Association/Organizations, parent leadership focus groups, parent surveys, home visits; outreach to churches, parent workshops and parent-student special events.
- Extracurricular activities in the school - Each School Governing Council will select extra-curricular activities for students based on survey information from students and parents. The School Governing Council will maximize resources to provide specialized extra-curricular opportunities.
- School-based and community services – The School Governing Council will identify, develop and maintain community resources to support the physical, social, mental and academic needs of the learners. These include, but are not limited to, Park and Recreation, YMCA, Boys and Girls Club, Catholic Social Services, Safe Kids, mental health programs (Avitia, Community Service Center), Centerpoint, Mentors, Ministerial Alliance, Newtown Club, Boy and Girl Scouts and 21st Century Community Learning Center Programs.
- Review formative assessment data for the purpose of improving student achievement – The School Governance Council will review formative assessments to inform decisions to include, but not limited to, allotment of time, allocation of resources and curricular maps.
- Actively participate in the review of our district accreditation standards – The School Governing Council will be actively involved in the review of the district

Formatted: Bullets and Numbering

accreditation standards and will participate in goal and strategy development to address any recommendations.

- Recommend administrative personnel for hiring to the Superintendent - The School Governing Council will identify the specific attributes and qualifications for potential employees based on survey/inventory data generated by faculty, students and parents. All potential candidates for employment will be reviewed by the School Governing Council.
- Recommend school needs during the budget process – The School Governing Council will make recommendations for expenditure of funds based on school achievement data, parent-student community services and school-level data.

In addition to the local School Governing Council, the superintendent will form a System Leadership Team composed of the principal of each academy and one member of the School Governing Council. The School Governing Council will select their representative of the system leadership team by a majority vote the SIC. The System Leadership Team will meet in June, October and March to discuss the following:

- June
 - Assess performance goals and objectives of the charter petition
 - Recommend updates to the Performance Accountability Plan
 - Share information on each academies innovations
- October
 - Assess the formative student achievement data for each academy
 - Conduct a review of operational plans and needs at each academy
 - Complete the annual report of the charter system petition
- March
 - Discuss charter revisions
 - Assess formative data for each school
 - Provide recommendations to the superintendent on critical issues facing each School Governing Council

The members of the local school board will serve as the legally responsible body empowered as elected officials to create policies, rules and regulations consistent with the laws of the State of Georgia, the United States of America and recommendations of GSBA. The local school board's function is to hire and evaluate the superintendent and hire and assign employees upon the recommendation of the superintendent. Building level principals and other administrators serve at the recommendation of the superintendent. The organizational structure with respect to each charter system school is approved by the superintendent and local school board. Members of the board are elected by voters in geographic wards for a four year term. They are removed from office by regulations that govern GSBA. Georgia law states that the board's legal functions include the following:

- Hiring and evaluating the superintendent.

Deleted: <#>School-community communication strategies¶
<#>Methods of involving parents and the community ¶
<#>Extracurricular activities in the school¶
<#>School-based and community services¶
<#>Review formative assessment data for the purpose of improving student achievement¶
<#>Actively participate in the review of our district accreditation standards¶
<#>Recommend administrative personnel for submission to the superintendent for hire¶
<#>Recommend school needs during the budget process¶

Deleted: Other duties of the School Improvement Council shall include but are not limited to the following:¶
¶
<#>School board policies¶
<#>School improvement plans¶
<#>Curriculum and assessments¶
<#>Report cards issued or audits of the school conducted by the Office of Student Achievement¶
<#>Development of school profile which shall contain data as identified by the council to describe the academic performance, academic progress, services, awards, interventions, environment and other such data as the council deems appropriate.¶
<#>School budget priorities, including school capital improvement plans¶
<#>School-community communication strategies¶
<#>Methods of involving parents and the community ¶
<#>Extracurricular activities in the school¶
<#>School-based and community services¶
<#>Community use of school facilities¶
<#>Students discipline and attendance¶
<#>Reports from the school principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas and by school personnel¶
<#>The method and specifications for the delivery of early intervention services or other appropriate services for underachieving students¶

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: school improvement council

Deleted: school improvement council

- Hiring and assigning all employees upon the recommendation of the superintendent.
- Sitting as a court to decide local controversies involving school law.
- Dismissing and suspending employees recommended by the superintendent.
- Approving the local budget for submission to the state board of education.
- Levying the local educational millage rate to support the approved budget.
- Caring for all school system property including purchase, construction, lease, repair, and sale of such property.
- Approval of all contracts binding the local school system.
- Adopting a plan for the assignment of pupils, including establishing process for establishing, reorganizing, consolidating, or closing schools, as well as determining which grade levels are assigned to each school.
- Ensuring that the superintendent, principals, and other employees handling school money are bonded.
- Sitting as an appellate court in student disciplinary matters.
- Assuring that the school system operates with a teamwork approach that communicates a shared vision, works toward shared goals and focuses on system and school improvement.
- Receives input from the School Governing Councils regarding local school issues.

Deleted: School Improvement Council

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

The School Governing Council and the System Leadership Team of the charter system will be subject to the provisions of O.C.G. A. §50-14-1 et. seq. (Open and Public Meetings) and O.C.G.A. §50-18-70 et. seq. (Inspection of Public Records).

Deleted: School Improvement Council

62. & 63. Describe the governing council's function, duties, and composition. Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.

School Governing Council members are elected for a two-year term. The council is composed of a minimum of seven members which include the principal, four parents-two of whom shall be businesspersons and two teachers. Parents are nominated and are elected by a majority vote. Teachers are nominated by staff and are elected by a majority vote. The goal of the School Governing Council is to stagger the membership with old and new members to ensure seamless transitions between school years. The School Governing Council will determine their bylaws in accordance with but not limited to the School Governing Council Commission. Any member of the School Governing Council may withdraw by providing a written resignation to the principal or the secretary of the School Governing Council. Any member of the School Governing

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

Council and the System Leadership Team may be removed under the following conditions: 1. Member resigns. 2. Member is removed by majority vote of the School Governing Council. 3. Member no longer has a child enrolled at the school. If any positions on the School Governing Council have to be replaced prior to an unexpired term, an election will be held within 30 days. The System Leadership Team will be selected by the School Governing Council annually by a majority vote. The roles and responsibilities of this local council will change to a decision-making body as follows:

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

- School-community communication strategies - School Governing Council will determine the methods of communication to be used by the school based on the needs and interests of the school community. These include, but are not limited to, a telephone message system, handbooks, school newsletters, school web-sites, and parent informational meetings and workshops. Bilingual support is provided for all communication. Each school has a bilingual Spanish-English Parent Coordinator.
- Methods of involving parents and the community - Each school solicit parental input and encourage parental involvement in methods appropriate to the cultural background and interests of the school community. These include, but are not limited to, Parent Teacher Association/Organizations, parent leadership focus groups, parent surveys, home visits; outreach to churches, parent workshops and parent-student special events.
- Extracurricular activities in the school - Each School Governing Council will select extra-curricular activities for students based on survey information from students and parents. The School Governing Council will maximize resources to provide specialized extra-curricular opportunities.
- School-based and community services – The School Governing Council will identify, develop and maintain community resources to support the physical, social, mental and academic needs of the learners. These include, but are not limited to, Park and Recreation, YMCA, Boys and Girls Club, Catholic Social Services, Safe Kids, mental health programs (Avitia, Community Service Center), Centerpoint, Mentors, Ministerial Alliance, Newtown Club, Boy and Girl Scouts and 21st Century Community Learning Center Programs.
- Review formative assessment data for the purpose of improving student achievement – The School Governance Council will review formative assessments to inform decisions to include, but not limited to, allotment of time, allocation of resources and curricular maps.
- Actively participate in the review of our district accreditation standards – The School Governing Council will be actively involved in the review of the district accreditation standards and will participate in goal and strategy development to address any recommendations.
- Recommend administrative personnel for hiring to the Superintendent - The School Governing Council will identify the specific attributes and qualifications for potential employees based on survey/inventory data generated by faculty, students and parents. All potential candidates for employment will be reviewed by the School Governing Council.
- Recommend school needs during the budget process – The School Governing Council will make recommendations for expenditure of funds based on school achievement data, parent-student community services and school-level data.

Formatted: Bullets and Numbering

In addition to the local School Governing Council, the superintendent will form a System Leadership Team composed of the principal of each academy and one member of the School Governing Council and these members will serve one year. The School Governing Council will select their representative of the system leadership team by a majority vote of the School Governing Council. The System Leadership Team will meet in June, October and March to discuss the following:

- June
 - Assess performance goals and objectives of the charter petition
 - Modify, add and/or delete performance goals and objectives within the accountability plan
 - Share information on each academies innovations
- October
 - Assess the formative student achievement data for each academy
 - Conduct a review of operational plans and needs at each academy
 - Complete the annual report of the charter system petition
- March
 - Discuss charter revisions
 - Assess formative data for each academy
 - Provide recommendations to the superintendent on critical issues facing each School Governing Council

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

The School Governing Council will ensure that current and future council members avoid conflicts of interest by signing a conflict of interest statement.

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

The School Governing Council's role in upholding the school system's mission and vision will be ensured by an emphasis on the governing council functioning as a unit, rather than a collection of individuals with individual agendas.

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

The superintendent will evaluate principal's performance as to the degree to which the system's goals and objectives have been met or fulfilled. The superintendent will make recommendations to the governing council based on quarterly formative evaluations and summative evaluations held at the closing of the academic year. The School Governing Council will screen applications for principal vacancies and will forward a recommendation to the superintendent.

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

Deleted: <#>School-community communication strategies¶
 <#>Methods of involving parents and the community ¶
 <#>Extracurricular activities in the school¶
 <#>School-based and community services¶
 <#>Review formative assessment data for the purpose of improving student achievement¶
 <#>Actively participate in the review of our district accreditation standards¶
 <#>Recommend personnel for hiring to the Superintendent¶
 <#>Recommend school needs during the budget process¶

Deleted: Other duties of the School Improvement Council shall include but are not limited to the following:¶
 ¶
 <#>School board policies¶
 <#>School improvement plans¶
 <#>Curriculum and assessments¶
 <#>Report cards issued or audits of the school conducted by the Office of Student Achievement¶
 <#>Development of school profile which shall contain data as identified by the council to describe the academic performance, academic progress, services, awards, interventions, environment and other such data as the council deems appropriate.¶
 <#>School budget priorities, including school capital improvement plans¶
 <#>School-community communication strategies¶
 <#>Methods of involving parents and the community ¶
 <#>Extracurricular activities in the school¶
 <#>School-based and community services¶
 <#>Community use of school facilities¶
 <#>Students discipline and attendance¶
 <#>Reports from the school principal regarding progress toward the school's student achievement goals, including progress within specific grade levels and subject areas and by school personnel¶
 <#>The method and specifications for the delivery of early intervention services or other appropriate services for underachieving students¶

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: school improvement council

Deleted: School Improvement Council

Deleted: school improvement council

Deleted: School Improvement Council

Deleted: School Improvement Council

Deleted: School Improvement Council

The System Leadership Team will ensure effective organizational planning and financial stability by development of and adherence to policies that are clearly defined. GCSS employs a full-time Chief Financial Officer who oversees the system annual budget, assists with the development of local school budgets and reports directly to the superintendent. The superintendent develops goals and objectives for monitoring all financial data, financial records and audit reports.

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

The principal of each academy will have the responsibility to resolve any conflicts within the school building. If the principal needs assistance with resolving any conflict, central office personnel will be available to assist and provide support in implementing board policy GAE: complaints and grievances. The duties and responsibilities of the School Governing Council will be to provide support to the principal about concerns and issues.

Deleted: School Improvement Council

The school board will conduct a hearing when the superintendent seeks to terminate the employment of an employee who has a contract for a definite term or when the superintendent has not recommended the rehiring of a “tenured” employee and that employee demands a hearing under the Fair Dismissal Act. The school board may be required, under certain circumstances, to convene a hearing to determine if the superintendent’s decision with regard to other employment issues was based on an illegal reason. The school board also serves as an appellate tribunal when students appeal the results of disciplinary tribunal proceedings, but in these situations the board only reviews the record created by the disciplinary tribunal to determine the sufficiency of the evidence. Finally, the school board will serve as a tribunal to hear and determine “any matter of local controversy in reference to the construction or administration of the school law.” (O.C.G.A. 20-2-1160)

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

Parents can run for and be elected and businesspersons can be appointed to the School Governing Council. Interested parents and community members can become an active participant in the PTA/PTO, academic booster club and partners in education. The purpose of this participation is to encourage a variety of ideas and/or recommendations to consider before policy and procedures are established and implemented.

Deleted: School Improvement Council

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

Community, business and university partnerships are encouraged to assist the school system in improvement goals. The superintendent will have district level oversight of these partnerships to assure coordination and on-going cooperative efforts. All academies are responsible for reporting to the superintendent and maintaining open communication between community, business and university partners. Partners include:

- Brenau University
- Gainesville State College and University
- Lanier Technical College

- North Georgia College and State University
- Gainesville Police Department
- Gainesville Fire Department
- Gainesville Park and Recreation
- YMCA of Hall County
- Newtown Florist Club
- Greater Hall County Chamber of Commerce
- Catholic Charities of the Archdiocese of Atlanta, Inc.–Gainesville Outreach Center
- Challenged Child
- Migrant Even Start
- Northeast Georgia Medical Center
- Mar-Jac Poultry, Inc.
- Center Point
- Partners-In-Education

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

Procedures and methods of conflict resolution outlined for local school boards in Georgia (O.C.G.A. 20-2-1160) will be used to resolve any conflict.

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

N/A

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

The criteria for revoking the charter of the system are provided for in O.C.G.A. 20-20-2065.

STATEMENT ON ANNUAL REPORT

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

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

REQUIRED ATTACHMENTS

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



GAINESVILLE CITY SCHOOLS
 Gainesville, GA 30501
Calendar
 2007 – 2008



June 2007							July 2007							August 2007						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7	5	6	7	8	9	10	11
3	4	5	6	7	8	9	8	9	10	11	12	13	14	12	13	14	15	16	17	18
10	11	12	13	14	15	16	15	16	17	18	19	20	21	19	20	21	22	23	24	25
17	18	19	20	21	22	23	22	23	24	25	26	27	28	26	27	28	29	30	31	
24	25	26	27	28	29	30	29	30	31											
September 2007							October 2007							November 2007						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	1	2	3	4	5	6	4	5	6	7	8	9	10	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	11	12	13	14	15	16	17
9	10	11	12	13	14	15	14	15	16	17	18	19	20	18	19	20	21	22	23	24
16	17	18	19	20	21	22	21	22	23	24	25	26	27	25	26	27	28	29	30	
23	24	25	26	27	28	29	28	29	30	31										
30																				
December 2007							January 2008							February 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	6	7	8	9	10	11	12	3	4	5	6	7	8	9
2	3	4	5	6	7	8	13	14	15	16	17	18	19	10	11	12	13	14	15	16
9	10	11	12	13	14	15	20	21	22	23	24	25	26	17	18	19	20	21	22	23
16	17	18	19	20	21	22	27	28	29	30	31			24	25	26	27	28	29	
23	24	25	26	27	28	29														
30	31																			
March 2008							April 2008							May 2008						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1	6	7	8	9	10	11	12	4	5	6	7	8	9	10
2	3	4	5	6	7	8	13	14	15	16	17	18	19	11	12	13	14	15	16	17
9	10	11	12	13	14	15	20	21	22	23	24	25	26	18	19	20	21	22	23	24
16	17	18	19	20	21	22	27	28	29	30				25	26	27	28	29	30	31
23	24	25	26	27	28	29														
30	31																			
June 2008																				
S	M	T	W	T	F	S														
1	2	3	4	5	6	7														
8	9	10	11	12	13	14														
15	16	17	18	19	20	21														
22	23	24	25	26	27	28														
29	30																			

Teacher Planning	Early Release
School Day for Students	New Educator Orientation
Holiday (Students & Teachers)	

Approved: December 13, 2006

76. Attach a copy of any intended contracts for the provision of educational management services.
N/A

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

**GAINESVILLE CITY BOARD OF EDUCATION
BOARD RETREAT**

**Jack Waldrip Real Estate Agency
200 West Academy Street
Gainesville, GA
8:00 am – 12:00 p.m.**

JANUARY 12, 2008

8:00 a.m. **CALL TO ORDER** : Board Vice Chairman Simmons at _____
a.m.

CITIZEN'S COMMENTS

ADOPTION OF AGENDA

It is recommended that the January 12, 2008 Agenda be adopted.

Motion by: _____ Seconded by: _____ Vote: _____

Consultant: Dr. Cheryl Sullivan

Section I: New and Old Board Members

- Review "Mission, Vision, and Beliefs"
- School Board - Superintendent Performance Accountability Plan

9:00 a.m. **Section II: New Board**

- A. Communication, Team, and Trust Activity
- B. Dreams and Priorities

11:00 a.m. **Section III:**

- Old Business:
 - Charter School Application Discussion and Vote
 - Recommendation that the Board approve the Charter System application

11:30 a.m. **Section IV:**

- New Business:
 - Election of Officers

12:00 p.m. **ADJOURNMENT**

Motion by: _____ Seconded by: _____ Vote: _____ Time: _____

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

Re: Public notice

Page 1 of 1

Brosky, Christine

From: Whitaker, Shirley
Sent: Monday, December 10, 2007 1:24 PM
To: Brosky, Christine
Subject: FW: Public notice

Shirley Whitaker
Special Assistant to the Superintendent
Gainesville City Schools
508 Oak Street
Gainesville, GA 30501
770-536-5275 ext. 40

From: Cindy Pass [mailto:cpass@gainesvilletimes.com]
Sent: Monday, December 10, 2007 1:10 PM
To: Whitaker, Shirley
Subject: Re: Public notice

AD# 172452, \$76.00, RUN DATES AS REQUESTED.

On 12/10/07 1:01 PM, "Whitaker, Shirley" <shirley.whitaker@gcscsk12.net> wrote:

Cindy,

Please publish the following notice on these dates. December 13,14,15,16. and January 3,4,5,6.

Notice of Charter System Public Hearing: The Gainesville City School System will host a public hearing on the application for Charter System status on December 17, 2007 at 6:00 p.m. and January 7, 2008 at 6:30 p.m. at the school board office 508 Oak Street.

Format as you see fit.

Thanks,

Shirley Whitaker
Special Assistant to the Superintendent
Gainesville City Schools
508 Oak Street
Gainesville, GA 30501
770-536-5275 ext. 40

12/10/2007



Enota Elementary School
1340 Enota Avenue, Gainesville, GA 30501
Office: (770) 532-7711 FAX: (770) 287-2011
Principal: Sally Meadors

Notice:

The Gainesville City School System will host two public hearings concerning our application for charter system. They will be held at the school board office on December 17th at 6:00p.m. and January 7th at 6:30p.m.

Everyone is invited to attend these hearings.



GEORGIA STATE SCHOOL
OF EXCELLENCE 1991 & 1999



GAINESVILLE HIGH SCHOOL

830 CENTURY PLACE, GAINESVILLE, GEORGIA 30501-3002 (770) 536-4441 FAX (770) 287-2031

TO: GHS Faculty, Staff and Parents

From: Leslie Dorsey

Public Hearing Announcement

Gainesville City School System

is sponsoring two public hearings

concerning

Gainesville Charter School System

at

Gainesville Central Board Office

508 Oak Street

December 17, 2007 at 6:00 p.m.

and

January 7, 2008 at 6:30 p.m.



***The Gainesville City School System
will host:***

***Two public hearings concerning
our application for***

Charter System

***Meetings held at
School Board Office***

December 17th at 6:00 p.m.

And

January 7th at 6:30 p.m.

Everyone is invited to attend



Gainesville Exploration Academy

Priscilla Collins -Principal

The Gainesville City School System will host two public hearings concerning our application for charter system. They will be held at the school board office on December 17th at 6:00 p.m. and January 7th at 6:30 p.m. Everyone is invited to attend these hearings.

El Sistema Escolar de Gainesville estará presentando dos foros o audición informativos sobre nuestra aplicación para el sistema de elección de nuestra escuela. Este se llevara a cabo en el School Board Office (Oficina Central 508 Oak St) el 17 de diciembre a las 6:00 p.m. y el 7 de enero a las 6:30p.m. Todos están invitados a asistir a esta audición.

*Mrs. Jill H. Goforth
Principal*

*Mrs. Janice C. Young
Assistant Principal*



NEW HOLLAND CORE KNOWLEDGE ACADEMY



...because knowledge is power!

The Gainesville City School System will host two public hearings concerning our application for charter system. They will be held at the school board office on December 17th at 6:00 p.m. and January 7th at 6:30 p.m. Everyone is invited to attend these hearings.

El Sistema Escolar de La Ciudad de Gainesville será anfitrión de dos audiencias publicas sobre la solicitud del sistema charter. Estas se llevaran a cabo en las oficinas de la junta escolar el 17 de diciembre a las 6:00 p.m. y el 7 de enero a las 6:30 p.m. Todo el mundo esta invitado a asistir a estas audiencias.

170 Barn Street Gainesville, GA 30501 (770) 287-1095 (770) 718-9935 fax
WEBSITE: www.gcस्क12.net/nhesweb Email: jill.goforth@gcस्क12.net



FAIR STREET
International Baccalaureate Organization
Authorized World School
2007

Fair Street World School
695 Fair Street
Gainesville, Georgia 30501
770.536.5295
fax 770.287.2016
www.gcssk12.net



Dr. Merrienne Dyer
Principal
International Baccalaureate Head of School

William Campbell
Assistant Principal for Student Services
Community School Director

Carol Brinson
Literacy Coordinator
PYP Coordinator

Kim Davis
Math Coordinator
Professional Development School—
Brenau University

Kim Hall
Counselor
Project Dove Director—
Georgia State University

Amy Hamilton
Media Specialist

December 10, 2007

**TO: Fair Street Faculty, Staff,
and Parents**

**The Gainesville City School System
will host two public hearings
concerning our application for
charter system. They will be held at
the school board office on *December
17th at 6:00 p.m.* and *January 7th at
6:30 p.m.***

**Everyone is invited to attend these
hearings.**



FAIR STREET
International Baccalaureate Organization
Authorized World School
2007

Fair Street World School
695 Fair Street
Gainesville, Georgia 30501
770.536.5295
fax 770.287.2016
www.gcssk12.net



Dr. Merrienne Dyer
Principal
International Baccalaureate Head of School

William Campbell
Assistant Principal for Student Services
Community School Director

Carol Brinson
Literacy Coordinator
PYP Coordinator

Kim Davis
Math Coordinator
Professional Development School—
Brenau University

Kim Hall
Counselor
Project Dove Director—
Georgia State University

Amy Hamilton
Media Specialist

Diciembre 10, 2007

A: Personal de Fair Street, y Padres

El Sistema Escolar de la Ciudad de Gainesville tendrá dos audiencias públicas tocantes a nuestra aplicación para el sistema charter. Serán en la oficina general Diciembre 17 a las 6:00 p.m. y Enero 17 a las 6:30 p.m.

Todos están invitados a asistir a estas audiencias.



CENTENNIAL ARTS ACADEMY PANDA PAUSE



Susan Gilliam, Principal
Charlene Williams, Assistant Principal

December 11, 2007
www.gcssk12.net

Centennial PTA would like to say a special thanks to Kellie Weeks, Kelly Russo and Heather Bush for their hard work on the Art Auction. Thanks ladies, it was a fun evening for all who attended!

Gainesville City School System will host two public hearings concerning our application for charter system. They will be held at the school board office on December 17th at 6:00PM and January 7th at 6:30PM. Everyone is invited to attend these meetings.



If you ordered anything from Original Works, your child should have already brought the items home. If you ordered mugs, they are in the art room for you to pick up because they are breakable. Thank you.

Asbestos Announcement: During the fall of 1991, an asbestos inspection of the Gainesville City Schools took place through the combined efforts of Pioneer RESA and the Gainesville City School System. Based on this inspection, a management plan was written and submitted to the Georgia Department of Education. The Management Plan contains the following information:

- Location, amounts, and types of asbestos contained materials in all schools and buildings.
- Response actions to the asbestos contained materials, selected by the Gainesville City School System.
- Plans for re-inspection, periodic surveillance and operations and maintenance programs.

- Public notification procedures

Anyone interested in reviewing this plan may call the Gainesville Board of Education office at 770-287-2001.

ITBS results are back for the 3rd and 5th grade. They will be sent home with your child this week. Look for them in their backpacks.

Merry Christmas and Happy New Year



Character Corner

A creative classroom atmosphere is formed when students become excited about using their best manners. Please encourage your children to use good manners or write their own list of good manners. "Good manners are one of the most important keys to success in life." Edmund Burke, British Statesman, 1700.

Dates to Remember

- January 8 – PTA Board meeting, 11:30 AM
- January 11 – Report Cards
- January 18 – Early Release Day, 12:25 PM Dismissal
- January 21 – MLK Day, No School
- January 24 – Internet Safety Workshop for Parents, 6:00 PM

Appendices

Appendix A

**GAINESVILLE CITY SCHOOLS
STUDENT REGISTRATION FORM**

Office Use

B/C _____

Imm. _____

H/D/V _____

S. S. Card _____

Grade Entering: _____

Centennial Enota Fair Street Gainesville Elem. New Holland Gainesville Middle Gainesville High

Student's Legal Name: _____ Preferred Name: _____

Last First Middle

Student's Home Address: _____

Street Apt. City State Zip Code

County of Residence: _____ Social Security No: _____ Gender: _____ Male _____ Female

Date of Birth: _____ Birthplace(city/state): _____ Country of Birth: _____

Race: _____ Asian/Pacific Islander _____ Black (non Hispanic) _____ Multi Racial
 _____ American Indian/Alaskan Native _____ Hispanic _____ White (non Hispanic)

Who has custody of this student: _____ Relationship: _____

Mother's Name: _____ Home Phone: _____ Cell: _____

Mother's Address: (if different from student) _____

Mother's Employer: _____ Work Phone: _____

Father's Name: _____ Home Phone: _____ Cell: _____

Father's Address: (if different from student) _____

Father's Employer: _____ Work Phone: _____

Emergency Contact: Name _____ Daytime Phone # _____ Relation to Student: _____

Emergency Contact: Name _____ Daytime Phone # _____ Relation to Student: _____

Student Lives with: _____ Phone: _____

Relation: _____ Mother + Father _____ Mother + Stepfather _____ Father + Stepmother _____ Guardian - Other
 _____ Mother alone _____ Father alone _____ Grandparents Relationship: _____

Parent/Guardian email address: _____

Name and grade of siblings enrolled in Gainesville City Schools: _____

If entering from another school, complete this section: GA Testing ID # _____ (if entering from another Georgia school)
 Name, address and Phone no. of school last attended: _____

What preschool did the student attend? (Name of institution, city & state) _____

_____ State-funded GA Pre-K (No parent fees) _____ Private for profit (Such as Day Care) _____ Private, non-profit (Such as church sponsored)

Has this student received any of these services: _____ Gifted _____ Special Ed. _____ Speech _____ ESOL _____ SST _____ 504

Has student at any time previously attended Gainesville City Schools? Yes No If yes, what school & grade: _____

Has the student ever been retained? Yes No If yes, what grade(s): _____

Is the student currently on suspension or expulsion from another school or school system? Yes No

If yes, explain: _____

Has student ever been convicted of felony crime (armed robbery, aggravated assault or battery, rape, carrying a deadly weapon, felony drugs)? Yes No If yes, explain: _____

Language of the student:
 What was the first language your student learned to speak? _____
 What language does the student speak most often? _____
 What language is most often spoken in your home? _____

If not from the United States:
 Date your student entered this country? _____ How many years of school did the student receive in native country? _____

High School Students only: Date entered 9th grade: _____

I authorize Gainesville City School System to request records of the above-named students.

Legal Signature of Custodial Parent or Legal Guardian _____ Date _____

**ESCUELAS DE LA CIUDAD DE GAINESVILLE
FORMULARIO DE INSCRIPCIÓN DE ESTUDIANTE**

Uso de Oficina

B/C _____
Imm _____
H/D/V _____
S. S. Card _____

Grado al que entra: _____
Centennial Enota Fair Street Gainesville Elem. New Holland Gainesville Middle Gainesville High

Nombre Legal del Estudiante: _____ Nombre Preferido: _____
Apellido Primer Nombre Segundo Nombre

Domicilio del Estudiante: _____
Calle Apt. Ciudad Estado Código Postal

Condado de Residencia: _____ Número de Seguro Social: _____ Sexo: ___ Varón ___ Hembra

Fecha de Nacimiento: _____ Lugar de Nacimiento (Ciudad/Estado): _____ País de Nacimiento: _____

Raza: _____ Asiático/Isleño del Pacífico Negro (no Hispano) Raza Mixta
_____ Indio Americano/Nativo de Alaska _____ Hispano _____ Blanco (No Hispano)

Quién tiene la custodia de este estudiante?: _____ Relación: _____

Nombre de la Madre: _____ Teléfono de la casa: _____ Cell: _____

Dirección de la Madre: (si difiere del estudiante) _____

Patrón de la Madre: _____ Teléfono del trabajo _____

Nombre del Padre: _____ Teléfono de la casa: _____ Cell: _____

Dirección del Padre: (si difiere del estudiante) _____

Patrón del Padre: _____ Teléfono del trabajo _____

Contacto de Emergencia: Nombre _____ Teléfono de día # _____ Relación al Estudiante _____

Contacto de Emergencia: Nombre _____ Teléfono de día # _____ Relación al Estudiante _____

El Estudiante Vive Con: _____ Teléfono: _____

Relación: _____ Madre y Padre _____ Madre y Padrastro _____ Padre y Madrastra _____ Otro Tutor
_____ Madre sola _____ Padre solo _____ Abuelos Relación: _____

Correo electrónico de los padres/tutores: _____

Nombre y grado de hermanos matriculados en las Escuelas de Ciudad de Gainesville: _____

Si está viniendo de otra escuela, completa esta sección: Examen de GA. #ID _____ (Si entro de otra escuela de GA)

El nombre, dirección y número de teléfono, de la escuela que ha asistido: _____

¿A cuál escuela preescolar asistió el estudiante? (Nombre de la institución, la ciudad y el estado) _____

_____ Financiado por el Estado de GA Pre-K _____ Privado, con ganancias _____ Privado, sin ganancias
(Sin costo a los padres) (Como guardería) (Como patrocinado por la Iglesia)

¿Ha recibido este estudiante cualquiera de estos servicios?: _____ Programa de Capacitación _____ Educación Especial _____ Terapia del habla
_____ ESOL _____ SST _____ 504

¿Ha asistido el estudiante a las Escuelas de la Ciudad de Gainesville alguna vez? Sí No Si sí, que Escuela y grado: _____

¿Ha repetido el estudiante algún grado? Sí No Si sí, qué grado(s): _____

¿Esta el estudiante suspendido o expulsado de otra escuela o del sistema escolar? Sí No

Si sí, explique: _____

¿Ha sido el estudiante encontrado culpable de algún delito (robo a mano armada, agresión, violar a otra persona, posesión de una arma mortal, drogas)? Sí No Si sí, explique _____

¿Qué idioma el estudiante aprendió a hablar primero? _____

¿Qué idioma habla el estudiante más a menudo? _____

¿Cuál idioma se habla más en su hogar? _____

Si no es nacido en los Estados Unidos: _____ ¿Cuántos años de escuela recibió el estudiante en su país nativo? _____

Para los Estudiantes de la Preparatoria solamente: La fecha que entró a noveno grado: _____

Yo le doy la autorización al Sistema Escolar de la Ciudad de Gainesville que solicite los archivos de los estudiantes de las cuales se han hecho mención anteriormente.

La Firma Legal del en Custodia o Tutor Legal _____ Fecha _____

Appendix B

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

INFORMATION PAGE

Insurer:
Key Risk Insurance Company
A Stock Company
P.O. Box 19606
Greensboro, NC 27419
(Carrier Code: 37044)

Producer: Agent# 581
Public Risk Underwriters
4725 Peachtree Corners, Suite 230
Norcross, GA 30092
Carrier Policy #: 90000004106106
Carrier Prior Policy #: NEW

1. The Insured: GAINESVILLE CITY SCHOOLS
Mailing Address: 508 OAK STREET N.W.
GAINESVILLE, GA 30501-3506
Other workplaces not shown above:
SEE SCHEDULE OF OPERATIONS
Type of Business: PUBLIC SCHOOL S
Fein: 586000152
Risk ID: 100101831
2. The policy period is from 12:01 a.m. on 7/01/2006 to 12:01 a.m. on 7/01/2007
at the insured's mailing address.

3. A. Workers Compensation Insurance: Part One of the policy applies to the Workers
Compensation Law of the states listed here:

GA

- B. Employers Liability Insurance: Part Two of the policy applies to work in each
state listed in Item 3.A. The limits of our liability under Part Two are:

Bodily Injury by Accident	\$ 100,000	each accident
Bodily Injury by Disease	\$ 500,000	policy limit
Bodily Injury by Disease	\$ 100,000	each employee

- C. Other States Insurance: FL KY NC SC TN VA

- D. This policy includes these endorsements and schedules:
WC000000A(02/02) WCO00113(01/06) WCO00403(04/84) WCO00406A(08/95) WCO00414(07/90)
WCO00419(01/01) WCO00421A(01/06) WCO00422(01/06) WC100601A(04/93)

4. The premium for this policy will be determined by our Manuals of Rules,
Classifications, Rates and Rating Plans. All information required below is subject
to verification and change by audit.

Classifications	Code No.	Premium Basis Total Estimated Annual Remuneration	Rate Per \$100 of Remuneration	Estimated Annual Premium
-----------------	-------------	---	--------------------------------------	--------------------------------

SEE SCHEDULE OF OPERATIONS

Total Estimated Annual Premium \$ 187,053.00

Minimum Premium \$	500.00	Expense Constant \$	150.00
--------------------	--------	---------------------	--------

WC 00 00 01 A

Countersigned by

[Signature]

*Updated
Schedule
Plans*

*Invested
1/2006*

SCHEDULE OF OPERATIONS FOR:

PAGE: 1

GAINESVILLE CITY SCHOOLS
508 OAK STREET N.W.
GAINESVILLE, GA 30501-3506

Carrier Policy #: 900000004106106
Fein: 586000152

Code	Classification	Payroll	Rate	Premium
7383	SCHOOL BUS DRIVERS	916,000.00	3.30	30,228.00
8868	COLLEGE: PROFESIONAL EMPLOYEES	28,283,000.00	.58	164,041.00
9101	COLLEGE: ALL OTHER EMPLOYEES	1,639,000.00	4.33	70,969.00

Manual Premium	265,238.00
Experience Modification - Listed below	246,671.00
Scheduled Credit	49,334.00
Standard Premium	197,337.00
Premium Discount	22,619.00
Normal Premium	174,718.00
Expense Constant	150.00
Terrorism Risk Act	9,251.00
Domestic Terrorism Charge	3,084.00
Annual Premium	187,203.00

Experience Modifiers
.9300 7/01/05

SCHEDULE OF OPERATIONS FOR:

PAGE: 1

GAINESVILLE CITY SCHOOLS
508 OAK STREET N.W.
GAINESVILLE, GA 30501-3506

Carrier Policy #: 900000004106106
Fein: 586000152

OTHER WORKPLACES:

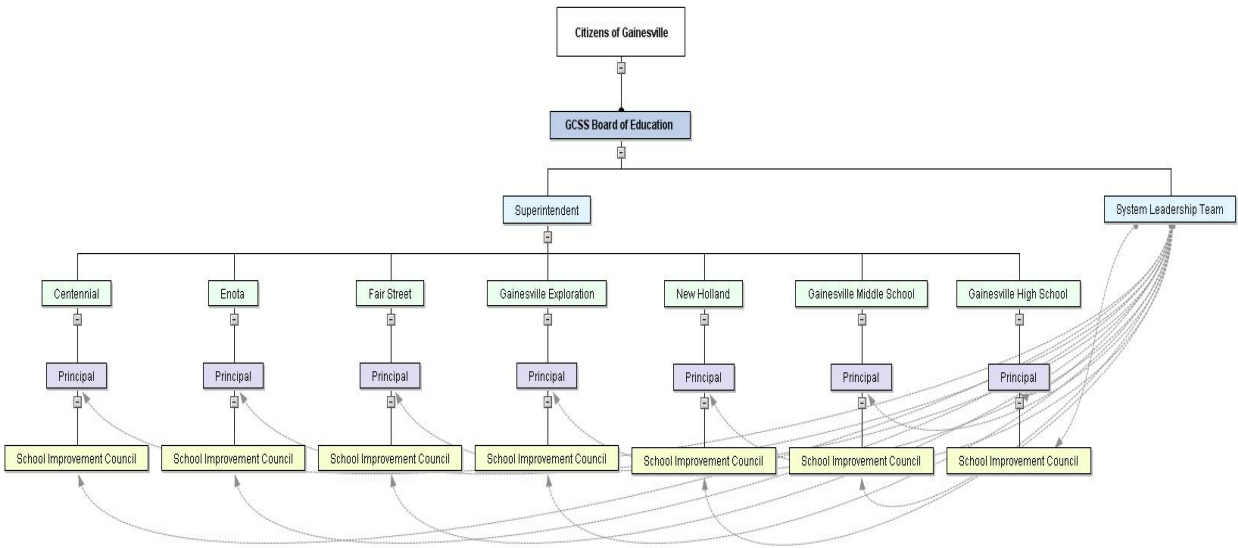
GAINESVILLE CITY SCHOOLS
508 OAK STREET, N. W.
GAINESVILLE, GA 30501

"NOTICE"

The laws of the State of Georgia
prohibit insurers from unfairly
discriminating against any person based
upon his or her status as a victim of
family violence."

Appendix C

Gainesville City School System Charter System Governance Organizational Chart



Part IV. Charter System Checklist

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

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

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

CHARTER SYSTEM/SCHOOL/PETITIONER INFORMATION

1. Page __ 19__ Provide the name under which the charter system will operate.
2. Page __ 19__ Provide the name of the primary contact for the petitioner.
3. Page __ 19__ Provide the name of the charter system representative authorized to execute the charter contract.
4. Page __ 19__ State the proposed duration of the charter system's charter.

STATEMENT OF MISSION

5. Page __ 19__ Describe the charter system's mission.
6. Page __ 19__ Describe how the charter system's mission supports the legislative intent to "increase student achievement through academic and organizational innovation."
7. Page __ 24__ Describe how the charter system will maximize school-level governance, including school-level decision-making authority over financial decisions/budgets, personnel decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
8. Page __ 25__ Summarize any policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies within the charter system.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

9. Page __ 27__ Describe the focus of the curriculum.
10. Page __ 27__ Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.

11. Page __31_ Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
12. Page __32_ Describe the students the charter system will serve, including students with special needs and disabilities.
13. Page __33_ Describe how the charter system will meet the needs of students identified as gifted and talented.
14. Page __33_ For high schools within the charter system, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

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

15. Page __34_ For students with disabilities, describe how the charter system will provide state- and federally mandated services.
16. Page __34_ For English Language Learners (ESOL), describe how the charter system will provide state- and federally mandated services.
17. Page __35_ State that the charter system shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
18. Page __35_ Describe how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
19. Page __35_ Describe how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

GOALS AND OBJECTIVES

20. Page __35_ List the charter system’s performance-based goals and measurable objectives and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.
21. Page __50_ List the performance-based goals and objectives for each system charter school and describe how these goals and objectives are in the public interest and shall result in improvement of student achievement.

WAIVERS

22. Page 53 State whether the charter system and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
23. Page 53 If the charter system/system charter school *will* utilize this flexibility, state that the charter system/system charter school will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter.
24. Page 53 If the charter system/system charter school *will NOT* utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the charter system/system charter school meet or exceed the performance-based goals included in the system's charter.

DESCRIPTION OF ASSESSMENT METHODS

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

25. Page 53 Describe the charter system's assessment plan to obtain student performance data for each student.
26. Page 54 Explain how the charter system will ensure participation in all state-mandated assessments.
27. Page 54 Describe how the charter system's assessment plan will measure student improvement and over what period of time.
28. Page 54 Describe how the charter system intends to use this assessment data to monitor and improve achievement for students.
29. Page 55 State that the charter system will not waive the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

DESCRIPTION OF CHARTER SYSTEM OPERATIONS

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

30. Page 55 Describe how students will be assigned to schools in the charter system (e.g., will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).
31. Page 55 Describe any rules and procedures that will govern the admission of students to schools within the charter system.
32. Page 55 Describe or attach a copy of any admissions application to be used by schools within the charter system.

33. Page 55 Describe whether schools within the charter system will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
34. Page 56 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
35. Page 65 Describe the rules and procedures concerning how the charter system will address grievances and complaints from students, parents, and teachers.
36. Page 70 Generally describe the charter system's employment procedures and policies.
37. Page 73 Specifically, state whether certification by the Georgia Professional Standards Commission (GAPSC) will be required.
38. Page 73 If certification by the GAPSC is *not* required, describe the training and experience that will be required.
39. Page 73 If certification by the GAPSC is *not* required, describe the charter system's procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
40. Page 74 Describe whether the charter system will use the state salary schedule, and if another schedule will be used, provide that schedule.
41. Page 74 Describe the charter system's procedures to ensure that staff members are subject to fingerprinting and background checks.
42. Page 75 Describe the charter system's insurance coverage, including the terms and conditions and coverage amounts thereof.
43. Page 75 Describe whether transportation services will be provided and, if so, provide a brief description of the transportation program.
44. Page 75 If transportation services *are* provided, state that the transportation program will comply with applicable law.
45. Page 75 If transportation services *are not* provided, describe how this will not be a barrier to eligible students to attend schools within the charter system.
46. Page 75 Describe whether food services will be provided (including participation in federal school meal programs).
47. Page 75 If food services *will* be provided, briefly describe the proposed program.
48. Page 76 Identify any schools within the charter system that are currently in Needs Improvement status, and explain how the charter system will support these schools.

FACILITIES

49. Page 76 Describe the school facility(ies) to be used and it's(their) location(s).
50. Page 76 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility(ies).
51. Page 76 Provide the charter system's emergency safety plan, or in the alternative an assurance that the charter system will prepare a safety plan in

accordance with O.C.G.A. § 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specified date.

PARENT AND COMMUNITY INVOLVEMENT

52. Page 77 Describe how parents, community members, and other interested parties were involved in developing the petition.
53. Page 78 Describe how parents, community members, and other interested parties will be involved in the charter system.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

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

54. Page 79 Describe how federal, state, and local funds will be distributed to each system charter school to maximize spending at the school level.
55. Page 79 State that the charter system will be subject to an annual financial audit by either an independent Georgia-licensed certified public accountant or by the State Auditor.
56. Page 79 Describe how each system charter school’s enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. § 20-2-2068.1(c).
57. Page 80 Provide a proposed timeline as to when schools within the charter system will begin to receive state and local funding from the local board in order to begin operation.
58. Page 80 State that the charter system will comply with the federal monitoring requirements for schools receiving federal funds.
59. Page 80 Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.

DESCRIPTION OF GOVERNANCE STRUCTURE

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

60. Page 80 Generally describe the structure, rights, and responsibilities of the principal, governing council, and board of education with respect to each charter system school.
61. Page 83 State that the governing council of each charter system school will be subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Inspection of Public Records).

62. Page 83 Describe the governing council's function, duties, and composition.
63. Page 83 Describe how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
64. Page 85 Describe how the governing council will ensure that current and future council members avoid conflicts of interest.
65. Page 85 Describe the governing council's role in upholding the school's mission and vision.
66. Page 85 Describe how the governing council will appraise the principal's performance.
67. Page 85 Describe how the governing council will ensure effective organizational planning and financial stability.
68. Page 86 Describe the governing council's role in resolving teacher, parent, and student grievances and other conflicts.
69. Page 86 Describe how parents, community members, or other interested parties will be involved in the system charter school's governing council.
70. Page 86 List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
71. Page 87 Describe the method that the local board and the system charter school plan to utilize for resolving conflicts.
72. Page 87 State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.
73. Page 87 List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.

STATEMENT ON ANNUAL REPORT

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

REQUIRED ATTACHMENTS/APPENDICES

75. Page 87 Attach the charter system's proposed annual calendar(s).
76. Page 90 Attach a copy of any intended contracts for the provision of educational management services.
77. Page 91 Attach a copy of the local board resolution approving the proposed charter system petition.
78. Page 93 Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition.