

2010

Chattahoochee Hills Charter School Fulton County Schools Charter School Application



The mission of Chattahoochee Hills Charter School is to inspire all our children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world.

Application Chair: Laurie Searle
Chattahoochee Hills Charter School
2/25/2010

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Contact Information

New Petition Renewal Petition

Please complete in blue ink. ***Italicized items reference the same item listed in the GADOE Checklist.***

1. *Provide the name under which the charter school will operate (GADOE Part I).*

Chattahoochee Hills Charter School, Inc.

2. *Provide the following information for the primary contact for the petitioner (GADOE Part I).*

Name: **Russ Kiefer**

Address: **P.O. Box 998 Palmetto, GA 30268**

Phone: **770.331.8738** Email Address: **Russ.kiefer@chatthillscharter.org**

3. *Circle the type of charter requested (GADOE Part III)*

Start Up

LEA Start Up

State Charter

Career Academy

Conversion

Cluster Charter

Jointly Authorized Charter

Virtual Charter

4. List the proposed grade levels and ages of students to be served (GADOE Part III).

K-3 with plans to expand to K-8

5. State the proposed term of the charter and the date of opening/renewal (GADOE Part III).

Five Year term beginning August 2011

6. Indicate date of the initial meeting with the FCS Charter Liaison

11/13/2009

7. Indicate the date of the Letter of Intent submitted to FCS and the GADOE (Renewals exempted.)

01/28/2010

8. Indicate date of any GADOE, GCSA, or FCS charter training or orientation events attended by the petitioner(s).

- **06/14/2009: Independent charter consultants presented overview of charters vs. traditional public schools to the community.**
- **01/01-02/2009: Serenbe Institute Education Weekend Workshop**
- **08/25/2009: Kelly Cadman from GCSA presented to the community "Getting Started – So You Think You Want to Open a Charter School"**
- **10/23/09: "State of The Charter" summit hosted by GCSA**
- **11/13/09: Initial Meeting with FCS Charter Liaison Laura Stowell**
- **12/17/09: Second Meeting with FCS Charter Liaison Laura Stowell**
- **02/6/10: Attended South Fulton Educational Summit**

Petition Criteria Checklist

Please write in blue ink the page number from the charter petition that addresses each requirement.
Italicized items reference the same item listed in the GADOE Checklist.

Page	CRITERIA
A. Overview of Start up School	
1	<i>Describe the charter school's mission ~ GADOE Part III</i>
1	<i>Describe how the charter school's mission supports the legislative intent to "increase student achievement through academic and organizational innovation." ~ GADOE Part III</i>
2	<i>Include the projected enrollment over length of the charter term. ~ GADOE Part III</i>
4	Describe the students to be served, including students with special needs and disabilities, TAG and ESOL students.
2	Describe the larger community in which the charter will be located to include demographic data and projections over the length of the charter term.
3	Describe the other schools in the community.
4	Explain how this charter proposal meets the educational needs of students in the targeted attendance zone.
B. Curriculum and Instruction	
5	<i>Describe the focus of a curriculum ~ GADOE #1.</i> The curriculum should be based on research and driven by performance standards data. Include the specific research that supports curricular choices and a sample of the curriculum in the appendix.
14	Provide documentation in the appendix that the curriculum is aligned with the State GPS and/or the Fulton County curriculum.
14	<i>Describe the instructional methods to be used for each subject offered, including any distinctive or unique instructional techniques or educational programs ~ GADOE #2.</i> Instructional methods should be based on research and driven by performance standards data. Include the specific research that supports the instructional method choices in the appendix.
20	Describe how the curriculum, instructional approaches, and/or educational programs are distinctive within the educational community in which the charter school is to be located.
21	<i>Describe how the school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB. ~ GADOE #9</i>
24	<i>Describe how the school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB. ~ GADOE #10</i>
24	Include the targeted class size projected over the term of the charter.
24	<i>Include student to teacher ratio projected over the term of the charter. Describe the rationale for maintaining this ratio. ~ GADOE #3</i>

24	Describe how the school will provide summer school in required cases pursuant to NCLB.
25	<i>Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.</i> Attach a copy of any agreements with other schools or entities for the charter school students' participation in extracurricular activities in the appendix. ~ GADOE #5
26	<p><i>If this is a charter high school:</i></p> <ul style="list-style-type: none"> • <i>describe how the school will determine that a student has satisfied the requirements for high school graduation,</i> • <i>include the credits or units to be earned, in what subjects and grade levels and</i> • <i>include the completion credentials to be awarded.</i> ~ GADOE #6
26	Describe the school's timetable and plan for achieving accreditation from the Southern Association for Colleges and Schools (SACS), the Georgia Accreditation Commission (GAC), or some other recognized accrediting commissions approved by this School System within the term of the charter.
C. Special Needs Students	
27	<i>Describe how the charter school will provide all the state and federally mandated services to English Language Learners (ELL/ESOL)</i> ~ GADOE #8
28	<i>Describe how the charter school will provide services to talented and gifted students (TAG).</i> ~ GADOE #4
28	<i>Describe how the charter school will provide all the state and federally mandated services to students with disabilities.</i> ~ GADOE #7
29	Describe the student support team (SST) and the Response to Intervention (RTI) process that will be implemented in the school and list the staff positions that will be involved.
31	Describe how staff will be trained to handle special needs students using appropriate instructional modifications and accommodations.
D. Technology Infrastructure and Instructional Technology	
32	Designate a person(s) as the point of contact and support for the technology infrastructure
32	Include a plan to provide the minimum technology infrastructure needed to support the student information system and necessary school operations.
32	Include an instructional technology plan to support student learning.
33	Describe the timelines for the acquisition and distribution of technology needed to support the instructional program(s).
34	Include the elements of both technology plans in the budget.

	E. Assessment, Accountability, and Evaluation (Failure to meet the specific performance-based goals and objectives may result in charter termination.)
35	<i>Describe the charter school's assessment plan to obtain student performance data for each student including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition. ~ GADOE #11</i>
39	<i>Describe how the charter school's assessment plan will measure student improvement and over what period of time. ~ GADOE #13</i>
40	<i>Describe how the charter school will use this assessment data to monitor and improve achievement for students. ~ GADOE #14</i>
41	<i>Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System. ~ GADOE #15</i>
44	<i>Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders. ~GADOE #16</i>
46	<p>Construct measurable objectives that:</p> <ul style="list-style-type: none"> • address academic objectives for each grade and content area for each year of the charter term ~ GADOE #15 • identify the specific performance to be improved • how the specific performance will be measured • what the current performance levels are or when baseline data will be gathered • when the specific performance will be measured • how the specific performance will improve over the term of the charter and • what, if any extinction, levels will be established
	F. Admission of Students
50	<i>Describe the attendance zone for the charter school. ~ GADOE #19</i>
51	<i>Describe the rules and procedures that will govern the admission of students to the charter school to include the time period during which annual applications will be accepted. ~ GADOE #20</i>
52	<i>Describe whether the charter school will use any of the enrollment priorities described in OCGA 20-2-2066. ~ GADOE #21</i>
54	<i>Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system. ~GADOE #22</i>
54	<i>Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment. ~ GADOE #23</i>

	G. Student Conduct
55	<i>Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board and the system will play in resolving such grievances and complaints ~ GADOE #25</i>
56	<i>Describe the rules and procedures concerning student discipline and student dismissal. ~ GADOE #24</i>
59	<i>Describe student due process procedures to include any inclusion anticipated on the part of FCS. ~ GADOE #24.</i>
	H. Transportation
60	<i>Describe how transportation will be provided for students (e.g., through its own transportation system or other providers). ~ GADOE #32</i>
60	If the petitioner school intends to contract with a third party or operate its own transportation system, <i>describe the transportation program</i> to include: <ul style="list-style-type: none"> • the type of service to be provided (e.g., door-to-door or group stops), • the students to be transported (e.g., all students, students within specified zones, etc.), • the type of vehicles to be used, and • other significant elements of the program. ~ GADOE #32.
60	<i>If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school and describe the anticipated impact on the enrollment and attendance. ~ GADOE #32.</i>
	I. Food Service
61	<i>Describe how food service will be provided for students. ~ GADOE #33.</i> The petition must specify whether or not the charter will be requesting that the Fulton County School Nutrition Program provide services.
61	If the charter school <u>will not request</u> the Fulton County School Nutrition Program to provide meals, <i>describe the proposed food service program</i> including: <ul style="list-style-type: none"> • the proposed food service program, including the meals to be provided, • whether the food will be prepared on-site or off-site, • the anticipated cost to students and other significant elements of the food service program. ~ GADOE #33
61	<i>State if the charter school elects to participate in the federal school meals programs. ~ GADOE #33.</i> If so, the school will submit its own application to the State Department of Education and will be responsible for accurately counting meals and submitting financial reimbursement claims to the State Department of Education for meals meeting specified nutrient standards as well as copies to FCS.
	J. Waiver of State and Local Provisions (<u>Note: FCS will not accept the blanket waiver.</u>)
63	<i>List the specific state and local rule, regulation, policy, procedure, or provision that is to be waived. ~ GADOE #18</i>
63	<i>Describe the rationale for each waiver item:</i> <ul style="list-style-type: none"> • explain how the charter's measurable student performance objectives will be improved through waiving, in whole or in part, the identified provisions, and/or • explain how the charter's measurable school-wide performance objectives will be improved through waiving, in whole or in part, the identified provisions, and/or

	<ul style="list-style-type: none"> • explain how the charter will achieve organizational innovation through waiving, in whole or in part, the identified provisions ~ GADOE #18
K. Personnel	
64	<i>Generally describe the charter school's employment procedures and policies. ~ GADOE #26</i> Include planning, recruitment and selection practices, and benefits packages (compensation, health, medical and retirement benefits). <i>State whether the charter school will elect to participate in the State Health Benefit Plan. ~ GADOE #34.</i>
66	Describe the employee performance management system (evaluation, professional development, and sanctions/rewards) and the when this cycle will take place.
68	In the appendix, for each instructional, administrative or other position the charter school expects to employ, please describe: <ul style="list-style-type: none"> • Title • Function • Qualifications (<i>State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB. ~ GADOE #28</i>)
68	<i>Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks. ~ GADOE #30</i>
68	<i>Describe how and by whom the principal's performance will be appraised. ~ GADOE #27</i>
L. School Facilities	
74	<i>Describe the school facility to be used:</i> <ul style="list-style-type: none"> • <i>whether the school facility is new or existing.</i> • <i>the location of the site; and</i> • <i>a description of the building and grounds as they currently exist. ~ GADOE #50</i>
74	<i>Describe any modifications necessary for utilizing the space for educational purposes to be undertaken before school opens and their estimated cost as well as a description of any long-term renovation or construction plans. ~ GADOE #51</i>
M. Demonstration of Fiscal Feasibility and Controls	
75	<i>Describe the level of autonomy the charter school will have over budgets and expenditures. ~ GADOE #36</i>
75	Describe how the school will operate without a deficit.
75	<i>Describe the plans, if any, for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source. ~ GADOE #40</i>
78	Describe the plan for reserving funds to cover estimated legal, accounting, personnel and moving expenses should the school close.
78	<i>Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-04.</i> The CFO, at a minimum, must possess a bachelors degree or higher in business, accounting, or finance from an accredited institution and a minimum

	of four years experience in a field related to business or finance; or documented experience of ten or more years in the field of business and financial management. ~ GADOE #38
	<p>N. School Governance</p> <p>Any charter petitioner that is a local school or state or local public entity need not be organized and operated as a nonprofit corporation under the laws of Georgia.</p>
79	<p><i>Describe the governing board's:</i></p> <ul style="list-style-type: none"> • <i>role/duties</i> ~ GADOE #42 • <i>function</i> ~ GADOE #42 • <i>composition</i> ~ GADOE #43 • <i>selection process for members</i> ~ GADOE #43 • <i>term lengths</i> ~ GADOE #43 • <i>the time frame for the selection process</i> ~ GADOE #43 • member training program, and • <i>process for removing members</i> ~ GADOE #43
81	<p><i>Describe how the governing board will:</i></p> <ul style="list-style-type: none"> • <i>uphold the school's mission and vision</i> ~ GADOE #42, • <i>ensure effective organizational planning and help ensure financial stability</i> ~ GADOE #47, • communicate with stakeholders regarding the policies, procedures and practices of the governing board.
82	<i>Disclose any potential conflicts of interest in the founding governing board members.</i> ~ GADOE #45
82	<i>Describe how the governing board will ensure that current and future board members avoid conflicts of interest.</i> ~ GADOE #46
83	<i>Describe how parents, community members, or other interested parties will be involved in the charter school's governing board.</i> ~ GADOE #35
83	<i>List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.</i> ~ GADOE #44
84	<i>State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.</i> ~ GADOE #49
84	<i>Describe the method that the local board and the charter school plan to utilize for resolving conflicts.</i> ~ GADOE #48
	<p>O. Parent and Community Involvement</p>
85	<i>Describe how parents or guardians of students, members of the broader community and other interested parties were directly and substantially involved in developing the petition.</i> ~ GADOE #35
86	<i>Describe how parents or guardians of students enrolled in the school, as well as the faculty, instructional staff, the broader community, and other interested parties will be directly and substantially involved in the school, including involvement with the governing body of the school.</i> ~ GADOE #35
87	<i>Describe the distinctive characteristics of the charter school climate and how this climate will improve student performance.</i>

Executive Summary

Basic Information

Charter School Name:	Chattahoochee Hills Charter School (CHCS)
Type:	Start Up
Approved by the:	Fulton Board of Education on _____
Grade Levels Served:	K-3 with plans to expand to K-8
Ages Served	Ages 5-9 with plans to serve ages 5-14
Proposed Opening Date	August 2011
Proposed Charter Term	Five years

Number of Students Served

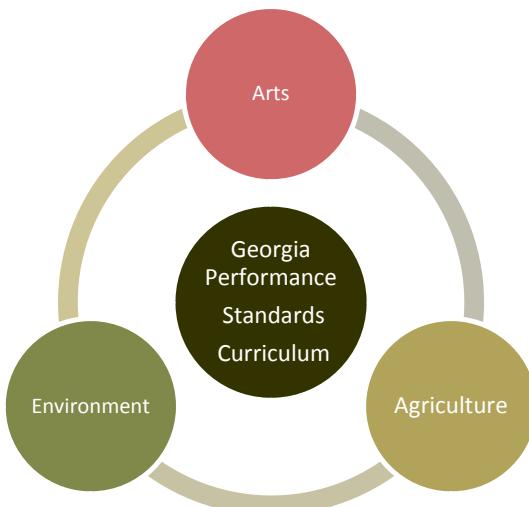
For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8
Yr 1	30	30	30	30					
Yr 2	30	30	30	30	30				
Yr 3	30	30	30	30	30	30			
Yr 4	30	30	30	30	30	30	30		
Yr 5	30	30	30	30	30	30	30	30	
Yr 6 & beyond	30	30	30	30	30	30	30	30	30

Mission

The mission of Chattahoochee Hills Charter School (CHCS) is to inspire all our children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world.

Our goal is for our students to cultivate the capacity to achieve a meaningful, healthy, flourishing life that embodies responsibility, stewardship, and experiential engagement with the arts, agriculture, and the environment in informed, imaginative, and rigorous ways.



Academic Program, Strategies, and Innovation

In pursuit of these goals, students will develop their academic abilities in a holistic way through the active cultivation of the following attributes:

- High academic achievement by creating a space that supports individual learning styles and that helps students to develop outstanding critical-thinking skills through the stimulation of their imagination, creativity, and adherence to academic rigor in an experiential learning environment.
- A high standard of ethics and good character by providing consistent examples of meaningful relationships, positive discipline, mentorship through the process of overcoming obstacles, and that fosters personal integrity.
- Physical health and well-being by integrating a dynamic health program into the school curriculum that will include a meal program that emphasizes fresh, local, and organic foods and opportunities throughout the school day for structured and un-structured physical activities.
- A strong commitment to social responsibility through an overarching focus in both the curriculum and school ethos of civic engagement, appreciation of diversity in communities, and healthy communication skills.
- A dedication to environmental stewardship by learning through the lens of natural processes, promoting a sense of wonder about the world and nurturing students to take joy in learning.

Organizational Innovation, Education Management, and Community Interest

The School's governance is founded on the effective and proven stewardship and the values that led to the founding of Chattahoochee Hills, combining deep knowledge of issues of sustainability with a successful track record of transforming challenging areas such as land and resource use and political and community structure.

The legal entity that will organize and/or operate the School is Chattahoochee Hills Charter School, Inc., a Georgia not-for-profit corporation. The schools' Governing Board will consist of seven voting members and the Principal as a nonvoting member. The Governing Board will always contain at least two but no more than three parents of current students at the School.

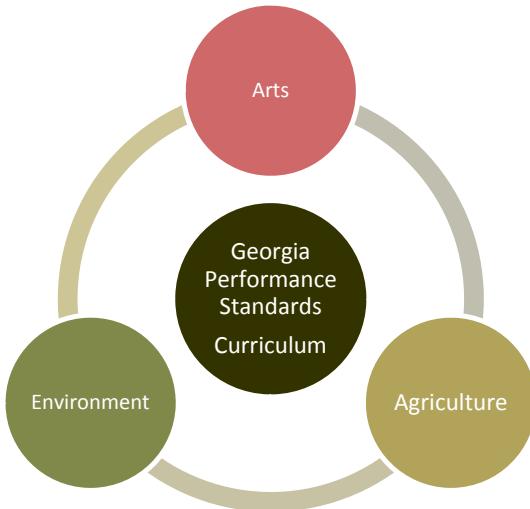
The Governing Board will create and appoint an Advisory Board to provide advice and counsel to the Board, as the Board deems necessary, and will reflect, to the extent practical and possible, all diverse interests in the school (e.g. community members, staff, parents). The advisory board will consist of no more than 40 people. It is anticipated that by implementing and utilizing an advisory board composed of diverse experts throughout our local communities, we will generate a deep reserve of potential Governing Board members ensuring consistent and solid governance.

A. Overview of Start-Up School

Describe the charter school's mission.

The mission of Chattahoochee Hills Charter School (CHCS) is to inspire all our children to the highest levels of academic achievement through a rigorous curriculum that integrates the wonders of the natural world.

Our goal is for our students to cultivate the capacity to achieve a meaningful, healthy, flourishing life that embodies responsibility, stewardship, and experiential engagement with the arts, agriculture, and the environment in informed, imaginative, and rigorous ways.



Describe how the mission supports the legislative intent to increase student achievement...

Our mission supports Georgia's intent for charter schools "to increase student achievement through academic and organizational innovation." Through a unique curriculum (based on the Georgia Performance Standards) and instructional methods along with a community-based organizational structure, we will ensure that all students meet and exceed local and state academic performance averages. In pursuit of these goals, students will develop their academic abilities in a holistic way through the active cultivation of the following attributes:

- High academic achievement by creating a space that supports individual learning styles and that helps students to develop outstanding critical-thinking skills through the stimulation of their imagination, creativity, and adherence to academic rigor in an experiential learning environment.
- A high standard of ethics and good character by providing consistent examples of meaningful relationships, positive discipline, mentorship through the process of overcoming obstacles, and that fosters personal integrity.
- Physical health and well-being by integrating a dynamic health program into the school curriculum that will include a meal program that emphasizes fresh, local, and organic foods and opportunities throughout the school day for structured and un-structured physical activities.

- A strong commitment to social responsibility through an overarching focus in both the curriculum and school ethos of civic engagement, appreciation of diversity in communities, and healthy communication skills.
- A dedication to environmental stewardship through the emphasis on learning through the lens of natural processes that promotes a sense of wonder about the world and nurtures students to take joy in learning.

Include the projected enrollment over length of the term.

CHCS plans on opening in 2011 with a projected enrollment of 120 students in grades K-3. It then plans on expanding one grade per year, with a projected 30 students per grade, until it expands to grades K-8 with a projected 270 students.

CHCS Projected Enrollment Over the Charter Term									
	K	1	2	3	4	5	6	7	8
Yr 1	30	30	30	30					
Yr 2	30	30	30	30	30				
Yr 3	30	30	30	30	30	30			
Yr 4	30	30	30	30	30	30	30		
Yr 5	30	30	30	30	30	30	30	30	
Yr 6 & beyond	30	30	30	30	30	30	30	30	30

Describe the larger community in which the charter will be located to include demographic data...

CHCS will be located in Chattahoochee Hills, Ga., and will primarily serve the larger community of Chattahoochee Hills, Fairburn, and Palmetto, as well as the extended community of Fulton County. Our rationale for targeting the cities of Chattahoochee Hills, Fairburn, and Palmetto for a new charter school is informed by our desire to honor our past and prepare for our future.

In the early development of the area that is now Chattahoochee Hills (1828-1860), five communities formed at major crossroads to serve the nearby farming communities in Campbell County and each supported a school. In 1932, following the consolidation of Campbell, Fulton, and Milton Counties, Fulton County built a new elementary school in our Rico Community, which served grades 1-7. Many locals who attended the school have said that Rico Elementary was a charter school before its time. With a small student population of 60 students taught by teachers that lived in the community, the students received an excellent education, grounded in the core values of the community. The school closed in 1980 due to consolidation, leaving no public schools within the boundaries of Chattahoochee Hills and students were transferred to Palmetto and Fairburn.¹

Today, Chattahoochee Hills is a city that includes 33,000 acres of land and an estimated population of 2,316, making it the lowest density city in metro Atlanta. However, careful planning for the future must be considered due to pending development. Chattahoochee Hills is mostly zoned for agricultural, which allows for one house per acre. With 33,000 acres and an average of 2.6 people per household in south Fulton, the potential population could reach 85,800, including approximately 20,000 children under the age of 18 (using Fulton County metrics).

While the timing of development is uncertain, it is imminent. We know that the following developments have been approved and many are already under construction.²

Development	Status	Units Planned
Serenbe	Under construction, currently 120+ units	1,000
Bear Creek	Under construction, site prepared , no units built yet	250
Petersburg Rd Dev	Site prepared, no units built yet	350
Friendship Village	Site work to begin in 2011	5,981
Foxhall Village	Plans under review by Palmetto	4,600
Foxhall Farms	Plans approved by Chattahoochee Hills	92 units
Chattahoochee Hills Village	Plans in development	10,000-15,000
Total projected new units		22,273

Demographic Data for Chattahoochee Hills

Since Chattahoochee Hills is a newly formed city, we will not have access to data specific to our city until the 2010 U.S. Census; however, the Census bureau has provided our government with the following estimates to use in its business operations:

Chattahoochee Hills Population: 2,316

Asian/American Indian /Other/Undeclared....5%
African American.....24%
Caucasian.....71%

Chattahoochee Hills Children by Age

Age	Number of residents
0-5	155
5-10	165
10-15	167
15-20	150

Describe the other schools in the community including demographic data and projections...

Our student body will reflect the socioeconomic, ethnic, and racial diversity of Chattahoochee Hills, Fairburn, and Palmetto, and will draw from four public schools: Campbell Elementary, Palmetto Elementary, Renaissance Elementary, and Evoline West Elementary, as well as private schools in the area.

Describe the students to be served including students with special needs and disabilities, TAG and ESOL.

CHCS will initially serve students in grades K-3 and expand one grade per year until the school serves grades K-8. It will serve a diverse, multi-race and ethnic student population, including students with special needs and disabilities, TAG and ESOL students.

The following data shows the grade level distribution of K-5 and race ethnic distribution of Black, Hispanic, White, and Multi-Racial in the four schools within our targeted school area:³

Elementary Schools	Grade Level Distribution						Race Ethnic Distribution			
	K	1	2	3	4	5	B	H	W	M
Campbell	117	160	149	144	129	124	71%	21%	4%	4%
Evoline C. West	126	124	153	126	135	125	73%	15%	6%	6%
Palmetto	66	92	73	82	86	86	67%	15%	14%	4%
Renaissance	139	171	157	189	159	170	94%	1%	2%	3%
Totals/Averages	448	547	532	541	509	505	76.25	13	4.25	4.25

Data Source: GADOE Report Card 2007-2008. Fulton County Schools Mobility Reports

Explain how this proposal meets the educational needs of students in the targeted attendance zone.

CHCS will meet the education needs of students in this community by providing a charter school as a public school choice, offering a curriculum that integrates traditional education with community values such as the arts, agriculture, and the environment; and preparing for future growth by building a community-based charter school now.

While the larger community of Chattahoochee Hills, Fairburn, and Palmetto currently has access to several public and private schools as previously noted, this community does not have access to a charter school. The closest charter school scheduled to open is in College Park.

Additionally, this community is largely rural and has a strong connection to agriculture, nature, and the environment. The goal of CHCS is to reinforce this community's connection to nature by integrating the arts, agriculture, and the environment into its curriculum.

Finally, the population projection for this community shows tremendous growth, with an estimated 20,000 new students in Chattahoochee Hills based on planned/approved development.

B. Curriculum and Instruction

Describe the focus of the curriculum.

Introduction

The CHCS curriculum is an integrative model that ensures academic success of students by educating the whole child. The hallmark of the curriculum is its tri-focus of teaching through the lens of experiential involvement in agriculture, the environment, and the arts. These three points of focus serve both separately and collectively as integrating contexts for the standard Georgia Performance Standards (GPS) curriculum of Reading/Language Arts, Math, Science, History/Social Studies, Physical Education and Art. Through embedding traditional, measured academic learning goals within this tri-focus, students receive a holistic education that includes progressive, innovative, and integrative methods that enhance student performance and ensure academic success.

Our curriculum approaches learning as a process that must engage the whole child in order to be successful. Therefore, students will require a variety of experiences, some directly academic, others indirectly.

The primary goal of all experiences is to serve the student's ability to succeed academically. Students will engage with academic subjects through their natural environment, arts, and agriculture. Mounting research is now demonstrating that the learning experiences of Agriculture, Environment and the Arts provide essential contributions to healthy human development—contributions that previous generations and our current culture may have taken for granted.

The recent rise of technology and urban, indoor lifestyle—and the correlating decline of outdoor experience of natural environments and cycles—is now being linked to record rates within the population of ADD, ADHD, and clinical depression. Case studies show that "...those schools with a garden achieved more positive gains in attitude and specific performance..." and "student pre- and post-test results indicated overall significant gains in knowledge and attitude."¹ In 1999, the California Department of Education (CDE) commissioned a second study of the educational efficacy of environment-based education. The study examined eight pairs of environment-based education treatment and control schools/programs in California. Data from this California study combined with data from the prior study found that more than 77 percent of students in environment-based education programs scored higher than their peers across all standardized tests and had higher grade point averages.² Children with exposure to nature and agricultural processes on a regular basis improve their test scores within all academic areas.

Our curriculum is organized within a Natural Learning Patterns Structure (NLPS). These types of structures have been used in many wilderness and outdoor-based schools for more than 25 years. This organizing principle is an essential aspect of student learning. Modern developmental psychology tells

us, “Most of the knowledge that drives behavior stems from tacit inferential principles, that is, specific ways of handling information.”³ These tacit inferences will be governed by a school design and organizational structure grounded in naturally occurring patterns. In this way, the school structure becomes an unspoken lesson, reinforcing ideas and information directly addressed in classrooms. NLPS provides a structure that integrates, pervades, and ties together all aspects of school structure—including curriculum organization, class period/daily/weekly/year-long scheduling, teacher training and lesson design principles, interpersonal staff conduct, and architectural school design. From the ground up, the whole design is based on naturally occurring patterns and principles. These principles are based in human cognitive predispositions that, when capitalized upon, create a learning environment that works directly with a child’s brain in order to make knowledge acquisition a constructed, intuitive process that makes learning come more easily.

Foundational Educational Approaches

The Georgia Performance Standards

The baseline foundation for CHCS’s curriculum is the Georgia Performance Standards (GPS). These standards apply to all subject areas Georgia public schools are required to teach. As required by the Quality Basic Education Act of 1985, all schools that receive state funding must maintain a curriculum that specifies what students are expected to know in each subject and grade. Additionally, the state’s required standardized tests, the Criterion Referenced Competency Test (CRCT) for grades 1-8 are aligned with the GPS curriculum. This curriculum provides a minimum standard for schools and can be added to (but not taken away from) at the discretion of the county and local school systems. The GPS provide a clear framework and set of goals for each subject area at each grade level.

The GPS provides a framework for the following subject areas:

- English Language Arts & Reading
- Mathematics
- Science
- Social Studies
- Physical Education

In addition to these subject areas, CHCS will provide an arts curriculum for its students.

Application

Students will be instructed in subject area-specific classes according to the GPS. Teachers will be highly familiar with the GPS and individual lessons and projects will align with and build upon a particular standard. All standards for a particular subject area and grade level will be addressed throughout the school year. Student learning of the GPS will be monitored and evaluated based on ongoing informal evaluations as well as on standardized tests.

Additional elements to CHCS’s curriculum are aligned with the GPS. (See Appendix 1.)

Constructivism

Most curricula address what students learn, but the constructivist approach to education addresses how students learn. The five basic tenets of constructivism are:

1. Seeking and valuing students' points of view—constructivist teachers formulate lessons based partly on students' needs and interests.
2. Challenging students' suppositions—all students come to the classroom with life experiences that shape their worldview. Constructivist teachers design lessons that challenge suppositions and go beyond obvious facts to help students confront and question their views and practices.
3. Relating the curriculum to real life—students must attach relevance to the curriculum so that their interest in learning grows. Constructivist teachers recognize this basic motivational need and ensure that a project or lesson can relate to students' daily lives.
4. Looking at the big idea—constructivist teachers structure lessons around big ideas, not small bits of information. Exposure to the whole helps students tackle the parts.
5. Incorporating assessment in daily, natural ways—students demonstrate their knowledge every day in a variety of ways, and constructivist teachers are able to interpret this data meaningfully.⁴

Application

CHCS will apply the constructivist theory by implementing the five basic tenets in all aspects of the school, from the way in which teachers prepare daily lessons to the selection of textbooks and curricular resources. In addition:

- Student autonomy and initiative will be encouraged and accepted.
- Students will be encouraged to use raw data and primary sources along with manipulative, interactive and physical materials.
- When planning, CHCS teachers will use cognitive terminology such as "classify", "analyze" and "create." Students will be encouraged to respond, and their responses will be used to drive lessons, shift instructional strategies and alter content.
- Teachers will inquire about a students' understanding of concept before sharing their own understanding of those concepts.
- Students will be encouraged to engage in dialogue, both with the teacher and with one another.
- Student inquiry will be encouraged and promoted by asking thoughtful, open-ended questions, and students will be encouraged to ask questions of each other.
- Students will be asked to elaborate on their initial responses.
- Students will be engaged in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
- Teachers will provide allowances for wait time after posing questions.
- Students will be given time to construct relationships and create metaphors.
- Students' natural curiosity will be nurtured through frequent use of the learning cycle model.

Multiple Intelligences Theory

Every student is unique and learns differently. This concept was popularized when Harvard psychologist Howard Gardner developed the theory of "Multiple Intelligence" in 1983. Gardner suggests that there are at least eight ways people perceive and understand the world. Gardner labels each of these ways a distinct "intelligence", or set of skills, which allows an individual to find and resolve problems. They are as follows:

1. Musical Intelligence
2. Bodily-Kinesthetic Intelligence
3. Logical-Mathematical Intelligence
4. Verbal-Linguistic Intelligence
5. Visual-Spatial Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalist Intelligence (Dr. Gardner's most recent addition)

The Theory of Multiple Intelligences not only highlights how a student might learn best, but also points to areas that need strengthening, opening the door to new teaching approaches that may be particularly effective for that student. As Gardner states, "Learning styles emphasize the different ways people think and feel as they solve problems, create products, and interact. The theory of multiple intelligences is an effort to understand how cultures and disciplines shape human potential ... Learning styles are concerned with differences in the process of learning, whereas multiple intelligences center on the content and products of learning."

Multiple intelligences and learning styles can work together to form a powerful and integrated model of human intelligence and learning, a model that respects and celebrates diversity and provides us with the tools to meet high standards.

Application

- All CHCS students will receive differentiated instruction. Teachers will assess children's learning styles, intelligences, and academic baselines, keep ongoing records and create individualized learning plans (ILPs) for each child.
- Teachers will create small group challenges and projects based in NLPS in which every child holds one of the eight "directions" or qualities/tendencies/intelligences, thus purposefully putting together students who demonstrate complementary intelligences and learning styles. Challenges and projects will be designed so that the different intelligences will be necessary for completion, thereby giving every child opportunities to be integral and vital parts of the greater community, and to be appreciated for their unique contributions to the whole.
- Whenever possible, teachers will offer a range of learning opportunities/experiences that reflect the students' unique learning differences. Our choice-based arts and nature study will allow students to follow their innate strategies for learning.

- Teachers will be trained to employ instructional strategies geared to the individual learning styles and the strengths and needs of each student, such as the use of learning centers, small group instruction, multi-sensory teaching approaches, hands-on learning and individual pacing.

Agriculture, Environment and the Arts as “Integrating Contexts for Student Learning”

CHCS is inspired by the process and results of the nationally acclaimed program Environment as an Integrating Context for student learning (EIC). CHCS’s curriculum design has incorporated some of EIC’s environmental studies concepts into the overall curriculum design and extending EIC’s basic concept to include emphasis on agriculture and the arts.

Our curriculum is in alignment with the six key concepts of the EIC model:

1. Integrated learning breaks down traditional barriers between academic subject areas, making learning a natural and seamless process. In addition to cognitive retention of learning, this encourages students to engage in similar learning experiences outside of the school context, in daily life.
2. “The learning is in the doing.” Teachers create regular opportunities for hands-on learning experiences, often through problem-solving and project-based activities.
3. Opportunities for team-teaching to enhance overall student engagement and provides a diversity of role-models for imitative, experiential learning.
4. Teachers adapt to individual students and their unique skills and abilities.
5. Students are led to develop understanding and appreciation for the environment-community, their natural surroundings, and the natural cycles within the processes of nature and agriculture.
6. Flexibility and creative adaptability of curriculum is a key capacity and design principle for teachers. Lessons do not have to include learning about the natural environment, but can include any part of the physical environment in or around the school.

A case study was conducted in the late 1990’s using 14 schools across the country, studying the effects of the EIC model on student academic achievement. The study provided these results:

- Based on both comprehensive and subject-specific standardized test results, 36 of the 39 comparative quantitative analyses—92%—indicated that students who participated in EIC programs outperformed their peers in traditional programs.
- 93% of students in EIC programs demonstrated improved development of Language Arts skills, and 94% demonstrated greater enthusiasm for Language Arts.
- 73% of students in EIC programs demonstrated improved understanding of Math concepts and content, 92% demonstrated better mastery of math skills, and 89% demonstrated increased enthusiasm for Math skills.

- EIC students scored higher on three of four comparative studies of standardized scientific achievement data, than their peers from traditional programs. In the fourth area of comparative study, EIC and traditional students scored equally.
- 99% of EIC students demonstrated increases in knowledge and understanding of Science content, concepts, processes and principles; 99% demonstrated better ability to apply science to real-world situations, and 98% demonstrated greater enthusiasm and interest in learning Science.
- 95% of EIC students demonstrated both greater comprehension of Social Studies content and greater enthusiasm for Social Studies. 97% demonstrated more advanced skills of applying civic principles to real-life situations.
- 98% of EIC students demonstrated increased ability to think creatively, and 97% of students demonstrated greater proficiency at problem-solving and thinking strategically.
- 95% of teachers using the EIC model reported increased enthusiasm and commitment toward teaching, 96% reported more chances to use innovative instructional methods, and 94% reported better working relationships with both students and colleagues: "I'm in my 33rd-year of teaching and I have never been more excited about anything in that whole 33 years than I am about this program." -Teacher from Little Falls High School, Minnesota.⁵

CHCS will apply the concepts of the EIC model within the more detailed, structured, and comprehensive framework, with the emphasis put on continually using the school's tri-focus of agriculture, the environment and the arts as the grounds for experiential, integrative learning. Our students will achieve academic excellence that will allow students to meet and exceed the criteria for the Georgia Performance Standards (GPS). Our distinct, integrative model will attract and retain the best of teachers who value the ability to work creatively within experiential, discipline-crossing models of academic learning.

School Culture

The positive impact of building caring and inclusive environments for childhood development and learning has been well researched. Jerome Bruner, respected cognitive and developmental psychologist from Harvard, Oxford, and New York University states, "On the basis of what we have learned in recent years about human learning – [learning communities are] best when it is participatory, proactive, communal, collaborative and given over to constructing meanings rather than receiving them."⁶

CHCS aims to develop a school culture that is rooted in the daily routines of the classroom and which promotes and encourages a sense of belonging and connectedness among students, teachers, administrators and families. The following elements are the building blocks upon which a school culture is constructed and nourished.

Classroom Management/Discipline

CHCS believes that all students can only learn in a safe and constructive environment. CHCS faculty and staff will use the Fulton County School System's discipline procedure and codes of conduct in order to ensure a safe and productive environment for all students. Using the FCS discipline and conduct model

as a framework, CHCS teachers will reflect on interactions within the classroom and school community and will collaboratively develop classroom management and discipline strategies that ensure consistency between grade levels. Research shows that among school-wide "best practices," a consistent classroom management framework, not imposed from above but rather generated from the classroom and collaboratively implemented school-wide, is one of the most effective ways to establish a healthy school culture. Some examples of strategies that may be implemented include, but are not limited to:

- Opening and closing meetings that provide a daily routine and help build community
- Student participation in creating their classroom and school environment
- Clear and consistent rules and logical consequences based on responsibility/ownership
- Independent discovery coupled with engaging instruction
- A focus on learning as an enjoyable activity
- Classroom organization that encourages independence
- Explicit character education and social development lessons
- Family communication to involve families as authentic partners
- Community outreach and involvement

Research also indicates that empowering students to have an active role in the classroom leads to a deeper understanding and promotes inner motivation (Nelsen, Lott & Glenn, 1997). In order to engender this motivation, positive reinforcement and intrinsic incentives will be standard practice in all CHCS classrooms. Children who are intrinsically motivated to work do so "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lumsden, 1994). Part of this intrinsic motivation will come from consistent group- and project-based work. These kinds of activities have been shown to dramatically improve classroom behavior. Meaningful long-term projects with plenty of tangible exercises and fieldwork engage students. When schoolwork is enjoyable, students become immersed in their studies and develop a sense of being part of a working community. These positive interactions create healthy bonds between students, which thereby improves behavior.

CHCS views disciplinary issues as opportunities to help students learn how to reflect on and take responsibility for their own behavior and to view consequences as a logical function of behavioral choices that the student can control. We are committed to a constructive, personal responsibility-based approach to discipline, as opposed to one that is punitive.

The primary goal of CHCS's approach to student discipline is to create a safe, inclusive, and caring school culture where the motivation to work and learn becomes intrinsic rather than tied to the promise of rewards and the threat of punishments. Only when students feel a sense of belonging and emotional safety can they become deeply and personally involved in their learning. CHCS teachers and administrators will understand that fostering an atmosphere where students are intrinsically motivated to learn is good insurance against harmful and disruptive behavior. CHCS will be a school where adults serve as a model for healthy behavior by treating students with warmth and respect.

Multicultural Emphasis

CHCS anticipates and desires a diverse student body, faculty and Governing Board with regards to gender, race, socio-economic status, and cultural background. This commitment to diversity strikes at the heart of our curriculum focus, as multiculturalism reflects an ecological and agricultural truth: diversity in a living system yields greater health and resiliency over the long-term. Appreciation of diversity and learning from difference is one of CHCS's core values. Teachers will be held to a high standard of competency in working with diversity in both students and colleagues. Cultural competency training is a key piece for staff training, and school leaders will continually seek out the best practices for staff development so that our entire school is truly a democratic environment where all voices and perspectives are valued and honored.

CHCS founders and Governing Board members will regularly work to develop a program that is consistent with the eight benchmarks for assessing and maintaining an effective multicultural school outlined in J.A. Banks's *An Introduction to Multicultural Education* (<http://www.intime.uni.edu/multiculture/index.htm>). Some of the mechanisms we intend to establish are:

- A multicultural policy statement that supports diversity. CHCS Governing Board members and administrators will develop policies consistent with how teachers should relate to students of diverse cultures based on an interpretation of the traditions and communication styles of those particular groups.
- Staff development to help teachers promote positive attitudes and expectations toward diverse students and to help them understand the customs and behaviors of the cultures from which their students come. CHCS teachers will be expected to model an enthusiasm for learning about "other" cultures and draw upon the personal experiences of students so that the students learn from each other. At the same time, teachers will be expected to understand and appreciate the complexity of issues around cultural appropriation and the concept of "intent vs. impact."
- CHCS staff will reflect ethnic and cultural diversity. Each teacher and administrator will also be expected to have a developed sense of awareness and reflection upon their own ethnic, cultural, gender, and socio-economic identity, and how this contributes to the overall experience of students.
- CHCS's curriculum will evolve (throughout the charter's term) to consciously expose students to the diversity of histories, values, philosophies, and cultural practices of non-dominant cultures that are currently underrepresented in standard curricula.
- CHCS will seek to generate a high level of parent and family participation that can provide a cultural context for teaching and a link with student personal/cultural knowledge.
- CHCS will seek out, provide, and create teaching materials that present diverse racial, ethnic and cultural perspectives on events, concepts and issues.
- Multicultural practices will be subject to ongoing monitoring by CHCS Board members and administrative staff to ensure that these practices are occurring and goals are being met.

- CHCS understands that diversity is an asset that enriches the classroom experience. To deny our children a real multicultural education is to leave them unprepared for a pluralistic world in which a multiplicity of viewpoints and practices abound.

Natural Learning Patterns Structure

Every school must choose a model for its over-arching structure and ethos. The foundational model chosen influences the school at all levels, either directly or indirectly. Because the curriculum of CHCS is rooted in the idea of learning through observation and participation in the natural processes of agriculture, the environment, and the arts, we sought a model that would reflect natural principles. Most educational models are linear, abstract, and based on mental categories and numbered lists without connection to anything concrete and physical. The Natural Learning Pattern Structure is unique in that its basis is in actual, physical characteristics and processes found in nature. Because of this direct correlation to the tangible world, NLPS stood out to us as distinctly relevant to our goals.

The entire model is based upon and continually linked back to our experience of the natural world and the cycles that every human living on this earth experiences every day. It is a process that both utilizes natural cycles and causes our perceptions of and relationship to those cycles to grow ever deeper and stronger. Thus, it is a model that is self-strengthening and which grants observation of nature as a teacher and guide—even for teachers themselves.

The Natural Learning Pattern Structure is so named because it links natural cycles—the movement of the sun through the day, the seasons, the life-cycle of a plant or a human—to the processes involved in learning. It aligns with other educational models that emphasize the cyclical tendencies within education, and which are simple, common sense “best practices,” such as: inspire students, move them into direct learning, cause them to reflect on what they’ve learned, and integrate and build-upon those lessons in the next cycle. Cycles are everywhere within: the school day is a cycle repeated over and over, the week is a repeated cycle, the school year is another repeated cycle. The Natural Learning Pattern Structure encourages us to reflect upon this cyclical nature that infuses human activity and learning, and to use our intelligence as teachers to work with the natural tendencies rather than attempt to impose abstract concepts.

Natural Learning Pattern Structure is a clear organizational scheme that is based upon the diversity of perspectives that occur at each part of a cycle as it goes along. For instance, the season of “summer” is characterized by long days full of outside activity. This is one perspective that can be applied to learning: experiential, focused work—lots of doing. In contrast, the season of “winter” is a time characterized by indoor activities, stillness, reflection—which again we can see within educational process as quiet listening, reflection, homework, etc. In this way, the Natural Learning Pattern Structure articulates the diversity of perspectives needed for a whole education, and lays out all the different “moods” of a cycle as if horizontally, so that the full spectrum of diversity co-exists at the same time. This cyclical pattern provides a very potent structure, due to the sets of opposites present; these opposites allow for “creative tension” that gives rise to a dynamic educational environment.

Please see Attachment D.7 Supporting Research for Curriculum and Instructional Methods for additional information about the Natural Learning Patterns Structure.

Provide documentation in the appendix that the curriculum is aligned with the State GPS...

See Appendix I.

Describe the instructional methods to be used for each subject offered, including any distinctive or unique instructional techniques or educational programs.

CHCS's distinctive instructional approach to the Georgia Performance Standards (GPS) will be based on the framework of natural learning patterns and through constructivist, experiential, context-driven methodologies. The curriculum is designed so that the subjects are regularly co-taught by teachers in different disciplines. This interdisciplinary approach emphasizes the inherent inter-relatedness of disciplines, which increases not only student ability to contextualize and therefore retain information, but will help to show the student that the subjects are not dissimilar and can each be used as a tool to increase understanding of individual subjects in turn.⁷ This methodology has been shown to be successful in regards to children living in rural areas in particular, especially in the more difficult areas of math and science.⁸ Furthermore, certain subjects will be taught in multi-age classes to help students further develop socially and to solidify instruction of content through peer-dialogue, peer leadership, and to enhance the social development of students.^{9 10}

Our curriculum's use of natural learning patterns and our emphasis on experiential, context-driven methods encourages teacher creativity by providing a flexible framework for individual teachers to build upon that also serves as a guiding principle that keeps the curriculum consistent.

The following describes our approach to each subject area:

Reading/Language Arts

Our distinct approach to reading begins at the roots of reading ability: pattern recognition and meaning-based association. Based on research on the developmental underpinnings of pattern recognition in the brain that suggest that reading is learned through recognition of orthographic patterns¹¹ students will learn reading skills through innovative computer-based strategies¹² alongside the outdoor study of animal tracks. Research indicates that, "most literacy learning is accomplished tacitly, without conscious reflection" and through the purveyance of "teachable moments" over direct instruction of word analysis and comprehension.¹³ Indeed, "both neurological research on learning and growing recognition of the importance of balanced, holistic reading instruction suggest that analysis—or recognition—and comprehension cannot be separated. Recognition skills are required at all levels of reading from small patterns (such as a letter) to larger patterns (such as an author's style). Similarly, strategic skills are needed to decode words as well as to make meaning from text."¹⁴ The work of Meyer, et. al. advises that reading is best taught based on the following three practices:

1. Highlighting patterns to be learned (recognition systems—learning what);
2. Providing opportunities to act on and manipulate patterns (strategic systems—learning how); and
3. Engaging learners in activities that support pattern learning (affective systems—attention and motivation).¹⁵

With this in mind, students will engage in activities in the classroom, such as innovative, pattern-based reading computer games, that will be supported by the active engagement with pattern-learning that a study of animal tracks in the field can provide. Students will begin to build a connection between the visual cues and patterns found in animal prints and how printed material, words, and grammar are likewise arrangements of cues and patterns that denote complex ideas. The combined use of technology with outdoor study will also provide students with an opportunity to develop necessary computer literacy skills simultaneously with literacy about the natural world.

Compelling research indicates that learning to read and write is an integrated developmental process. As such, literacy skills are best taught through reading and writing together. Writing will be taught in a writer's workshop setting, allowing for intensive one-on-one time between students and teachers as well as unstructured time to practice writing and in order for students to develop the self-reflective skills writing offers.¹⁶ This subject area will also be taught in a multiage classroom, allowing for students to teach and learn from each other. It is our goal that students will read and write constantly. Reading and writing will be heavily incorporated into other curricular areas. For example, students will keep an on-going journal that records and reflects upon experiential outside time, students will create annotated maps that document environmental observations and fields trips, science experiment reports, social studies readings, and scripts for theatre and media productions. Emphasis will be placed on oral storytelling as a primary pedagogy and method of presentation for teachers. Students will be taught oral presentation and storytelling through observation of teachers and frequent public speaking/presentation/sharing within large groups.^{17 18}

Students will continually read level-appropriate books as well as write their own "books" which will then be used to reinforce their practice of reading. The content of their writings will also extend into theatre and media productions, including school "news" publications, not just of human news, but also of the animals and plants and weather that share the landscape. These books will place earth science and other sciences as key avenues for development of reading and writing skills. Rudimentary Latin will be taught for the tri-fold purposes of scientific taxonomy, understanding the etymological roots of much of the English language that will assist students reading abilities, and to prepare students for foreign language study in after school programs or in middle and high school.¹⁹

Mathematics

This subject area will be approached almost exclusively through experiential techniques. The National Council of Teachers of Mathematics has advocated for the use of manipulatives and experiential teaching of mathematics for more than six decades.²⁰ These methods have been proven to increase student academic performance in an area that usually sees consistently low performance levels.²¹ Students will develop their math skills through classroom instruction, immediately followed by a real-

world application in the form of a project that employs a particular skill or set of skills. For example, students may learn to use a measuring tape and identification of basic geometric shapes through the building projects such as garden beds or canoes. They may practice counting skills by watching the number of birds that come to a single spot that would lead to a discussion of why birds might frequent one spot more often than another. Students may attend a community meeting and calculate the percentage of citizens in attendance. Or they may be introduced to the concept of angles through observing and recording the movements of the shadow of a tree, which would lead to a discussion of how we measure time. Through the use of manipulatives, students will develop a contextual understanding of math skills that will support students' ability to build bridges between concrete and abstract understandings that will be essential as they study mathematics at more and more advanced levels.²²

In order to further benefit from context-driven methodologies, math will frequently be co-taught and will be fully integrated into other subject areas, science and social studies in particular. For example, in addition to math classes, math skills will be incorporated into social studies through lessons pertaining to economics, currency, and cartography, as well as in lessons on population, immigration, production of goods, etc.

Math and science will be frequently co-taught by the science and math teachers. Students will be introduced to the math concept and will then be given an application of that concept that directly relates to what they are studying in science. Students will regularly take the skills taught in math lessons and have the opportunity to practice them in their hands-on science lessons and projects.

Math will be understood by the student to be a tool that helps to understand and solve social and scientific problems.

Science

The study of science is the cornerstone of CHCS's curriculum. Science, according to the Oxford American Dictionary, can be defined as "the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment." Because our curriculum and educational philosophy revolve around hands-on, experiential engagement with the arts, agriculture, and the environment, students will be constantly using the tools of science in all their studies. Nearly all of the curriculum will be delivered through either a teacher or student generated prompt based on an observation of the natural world. Students will be encouraged and motivated to explore their own curiosity based on observation of nature and will use their skills and capacities in all subject areas as tools for generating understanding.

Students will learn history of science in order to understand where an idea came from and why it was important in a contextual framework. Students will also have a variety of opportunities for learning the Georgia Performance Standards and Quality Core Curriculum through hands-on projects, especially in the areas that relate to botany, agronomy, soil science, and biology. Students will learn about growing plants for food at nearby partner farms and practice cultivating fruits, vegetables, and flowers in our school organic garden; students will learn biological processes through animal science and composting

on nearby school partner farms that will inform student-driven projects; students will care for a nearby natural forest area as well as through our school's local agricultural and forestry partners such as the Cochran Mill Nature Center. Students will develop a tactile relationship with their studies; they will see and feel the difference between depleted and fertile soil and will learn how to restore soil fertility.

Students will learn about clay and its local, historical use in making bricks and pottery. Children will plant seeds and observe plants and vegetables grow. They will learn what is necessary for growth and in what proportions. Students will learn how and when to harvest, how to prepare vegetables and how to cook and present meals. Students will learn responsible forestry practices and plant identification/taxonomy.

Critical to CHCS's approach to science, students will learn how to apply the scientific method to their observational questions. Students will learn the scientific method, not through direct instruction, but through student-teacher and student-peer discourse. For example, a student will make an observation that will generate curiosity. The teacher, with the assistance of dialogue in small peer groups, will then guide the student through the process of finding an answer that will lead the student through all the steps of the scientific method. In this way, the student will understand the process and its value because he or she will have actually experienced the process and seen its value in finding solutions to problems. This method is in-line with CHCS's core philosophy of constructivism. Because, "discourse is used as a resource to collaboratively construct (co-construct) knowledge interpsychologically which can then be appropriated by the individual . . . [in order to create new meanings],"²³ the teacher serves as a facilitator to the student's own innate learning abilities and the natural world is the object, through observation, that will serve to spark curiosity and the students' own desire to learn. The student has total ownership over his or her understanding. Similar experiential, curiosity-based use of the scientific method has been shown to have a positive effect on the long-term logic and reasoning skills in children.²⁴ Logic and reasoning becomes no longer an isolated, de-contextualized idea, but an imprinted habit that drives a student towards the satisfaction of finding the best answer to a problem.

Science and math teachers will work collaboratively to ensure that the math skills students need for their scientific pursuits are being taught at appropriate times. Science and math will be regularly co-taught to capitalize on the natural inter-relatedness of these two subject areas and to provide opportunities for larger, experiential projects for students that will encourage higher-order analytical and synthesis thinking across the subject areas.

The fundamental goal of CHCS science curriculum is for students to learn that science is a tool for "engaging resilient preconceptions."²⁵ Teachers will direct students as they begin to grapple with the vast complexity of the natural world in order to develop a sense that things are not always as they seem and therefore questions require rigorous, logic-driven exploration to be rightly understood.

Social Studies

Our model approaches social sciences from the perspective of good citizenship and an exploration of ethical behavior within the student community and how that behavior translates into how one behaves in and participates in the larger community on the city, state, national, and global levels. Students will develop an understanding of society and history that begins on the local level, exploring the geography, culture, and traditions of their own homes that will change throughout the course of the school year to

a study of these same aspects of their State and Country. Students will develop the ability to synthesize how what is locally and personally relevant to them affects and is affected by the State, National, and eventually Global levels. Maps and map-making will be an essential component of the social studies curriculum, helping students develop cartography and orienteering skills that will ultimately function as a tool to help students understand their place in the world at the personal level and the global levels simultaneously.

The primary pedagogy of social studies will be storytelling. Historians have regarded storytelling as an excellent way to assimilate historical events and implications. For historians, the narrative structure “has an inherently temporal thread in that current events are understood as rising out of past happenings and pointing to future outcomes.”²⁶ Stories help students to organize historical information, facts, and ideas within the broader context of meaning as it applies to the past, present, and future.

This pedagogy will achieve several direct goals. First, consistent practice in historical storytelling will further solidify the development of all literacy skills in students (verbal, writing, and reading).²⁷ Second, students will gain an understanding of history and society that is grounded in both the acquisition of knowledge about the period as well as through an affective understanding. According to one researcher, “oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and kept alive.”²⁸ Students will understand and participate in this oral heritage in order to better understand their own heritage. The Georgia Performance Standards and Quality Core Curriculum will be infused into stories and student-led projects. Teachers will dynamically recount regional folktales, and students will write and perform plays about a favorite historical person. Historical storytelling will be used as a primary mode of teaching fundamental concepts of good citizenship and will sharpen students’ interpretive skills as they are asked to relate historical figures, both famous and ordinary, to their own lives. Holidays will be celebrated in classes and their diverse, often multicultural roots will be studied. Students will apply skills in other subject areas to social studies, especially mathematics (map-making, economics, population studies, immigration/emigration) and art (historical representations, historical arts and crafts), in order to emphasize ideas and create the kinds of connections that drive the development of critical thinking skills. Students will be asked to construct and present histories of their own families, learning fundamental research skills as a tool that will help develop personal connections to the past through what life was like for their own ancestors.²⁹ In addition, field trips to nearby archeological sites as well as to major historical landmarks will be frequently made.

Arts

Students will engage with the arts constantly and across all subject areas. The singing of songs as a group, playing instruments, the drawing of figures, on-going maps of outdoor field experience, and theatrical presentations/storytelling will be fully-integrated features in all academic areas. Research suggests that students who participate in the arts in all subject areas begin to feel immersion in art and learn to use art as a tool for developing the consistent habit of creative self-expression.³⁰ Various arts disciplines (music, fine art, drama, etc.) will also be specifically studied during the school week in order to increase overall proficiency in the arts.

Specific emphasis will be put on the cultivation of inspired creativity—which can and will strengthen all areas of study and learning. Our arts curriculum will follow the Choice-Based or Teaching for Artistic Behavior Approach (TAB). The legendary painter Pablo Picasso wrote that, “All children are artists. The problem is how to remain an artist once he grows up.” In this approach, students are regarded as artists in their own right and creativity in all subjects is praised at all times in order to help students engender and maintain cross-discipline, lifelong creative habits.

The TAB approach aligns directly with CHCS’s constructivist philosophy, placing the student as the key element in the construction of knowledge and the teacher as “facilitator” who introduces new forms, materials, and ideas for the student’s use. Typical TAB classrooms are set up as small studios that have materials for different areas and tools (a painting area, a sculpture area, printmaking, pottery, sewing, etc.) The TAB approach allows students to become “experts” in certain skills they naturally gravitate towards and excel in. These “expert” students can become peer-teachers, showing other students how to use a material they have not tried before. This method encourages peer learning through student-led dialogue in sharing new discoveries in the use of tools, techniques, and combinations with each other. Students explore their own innate talents and abilities and learn naturally how to make connections and work collaboratively.

TAB allows teachers to easily give individualized mentoring to students. This potential for regular one-on-one attention will help to push students in their creative pursuits based directly on what that particular student needs.

Art Projects will also be a key element. Murals will be a regular project, and school buildings will be built partially as "canvases" for eventual student art. Art using local natural materials will be featured, including wood-carving, stone mosaics, and plant pressings. It is our goal that our students become literate in as many artistic tools as possible. Use of modern media will be central to our arts approach. Methods will focus on use of video, photography, animation, and music production.

Physical Education

Our distinct approach to Physical Education is marked by two key elements: bodily movement, strengthening, and good nutrition.

CHCS students will engage in physical activities that involve the use of music and imagination to motivate children into movement and strengthening of their bodies. Multi-cultural dance, yoga stretches, and martial arts calisthenics will be practiced on a rotating daily basis. These multicultural exercise systems will emphasize flexibility, joyful play, muscle toning and cardiovascular health while providing a social context that allows students to learn about and participate in the activities of diverse cultural groups. The start of each morning will include a physical stretch/warm-up component.

School facilities will include a Physical Education Challenge Course that will round out the other areas of muscle development and cardiovascular exercise. Each station will be tied into and based upon the movements of different animals native to the landscape so that students will simultaneously learn about their environment while exercising. A "badge" system will encourage students to progress through a series of challenges and games within the course and thus develop their bodies in a holistic manner

while encouraging a healthy sense of competition. The PE Challenge Course will include many systems and methods such as climbing wall, balance beam, stamina running, and vertical jumping. These activities will also involve the imagination and be tied to local environmental awareness.

Physical education is not limited to physical activity, but must include the foundation of what allows for physical activity: food. Nutrition will be a key component of the PE curriculum. Given the rise in childhood obesity and early onset diabetes, both diet-related illnesses and both preventable, CHCS will help students to develop authentic, healthy eating habits. CHCS plans to develop a farm-to-school nutrition program such as those currently being adopted across the country and State. Our intention is that students understand and participate in the production of foods through a school garden, trips to nearby farms, opportunities to learn about and practice cooking, and scientific and cultural lessons about the benefits of healthy eating habits.

Team-sports will also be a part of Physical Education, with teamwork and community emphasized to develop a community-based sense of cooperation and involved citizenship.

Describe how the curriculum, instructional approaches, and/or educational programs are distinctive within the educational community in which the charter school is to be located.

The Chattahoochee Hills community offers a number of distinctive features that will enhance student learning and will help our school to fully express its core educational values. The vision for CHCS falls directly in-line with the vision and goals of the larger community. The Chattahoochee Hills Civic Association, developers in the area and community residents have all successfully worked to form a city based on a collective vision that land stewardship, the arts, agriculture, and the environment are fundamentally valuable. The curriculum for CHCS, with its emphasis on experiential learning and basis in nature and natural learning patterns, is born directly from this larger community vision. We firmly hold that Chattahoochee Hills provides a setting for learning that is distinctive to Fulton County and to the State of Georgia that will support the School's goals and engage its students in the following ways:

Access to the landscape: Chattahoochee Hills is located in an area that is zoned to protect agricultural and wooded spaces. As such, there is tremendous access to the outdoors that will support CHCS's work to engage students in experiential, nature-based lessons. In addition, students will have access to the myriad public parks, trails, archeological sites, and nature centers within the community for field trips.

Access to an agricultural community: Chattahoochee Hills supports and is actively creating an agricultural community that is dedicated to sustainable farming practices. These burgeoning small farms provide wonderful outdoor classrooms and laboratories in every academic area for the experiential learning models our school will use. CHCS aims to develop partnerships with these businesses that will allow students to access and benefit from them.

Access to a vibrant arts community: Chattahoochee Hills is home to a number of artists and a community of artists located in the development of Serenbe. The Serenbe Institute seeks out and provides support for artist-in-residence programs, art installation projects, arts workshops, and theatre

productions that attract artists and arts programs of national recognition to the area. Partnerships between CHCS and the Serenbe Institute will allow students to learn from and participate in these activities.

Access to a community library: Chattahoochee Hills offers a distinctive library, managed and operated by Community Brickworks LLC, a local non-profit that furnishes and runs the library solely through volunteer and community efforts. The library offers more than 20,000 books, an integrated arts program, and athletic programs for youth.

Access to a community of engaged citizens: Chattahoochee Hills' most defining characteristic is the level of civic engagement of citizens. Over the past decade, Chattahoochee Hills residents have made a large number of accomplishments, including the foundation of a new city, a master land use plan to promote conservation, and the raising of funds to purchase parklands from Fulton County. Our citizens can provide CHCS students with an example of active citizenry in pursuit of positive social change. The Civic Association as well as socially active residents can provide opportunities for students to participate in and learn from everything from city government to community service activities.

Describe how the school will provide supplemental education services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.

CHCS plans to provide supplemental education services for students eligible for Title I services to the fullest extent of the law. CHCS shall develop systems and form relationships with appropriate and effective Providers that ensure all legal requirements are met for each student. CHCS fully understands the responsibilities it holds to such students and shall:

1. Notify parent(s)/legal guardian(s) of eligible students about the availability of SES. Notification shall meet the following criteria:
 - (i) Be sent twice annually;
 - (ii) Be provided in an understandable and uniform format, and to the extent practicable, in a language the parent(s)/legal guardian(s) can understand;
 - (iii) Include how parent(s)/legal guardian(s) may obtain services; and
 - (iv) Include a minimum of 20 school days for parent(s)/legal guardian(s) to select and notify the LEA regarding preferred Providers.
2. Help parent(s)/legal guardian(s) choose a Provider based on the student's academic need and obtain permission from parent(s)/legal guardian(s) to release assessment data to the selected Provider.
3. Determine and prioritize students who shall receive services if not all students can be served. Determination shall be made in accordance with eligibility criteria established in federal law.
4. Determine the per pupil spending limit according to federal law.
5. Ensure the opportunity to participate in SES is offered to eligible students on a continuous basis or at a minimum, twice per school year.

6. Enter into a contract with the Provider selected by parent(s)/legal guardian(s) of an eligible student no later than 45 days from the beginning of the school year, or within 45 days of receiving notification of school improvement status and services shall begin no later than 15 business days thereafter. The same procedure shall be followed for subsequent enrollments during the school year. The contract shall include at a minimum:
 - (i) A requirement that Providers must develop specific achievement goals for each eligible student whose parent(s)/legal guardian(s) elect to receive SES from an approved Provider;
 - (ii) A description of how student progress will be measured;
 - (iii) A requirement that progress reports are developed and distributed for each student receiving services from a Provider under the agreement;
 - (iv) Procedures for termination of agreement with Provider;
 - (v) A requirement that SES compacts are completed for each student receiving SES. Each Provider must obtain signatures from parent(s)/legal guardian(s) and, where applicable, students. LEAs may not withhold funding for unsigned compacts. Providers must produce documentation to show multiple attempts were made to acquire appropriate signatures on compacts that remain unsigned.
 - (vi) Payment process for students receiving service, up to the maximum allotment per student;
 - (vii) A requirement that records of attendance for each student receiving SES is submitted to the LEA;
 - (viii) Security of personal information for students receiving SES in accordance with the Family Educational Rights and Privacy Acts (FERPA);
 - (ix) Procedures for facility access for Providers (if applicable);
 - (x) Process for records maintenance of Provider's services to students;
 - (xi) Guidelines specifying secular, neutral and non-ideological instruction and content; and
 - (xii) Outline of applicable federal, state, and local statutes, laws, rules and regulations required by law in connection with providing tutorial service.
7. Establish monitoring procedures to ensure that Providers fulfill their contractual obligations. Monitoring should include tracking student progress toward meeting the state's academic standards.
8. Ensure the Provider, parent(s)/legal guardian(s) and student(s) enter into a compact identifying LEA, Provider, parent(s)/legal guardian(s), and student responsibilities. The compact shall include at minimum:
 - (i) Procedures regarding how the LEA will notify parent(s)/legal guardian(s) of students who are eligible to receive SES from an approved Provider;
 - (ii) Procedures regarding how the SES Provider may contact schools and parent(s)/legal guardian(s) regarding available services;
 - (iii) Procedures set forth by the LEA in order to provide SES to eligible students;

- (iv) A pledge to develop a collaborative relationship with the LEA to ensure that issues and concerns are handled in a timely and efficient manner;
 - (v) Specific achievement goals for the student, which shall be developed in consultation with the student's parent(s)/legal guardian(s);
 - (vi) An established timeline for improving each student's achievement;
 - (vii) Scheduled tutoring sessions; and
 - (viii) A requirement to maintain the compact(s) for monitoring purposes.
9. Assist the Department as needed in identifying potential Providers within the LEA.
 10. Provide information required by the Department to monitor the quality and effectiveness of the services offered by Providers as specified in federal law.
 11. Protect the privacy of students who receive SES.
 12. Make available achievement data to Providers selected by parent(s)/legal guardian(s) to serve their child. These data must include but are not limited to, applicable state assessments such as the Criterion- Referenced Competency Tests (CRCT), Georgia High School Graduation Tests (GHSGT), and End of Course Tests (EOCT). The applicable assessment data must indicate specific academic areas or strands of need in relevant subject areas. Assessment data should be provided at the time contracts are signed with Providers. Data must be submitted to select Providers prior to students beginning services.
 13. Notify parent(s)/legal guardian(s) immediately if a Provider becomes ineligible to offer services. Notification shall outline the procedures parent(s)/legal guardian(s) must follow in order to secure another Provider.
 14. Any school located within the jurisdiction of an LEA shall be eligible to serve as a SES Provider as long as the school is not in needs improvement and is approved as a Provider by the SBOE.
 15. LEAs identified as required to provide SES for failing to make AYP may appeal the AYP decision, but shall continue to implement SES while the appeal is being resolved and a final AYP determination is made. If the appeal is granted, the LEA shall continue to serve students currently receiving SES until the end of the contract period but is not obligated to provide SES to additional students.
 16. Offer SES in accordance with Federal Legislation.
 17. Include in the School Improvement Plan steps to ensure that eligible students will receive SES as required in law and this rule whenever any schools in the LEA are in year two or more of needs improvement status. This process must be in accordance with criteria outlined in the Guidelines for the Implementation of State Board Rule 160-4-5-03.
 18. Be required to set aside up to 20 percent of their Title I, Part A allocation for SES. LEAs may amend unobligated SES funds into the general Title I budget by the May 15 Consolidated Application budget amendment deadline by ensuring that a minimum of 50 percent of the students eligible to receive SES are served by an approved Provider.
LEAs not meeting the 50 percent criterion must submit a list of eligible students and students receiving

SES. LEAs serving less than the minimum percentage of students may amend unobligated SES funds into their Title I budget upon approval by the Department. Procedures for seeking approval are detailed in Guidelines for the Implementation of State Board Rule 160-4-5-03.

19. Monitor the eligibility of students receiving SES and notify the SES Provider and parent(s)/legal guardian(s) in writing when a student is no longer eligible for SES.

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

Students who require participation in a Remedial Education Program (REP) will be determined through the requirements outlined in SBOE 160-4-5-.01 REMEDIAL EDUCATION. Any REP offered will be in compliance with State Guidelines provided by the Georgia Department of Education.

Include the targeted class size projected over the term of the charter and the student to teacher ratio.

CHCS has a targeted class size of 15 students per class in regular classrooms and 30 students per class in multi-age classrooms. This class size is congruent with the projected overall school budget. We anticipate the student-teacher ratio to be 15:1 (= 195:13) throughout the term of the charter.

Our rationale for this ratio serves both the financial needs of the school as well as the quality of education students will receive. This class size is large enough for each group to develop a classroom culture while small enough to be successfully managed by a single teacher. This ratio is essential in upholding the educational goals of CHCS. The Student/Teacher Achievement Ratio Study clearly points out that although small class size has a positive effect on student learning, we cannot expect that students will achieve to their full potential if they are taught by unqualified teachers. The distinctive curricular approach of CHCS requires outstanding teachers who have the flexibility to devote time to the needs of individual students without negatively affecting teacher performance. Research conclusively shows that a smaller class size can dramatically improve student success. A smaller student/teacher ratio will allow our highly-qualified teachers to meet student needs on an individual level that has been shown through research to improve retention, cognitive development, and critical thinking abilities, and test scores not only in early education, but through high school. Moreover, smaller student/teacher ratios have been shown to have a positive and measureable effect on closing the achievement gap.

Describe how the school will provide summer school in required cases pursuant to NCLB.

CHCS shall provide summer school options for eligible students as outlined in SBOE Rule 160-4-2-.35 SUMMER OPPORTUNITY PROGRAM FOR GRADES 4-8. Student eligibility will be determined as:

Students in grades four through eight who have been or will be retained or who have failed academic subjects. This includes students with disabilities as defined by Section 504 of the Rehabilitation Act of 1975 and Individuals with Disabilities Education Act.

Provided that the Georgia General Assembly appropriates funds, CHCS shall provide:

1. A summer opportunity program for eligible students either within the system or cooperatively with another school system. This program shall be offered during the summer months for not less than six weeks at no tuition cost to eligible students.
2. Each local board of education shall:
 - a. Appoint an administrator to coordinate the instructional program to ensure access to computer labs, media center and other resources necessary to implement the program.
 - b. Provide certified staff that is employed full-time or part-time and pay salaries based on the state minimum monthly salary schedule in proportion to the time and services rendered by such personnel.
 - c. Adopt a policy specifying whether satisfactory participation in the program will be criteria for student promotion.
 - d. Encourage the involvement of student teachers in the program.
 - e. Promote the expansion of the program with use of local funds, grants, Title I of the Elementary and Secondary Act (ESEA) and any other available funds.

Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and the local school system or other agency addressing these activities.

CHCS plans to develop and encourage students towards opportunities for extracurricular activities within the Chattahoochee Hills community as well as in the world. We anticipate offering a variety of sports teams and clubs that can be started and lead by any member of the community, including teachers, faculty, parents, students, and individual citizens. All clubs and sports teams will be required to have at least one teacher or faculty sponsor currently employed by the school.

In addition, we believe that exposure is key to the development of young minds. As such, we will seek out opportunities for our students to participate in extended field trips to places of interest within the United States. These trips will be used to support student learning of cultures and societies as well as to support learning about the natural world. Possible trips could include places such as Washington DC and the Grand Canyon.

Students and parents will also have access to a large list compiled by teachers and faculty of engaging summer opportunities and programs that will serve to enrich learning during the school year. We also anticipate the development of a scholarship program that will allow economically disadvantaged students the opportunity to participate in these activities.

CHCS plans to take advantage of the various educational partnership opportunities within our local community. Verbal agreements currently exist between the proposed CHCS and local businesses and organizations. These organizations include:

- **Serenbe Farms** is a 5-acre organic vegetable farm located in the Serenbe development. This farm provides the community with a farmer's market and a community supported agricultural program. It has worked collaboratively with other schools in the area to dovetail farm experiences with classroom studies.
- **Manyfold Farm** is a 100-acre diversified livestock operation in Chattahoochee Hills producing sheep for meat and artisan cheese. This farm creates and maintains farm-based academic programming for all ages in all subject areas.
- **The Serenbe Institute for Art, Culture, and the Environment** is a non-profit, tax-exempt community organization. The Institute's mission is to cultivate the community's creative, intellectual and ecological qualities through programs and projects that promote our social, spiritual, and aesthetic curiosity. This organization sees itself working to bring arts and cultural opportunities to CHCS students.
- **Chattahoochee Hills Community Library**, managed and operated by Community Brickworks LLC with the help of the community and volunteers, offers more than 20,000 books, an integrated arts program, and athletic programs for youth.
- **Cochran Mill Nature Center** is set inside Cochran Mill Park, a large local nature preserve in Chattahoochee Hills. The Nature Center's environmental education programs are designed to enhance classroom curriculum through hands-on discovery and exploration of the natural world. These programs are designed to promote awareness and appreciation of the environment.
- **Chattahoochee Hills Historical Society** works to preserve and share the rural heritage of Chattahoochee Hills. This organization collects oral histories, historical photographs, and works to preserve archeological sites in the area and seeks to educate citizens about the history specific to Chattahoochee Hills.
- **Chattahoochee Hills Civic Association** is a nonprofit volunteer organization dedicated to promoting the health, safety, and welfare of the citizens and land of Chattahoochee Hills. The Civic Association provides opportunities for civic engagement, community service, and environmental stewardship.

If this is a charter high school, describe requirements for school graduation...

This is not a charter high school.

Describe the school's timetable and plan for achieving accreditation . . .

CHCS plans to seek accreditation from the Southern Association of Colleges and Schools (SACS). The school governance board will assess each area of the school at the end of each year in operation to determine readiness for assessment. We anticipate our first SACS assessment will begin by our fourth year in operation, but no later than by the fifth year of operation.

C. Special Needs Students

Describe how the charter school will provide all the state and federally mandated services to English Language Learners.

Students will receive direct support through English to Speakers of Other Languages (ESOL), a state funded instructional program for eligible English Language Learners in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program that provides eligible Local Education Agencies (LEAs) with subgrants to provide supplemental services for ELLs. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment of English language proficiency sufficient to exit ESOL services.

CHCS understands that while English is designated as the official language of the state of Georgia, and the state standardized tests are in English, our responsibility is to successfully prepare our students to access all postsecondary options available. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our aspiration is to have students succeed both socially and academically in all language skills. We also wish for all students to understand and function successfully in American culture. To accomplish these goals, it may be necessary to provide support in the native language at times. CHCS will provide support that is appropriate and within the boundaries of the law. CHCS also understands that federal law requires that a Local Educational Agency (LEA) provide English language assistance services for any students identified as English Language Learners (ELLs). The state- funded ESOL program is one of the avenues for the LEA to provide for these services. If ELL students are enrolled in the LEA, the LEA is required by federal law to adhere to Title III program requirements.

In addition to this direct support, research has shown that nature-based hands-on education experiences of the type CHCS will implement for all students have a positive effect on ELL students specifically. In one study conducted by the American Institutes for Research, of 255 sixth-grade students, 58% were identified as English Learners (EL). According to the report, “EL students demonstrated gains in cooperation, leadership, relationship with peers, and motivation to learn that were significantly larger than the gains shown by non-EL students for those constructs,” and, “both ELL and non-EL students showed their largest gains (22 percent and 15 percent, respectively) in the area of problem solving.”¹

CHCS will fully comply with all state and federal guidelines pertaining to ESOL.

In compliance with Federal, Georgia, and Fulton County laws and regulations, CHCS will utilize the Language Assessment Battery (LAB) to determine eligibility for the ELL program. The LAB program is outlined as follows:

1. Students who score at or above the 25th percentile on the LAB, will be administered a norm-referenced achievement test in reading (ITBS) for further assessment.

2. Students who score at or above the 40th percentile on the reading test will not qualify for ELL services and will be considered English proficient.
3. Students who score below the LAB 25th percentile or below the 40th percentile of the norm-referenced test will qualify for ELL services.
4. Students scoring within the 35–39 percentiles on the norm-referenced test will be reviewed in a Language Assessment Conference attended by the student's classroom/ Language Arts teacher, the ELL specialist, an administrator and a parent. The LAC will determine if a student will benefit from continued ELL services or is considered English proficient. ELL students within this percentile range may also be monitored for English acquisition success without the intervention of the ELL specialist.

Describe how the charter school will provide services to talented and gifted students (TAG).

CHCS will develop and implement educational services for talented and gifted students that satisfy Gifted Education Regulations. Georgia educators are committed to the belief that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their age peers. In accordance with this philosophy, Georgia schools provide educational programs that recognize and make provisions for the special needs of gifted and talented learners.

CHCS understands the legislative and rule-making initiatives in 1994 and 1995 that led to the adoption of Georgia's multiple-criteria rule for the identification of gifted students. That rule (Education Program for Gifted Students, 160-4-2-.38) helped move Georgia away from reliance on a single IQ score toward a commitment to develop profiles of students' strengths and interests; away from a strictly psychometric identification rule to a flexible, multi-faceted one. The SBOE Rule defines a gifted student as a student who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

CHCS also understands that State Board of Education requires and authorizes each local board of education to develop curriculum for their gifted students in grades K-12, following the guidelines in SBOE Rule 160-4-2-.38. We are aware that approved delivery models for gifted education services are described in the Gifted Education Regulations. The exact nature of those services is always decided at the local level. We will use resources such as GADOE Website, Georgia Association for Gifted Children and the National Association for Gifted Children to determine the best model for CHCS based on the specific needs of students and the outcome of appropriate academic assessments of qualifying students.

Describe how the charter school will provide all the state and federally mandated services to students with disabilities.

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early

intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. IDEA requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs. IDEA also requires public school systems to develop appropriate Individualized Education Programs (IEPs) for each child.

CHCS understands IDEA and will fully comply with all guidelines and recommendations, and will develop appropriate IEPs for each child enrolled as needed. It is our goal to provide a learning environment that allows for full integration of students with disabilities (as well as talented and gifted) as much as possible. In order to achieve this goal, differentiated instruction techniques will be used in all classrooms regardless of whether or not any student in the class qualifies for IDEA services. Differentiated instruction is widely held as an effective teaching model that benefits all students at all levels of ability. In accordance with CHCS's multiple intelligences/constructivist approach, teachers will be encouraged to use choice-based assessments and activities in order to allow students to work according to their individual strengths allowing for a more successful integrated classroom.

Describe the student support team and the Response to Intervention process that will be implemented in the school and list the staff positions that will be involved.

CHCS will comply with all IDEA guidelines and will identify a Student Support Team (SST) to review an individual student's strengths and areas of concern. Teachers, counselors, and administrators will work jointly to plan and provide strategies and organize resources for redressing problems and concerns about individual students.

The SST will identify suspected area(s) of disability and document any modifications that have been tried and proven unsuccessful prior to making a referral. An assessment plan will be developed and the family contacted within fifteen days. The parent/guardian has fifteen calendar days from the date of receiving the Assessment/Evaluation Plan to consent to the plan and return it to the school staff. Student referrals for comprehensive educational evaluation to determine eligibility and the need for special education shall be preceded by interventions recommended by the Student Support Team (SST).

Once a student is referred to special education from the Student Support Team (SST) or other appropriate source, the evaluation and placement process shall be completed without undue delay and in accordance with state rules and federal regulations. Prior to conducting an initial evaluation, a school representative will contact the parent / guardian and set up a conference to discuss relevant information and documentation issues. Parents are strongly encouraged to contribute pertinent information during this period. Their perspectives and experiences with the student are of great value and will be considered throughout the evaluation process. Licensed staff and/or consultants will perform the evaluation(s) and share results with parents and other faculty members. The parent conference may convene without the parent under the following conditions:

1. The parent waives his/her responsibility to attend,
2. The parent has neglected to respond to documented communication efforts.

In accordance with state rule 160-4-7-.05, CHCS parents/guardians will receive a copy of their "Procedural Safeguards" in the following circumstances:

1. Upon initial referral for evaluation;
2. Upon each invitation to an IEP meeting;
3. Upon re-evaluation of the student;
4. Upon receipt of a request for mediation or for an impartial due process hearing;
5. Upon any proposed change in the eligibility or the educational placement of the student.

CHCS shall ensure that all evaluation procedures and eligibility determinations are established and implemented in accordance with state rule 160-4-7-07.

If the student's assessment/evaluation shows that he/she meets any of the criteria established under the IDEA Categories of Eligibility section (O.C.G.A. § 20-2-150; 20-2-152; 20-2-160; 20-2-161; 20-2-168; 20-2-1160) and is in need of special education services, the student, parent(s) and staff will develop an Individualized Education Program (IEP) to address the areas of deficit in accordance with the required procedures.

At this stage, the student's parents become an equal member of the child's IEP Committee which will also include: the regular teacher, the special education teacher, the school administrator, the assessment professional when assessment is discussed and possibly a representative from Fulton County School System. Other members as required will be present such as the LPAC representative when the student is limited English Proficient, the student when appropriate and other related service personnel or individuals that the parent or school deems appropriate to be present. This program will contain annual goals in each area of need as well as the objectives the students should take to reach each goal. The IEP will state what special education and related services CHCS will provide, and when and where those services will be provided. The IEP will be reviewed and revised at least every year.

An IEP Form will be completed describing the special services and the parent or guardian will sign a Placement Consent for Special Education Form. Once this process has been completed, the IEP becomes effective immediately.

Each student's IEP will be reviewed at several points throughout the school year and updated at least one time each year.

1. CHCS shall provide appropriately licensed/certified personnel for all students with disabilities. Students classified as Intellectually Gifted, are not included here and may be taught by teachers who fulfill CHCS teacher hiring criteria.
2. CHCS will implement the same identification, evaluation, placement, reporting, and due process procedures and use the same special education forms as other schools in the System and provide copies of all IEP's to the School System.
3. CHCS shall provide all resources including all materials and equipment for all students with disabilities.

4. CHCS will submit to program review by state and local officials to the same extent required of other schools in the System.
5. School social work services shall be provided as needed in accordance with Fulton County School System guidelines.
6. CHCS teachers will be required to participate in workshops, in-service programs and/or training offered by the Special Education Department as well as additional relevant training programs.
7. Students identified with severe disabilities that require more intensive services may be served at the appropriate location according to the IEP in the Fulton County School System.
8. Discipline issues regarding special education students shall be handled in accordance with state rules and federal regulations.
9. CHCS will indemnify the School System in the event the School System is held liable for the charter school's failure to provide eligible disabled students with the special education, related services, program accommodations, and due process to which they are entitled under state and federal law.
10. CHCS will include continued services for students who are expelled, as determined by their IEP. IEP goals will be appropriately addressed as per the curriculum and academic options chosen.

Describe how staff will be trained to handle special need students using appropriate instructional modifications and accommodations.

CHCS will require all teachers and certain staff to attend training programs for students with special needs. CHCS teachers will be required to participate in workshops, in-service programs and/or training offered by the FCS and GDOE's Special Education Departments as well as additional relevant training programs, especially those that emphasize the use of nature-based strategies for special needs student support.

Part of our curricular focus is designed to benefit students with behavioral disabilities and specifically cognitive issues relating to ADD/ADHD. Much of our curriculum is based on the research of Richard Louv² who, among others, has found that nature-based education programs counteract the effects of attention deficit and other related disorders.³ Additionally, nature-based programs have consistently been shown to be highly effective in rehabilitating children with severe behavioral challenges,^{4 5} as well as those with cognitive disabilities.⁶ The experiential-learning philosophy and nature-based setting of CHCS will provide a highly supportive context for special needs students, especially those with mental and behavioral challenges as well as English Language Learners (ELL).

D. Technology Infrastructure and Instructional Technology

Designate a person as the point of contact and support for the technology infrastructure.

During the start-up of CHCS, the business manager will assume the role and responsibilities of the technology specialist. Until such time the business manager is hired, please contact Russ Kiefer (listed as the overall charter school contact).

Include a plan to provide the minimum technology infrastructure needed to support the student information system and necessary school operations.

Through a partnership with Fulton County Schools, CHCS will ensure the minimum technology infrastructure needed to support the student information system provided by the Fulton County School System. CHCS understands that Internet capabilities are needed to host the Web-based data collection program provided by FCS and will have such capabilities. Other technology needed to implement provisions of the charter such as curriculum and human resource functions will be provided by CHCS. As the school's operational plan is created in advance of opening day, the specifics of necessary pieces of infrastructure will be documented:

- SASI (School Administrative Student Information) server, software, and workstation
- Attendance
- Grading
- Contact database
- Personnel files and background check information
- Internet and phone connectivity

Include an instructional technology plan to support student learning.

With a focus on environmental, experiential education, CHCS will employ technology in the classroom to complement hands-on, active experiences. Technology experiences will be added to the curriculum where they can be used best to:

- Promote collaboration and group problem-solving between students
- Facilitate self-guided learning, encouraging students to "go deeper" with their curiosity within the framework of a teacher's guidance
- Enhance the quality of astonishment and discovery in the classroom – using a computer to "see the inside of a tree" or "map the night sky" are examples

Students, like the administrators, staff, and faculty after whom they model their behavior, will be expected to build their level of technology proficiency year-on-year. The business manager will work in concert with teachers to create lesson plans that combine core curriculum with computer-specific learning goals. Students will develop skills through these lessons in:

- Elementary computer graphics via programs like Tux Paint and KidPix
- Online literacy and safety through teacher-supervised research lessons
- Collaboration and communication through use of supervised e-mail services like the Gaggle Network or other teacher-mediated online communication

Most importantly, classroom technology use will be required and supported when there is sufficient evidence that computer-based learning tools accelerate learning. Reading is a key area in which technology, as a key component of an individual teacher's lesson plans, can improve student engagement and accelerate learning (Meyer & Rose 1999).

Teachers will be encouraged to improve their own knowledge of the current, best instructional technology. And to ensure that the use of technology is consistent across classrooms and grades, the administrators and faculty will annually devote time to review and revise the school-wide Instructional Technology Plan.

Describe the timelines for the acquisition and distribution of technology needed to support the instructional program(s).

In the first year of operation, and per the start-up and operating budget, CHCS will equip each classroom with a minimum of two (2) computers, to be purchased from a wholesale computer provider. (See financial projections in Part D.)

In addition to the school's basic Internet connectivity, the school will be equipped with a secure wireless network serving all classrooms (facilities permitting; certain building characteristics could interfere with wireless signal).

- At least one digital projector will be purchased for use with classroom computers to play lesson-related video clips
- At least two (2) digital cameras with video capability will be procured for classes to check out and use to document outdoor lessons
- A mobile computer lab will be evaluated during the first year as the Operational Plan develops and the Instructional Technology Plan is revised
- A filtering system will be installed to filter all school-owned, internet-enabled computers, in accordance with Georgia law. This filtering system will be thorough and intelligent, as well as simple enough to provide administrators and faculty the ability to block and unblock material as appropriate.

The hardware and software noted here will be available and fully operational on opening day of our start-up year of operation.

Include the elements of both technology plans in the budget.

See Part D.12. Cash Flow Projections based on First Five Years of Charter School Term.

E. Assessment, Accountability, and Evaluation

Describe the school's assessment plan to obtain student performance data for each student . . .

CHCS's assessment plan includes all activities and tools undertaken by our teachers and students which will provide information to be used to modify and improve all teaching and learning activities with a focus on continuous improvement. The students at CHCS will be assessed using a variety of methods and tools, including both traditional and non-traditional assessments. The overall assessment plan includes all district- and state-mandated assessments.

Baseline Achievement Data Assessments

Performance data for all entering students at CHCS will be requested from their previous school/district upon enrollment at the school. We anticipate that most students (with the exception of entering kindergartners and those moving from out of state) will have data forthcoming from Fulton County Schools. Previous test records and the most recent Criterion Referenced Competency Test (CRCT) scores for each entering student will provide the baseline standard of achievement by which the school's goals and objectives will be measured.

The baseline trends for the current performance of the students that we plan to serve are derived from the CRCT scores released by the Georgia Department of Education for schools in our community. These trends will be carefully evaluated as the school curriculum is developed and will be evaluated on a yearly basis once the school opens in order to effectively adjust the curriculum based on student performance.

For entering kindergartners, the Georgia Kindergarten Inventory of Developing Skills (GKIDS) will be administered within the first 30 days of the academic year to provide baseline data. This year-long, performance-based assessment will provide the teacher information about the level of instructional support needed by individual students entering kindergarten and first grade. The assessment data will be collected within the first three months of the academic year and utilized to monitor student progress.

In addition to formal data collection processes above, teachers will utilize informal pre-assessments to determine the strengths and needs of our students. This includes, but is not limited to engaging students early on in the learning program, asking questions to see what the students currently know about the subject matter, and gauging learning needs.

Traditional Assessment Plan

Under No Child Left Behind (NCLB), all students must meet or exceed state standards by 2014. CHCS believes that this mandate is merely a minimum requirement and we will strive to achieve higher academic standards for all of our students. CHCS will participate in all state-required testing, and any additional assessments the State of Georgia may implement in the future.

Criterion- Referenced Competency Test (CRCT) – the results of the CRCT will serve as a key measure of student achievement. The CHCS will administer the CRCT in grades one through eight in the content areas of reading, English/language arts, and mathematics. In addition, the CRCT will be administered to students in grades three through eight in science and social studies. CHCS will strive for 100% test participation.

Norm-Referenced Test – CHCS will administer the State of Georgia selected national norm-referenced test in grades 3 and 5 in order to prepare students for the format of standardized tests as well as to gain data that is tied directly to individual student performance on these types of tests. CHCS will administer the State selected norm-referenced exam at the same time as Fulton County Public schools. CHCS will strive for 100% test participation.

State Writing Assessment – CHCS will administer the State of Georgia writing assessments in grades 3, 5 and 8, at the same time as Fulton County public Schools.

Georgia Kindergarten Inventory of Developing Skills (GKIDS) – CHCS will administer the State of Georgia kindergarten assessment throughout the year at the same time as Fulton County Public schools. In addition, CHCS will participate fully in the data collection process required to measure Adequate Yearly Progress (AYP) of all students and demographic cohorts as mandated by the federal regulations of the No Child Left Behind (NCLB) Act. These data sets will also be used to measure progress on school goals and objectives for the academic success of all students regardless of socioeconomic status, ethnicity, or learning disabilities.

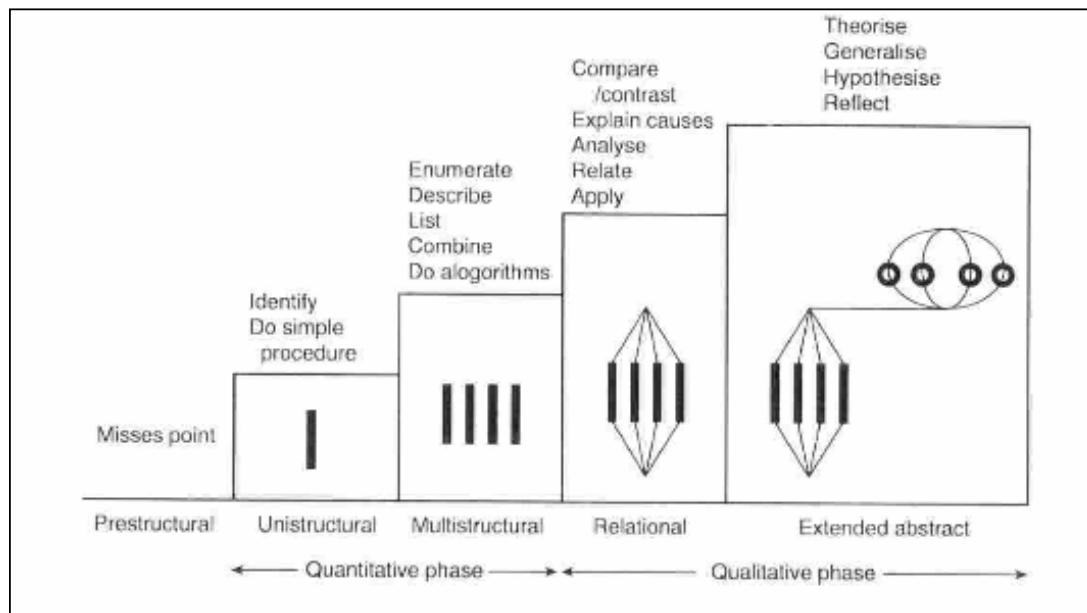
Finally, students will receive a letter grade based on a numerical scale: A=100-90, B=89-80, C=79-70, D=69-60, F=59 or below. In addition to grades, students will be assessed using a variety of non-traditional assessment tools as described below.

Non-Traditional Assessment Tools

Based on our school's mission and philosophy, teachers will use a variety of alternative/formative assessment to inform instruction and more fully engage students in learning. Teachers will develop a classroom culture of questioning and deep thinking in which students learn from shared discussions with teachers and peers. An integral part of CHCS's mission and vision is to create individuals who are critical thinkers and who love learning. Therefore, in addition to all state-mandated assessment tools, students will also be assessed and evaluated in a manner that reflects our desire to create students who will be motivated to learn and retain what is learned from curiosity, desire, and willingness. Below are the non-traditional assessment tools our teachers and staff will utilize:

John Biggs

One key assessment tool our teachers and staff will use in order to create a holistic evaluation is based on the following chart and other information found in an article by John Biggs, "What the Student Does: teaching for enhanced learning."



Assessment model from John Biggs, "What the Student Does: teaching for enhanced learning." Higher Education Research & Development", Vol. 18, No. 1; 1999; pp 57-75.

Benchmarks: Benchmark assessments serve several critical functions to ensure academic success. Their primary goal is to help teachers improve their classroom instruction by providing comprehensive feedback regarding student proficiency in content as well as in their cognitive skills and development. Student retention of specific strands such as vocabulary or number sense can be monitored and graphed to provide important information to teachers during their lesson planning.

CHCS teachers will construct benchmarks that will assess student ability in each content area according to the GPS as well as in each cognitive domain according to Bloom's Taxonomy in order that teachers can quickly identify areas of need in both student's understanding of general content as well as a student's specific learning capacities.

We have chosen to use Bloom's Taxonomy as a primary tool for benchmark assessment because it is widely recognized as one of the most comprehensive, thorough, and useful guides for understanding cognitive skills in students. We also chose Bloom's Taxonomy because it aligns with natural learning patterns our educational philosophy aims to capitalize on to foster ease of learning in students.

The goal of each of our teachers will be to place focus on higher-order thinking skills over a single measurement of knowledge retention. It is our aim that students learn knowledge in service of its applications in real-world situations.

Application of skills will be a constant practice for students and student ability to apply knowledge and concepts in a variety of situations will be a paramount skill that will lead them towards the more abstracted cognitive abilities associated with analysis, effective synthesis, and evaluation.

Benchmarks will be scaffolded, building upon each other throughout the course of the school year as the student is asked to perform at higher and more complex levels. Each benchmark will examine students at their appropriate grade-level in the following areas:

Knowledge: Students will show an ability to learn and retain facts and key concepts covered during the learning period as well as cumulatively. These facts and concepts will align with subject-specific content criteria in the Georgia Performance Standards.

Comprehension: Students will show an ability to understand the meaning, translation, interpolation, and interpretation of instructions and problems.

Application: Students will demonstrate an ability to apply their knowledge and comprehension skills in a wide variety of contexts and/or will demonstrate an unprompted abstraction.

Analysis: Students will demonstrate an ability to separate content material or ideas/concepts into component parts so that its organizational structure may be understood. Students will show an ability to distinguish between facts and inferences.

Synthesis: Students will demonstrate an ability to identify and create a structure or pattern from diverse elements. Students will show their ability to construct parts together to form a whole and/or will show an ability to create new meaning or a new structure.

Evaluation: Students will demonstrate an ability to create reasoned judgments about the value of ideas, materials, and other aspects of subject area content.

Such timely assessment information allows teachers to inform instruction in the classroom by giving them the data they require to:

- Provide small-group instruction based on identified needs;
- Address concepts that need to be re-introduced class-wide based on identified;
- Aggregate weaknesses;
- Supplement skills-based curricular materials; and
- Modify weekly and monthly teaching plans.

Portfolio Assessment: CHCS will incorporate the use of portfolios of student work as a way to holistically assess what has been learned and to encourage students to revise their work as a regular feature of their learning. This form of assessment fosters an ongoing dialogue and reflection on the part of students and teachers about what students are learning as well as the quality of their work. Teachers will involve parents in the review of portfolios, often at parent-teacher conferences scheduled at regular intervals throughout the school year, and will showcase portfolios to members of the community.

Performance Assessment: Student performance will be evaluated based on pre-established criteria. These may include an oral presentation, conducting an experiment, teaching a skill or concept to peers of the class or acting out a story in sequence.

Student Reflections: Reflections will assist students in self-observation, goal-setting, and articulation of strategies.

Conferences: In addition to teacher/parent conferences, teachers will engage students in thoughtful, reflective, focused dialogue to explore student understanding and encourage them to express their ideas in a one-on-one setting.

Self Assessment: Students will be encouraged to evaluate themselves based on teacher and/or student-created rubrics and will take part in group discussions to develop understanding and ownership of their own learning.

Running Records: All CHCS classroom teachers will perform on-going informal evaluations of student progress in all subject areas.

Literacy Assessments: A variety of school-wide assessment tools will also be used to evaluate student reading levels, reading comprehension, sight word mastery, phonetic awareness and reading strategies. Results of these assessments will be used to inform instruction and will be maintained as part of students' permanent portfolio information. Because some students are more expressive in certain subject areas over others, CHCS stresses that all teachers require students to learn to read and write in all subject areas (not just limited to specific reading/writing instruction or ELA instruction). Student literacy skills will be evaluated across all subject areas and will be collectively evaluated by each teacher the student regularly encounters in order to provide a more comprehensive and contextualized understanding of student ability that will lead teachers to be able to respond to any literacy challenges a student may have accurately and appropriately.

Teacher Evaluations: Teachers will issue written reports to parents each quarter that will include a description of class work assigned and areas studied as well as specific comments about each student individually. This type of evaluation is an essential tool for evaluation and communication with the student and parents/guardians. They provide a comprehensive account of how a student is performing in class compared to an established standard. Whenever possible and appropriate, reports will be narrative to give all those who have a stake in the progress of the student the best picture of areas of strong achievement and areas needing strengthening.

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

CHCS will fully comply with the federal accountability reporting regulations of the No Child Left Behind Act (NCLB). CHCS will meet or exceed all state and federally mandated school performance standards including those established in NCLB and Georgia's plan for compliance with that Act.

Annually, the scores of the 2nd grade in reading, mathematics, language arts, science and social studies will serve as the baseline for that cohort of students. For the term of this charter, the percentage of 2nd graders who have met or exceeded the standard, or the AYP target, whichever is greater, will be the baseline expectation for the cohort as the group passes on to third, fourth and fifth grade. For each

subsequent year of that cohort in grades 3, 4 and 5, the expectation will be for the percentage of students meeting or exceeding the standard to increase by 5% a year up to 100% by 2014.

The CHCS student body is projected to be small. Given this critical factor, improvement in student achievement will be measured individually and in cohort groups longitudinally. This measurement approach allows CHCS to look carefully at individual groups of students as they progress through the grades, providing a significant amount of information about the success of students and the effectiveness of the school's education program.

Describe how the charter school will use this assessment data to monitor and improve student achievement for students.

The results of all baselines, along with traditional and non-traditional assessments, will provide the essential data for CHCS teachers to continually improve classroom instruction and student academic achievement. Utilizing both comprehensive and timely assessment data allows teachers to refine and inform instruction in lesson planning constructively. Below are some examples of actions teachers may take in refining lesson planning:

- Implement small-group teaching based on determined needs;
- Identify and address concepts that need to be re-introduced class-wide, or on individual basis;
- Aggregate weaknesses;
- Supplement skills-based curricular materials; and
- Enhance and modify weekly and monthly teaching plans.

The overall mission of CSCS depends on parent and community involvement. Therefore, assessment results will be shared via two-way communication vehicles with our parents/guardians and the community:

- Formally, through family/teacher conferences held once in the fall and spring;
- Informally through teacher availability as needed throughout the year;
- Through student portfolios, which will be available for families to review, allowing families to better understand student work and recommend areas for improvement;
- Through progress and student achievement results, which will be shared with the broader community through newsletters and school events.

In addition, at the beginning of each school year the Principal/Executive Director shall report the performance of the students from the previous year's state-mandated assessments to the Governing Board and the entire faculty and staff, including whether or not benchmarks for improvement have been met. CHCS shall report this information and all other required elements as required by the State of Georgia in an annual report on or before October 1st. In the event that benchmarks for improvement are not met, individual student scores will be reviewed. For those students not meeting or exceeding the standard, a group of faculty members will determine an individual achievement improvement plan that will be offered to identified students. The plan may include individual and small group instruction, peer

tutoring and mentoring, and in-class tutoring. Primary criteria for teacher hiring will be his/her experience, training, and comfort in dealing with individual learning styles and meeting student needs on an individual basis. As a part of the ongoing professional development of CHCS's faculty, strategies for meeting the individual needs of all students will be incorporated into required workshops and studies.

Describe the academic performance-based goals and related measurable objectives for the charter school...

CHCS understands and is committed to ensuring that the current federal and state mandate of 100% proficiency in core subjects by the 2013-2014 academic year is met.

Criterion Referenced Curriculum Test (CRCT)

CHCS will administer the CRCT to all students in Grades 1-8 at the same time as all other South Fulton County Public Schools. Performance Criteria:

CRCT Reading: Decrease percent of students NOT MEETING standard by 4 percentage points each year for Grades 3-8. Increase percent of students EXCEEDING standard by 4 percentage points each year for Grades 3-8.

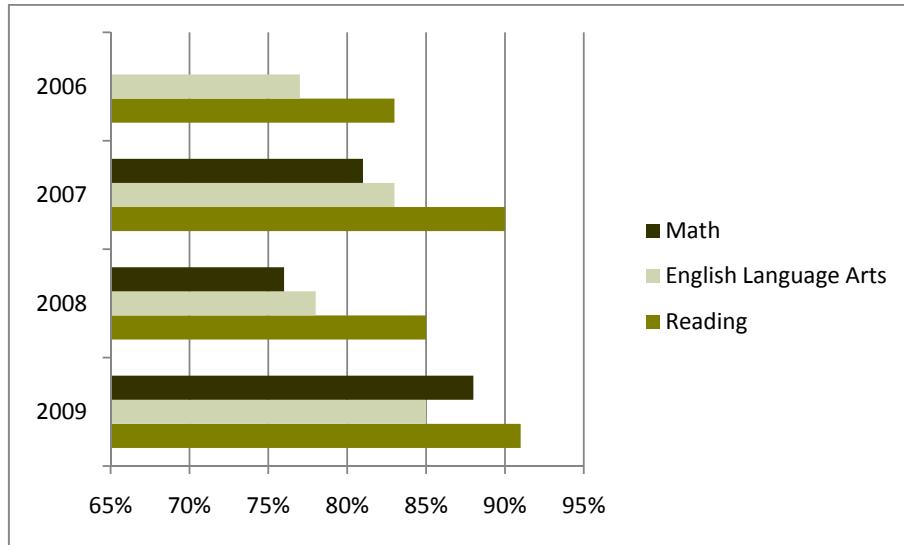
CRCT Language Arts: Decrease percent of students NOT MEETING standard by 4 percentage points each year for Grades 3-8. Increase percent of students EXCEEDING standard by 4 percentage points each year for Grades 3-8.

CRCT Math: Decrease percent of students NOT MEETING standard by 4 percentage points each year for Grades 3-8. Increase percent of students EXCEEDING standard by 4 percentage points each year for Grades 3-8. **CRCT Science:** Decrease percent of students NOT MEETING standard by 4 percentage points each year for Grades 3-8. Increase percent of students EXCEEDING standard by 4 percentage points each year for Grades 3-8. **CRCT Social Studies:** Decrease percent of students NOT MEETING standard by 4 percentage points each year for Grades 3-8. Increase percent of students EXCEEDING standard by 4 percentage points each year for Grades 3-8.

The student demographic we aim to serve currently shows low scores on the CRCT in the areas of Math, Science, and Social Studies. There is also a pattern in these schools of decreased performance as students progress through grade levels. Students attending Palmetto Elementary, for example, show first grade math scores at 85%. By the time these students have reached the fourth grade, their scores slip to 53%.

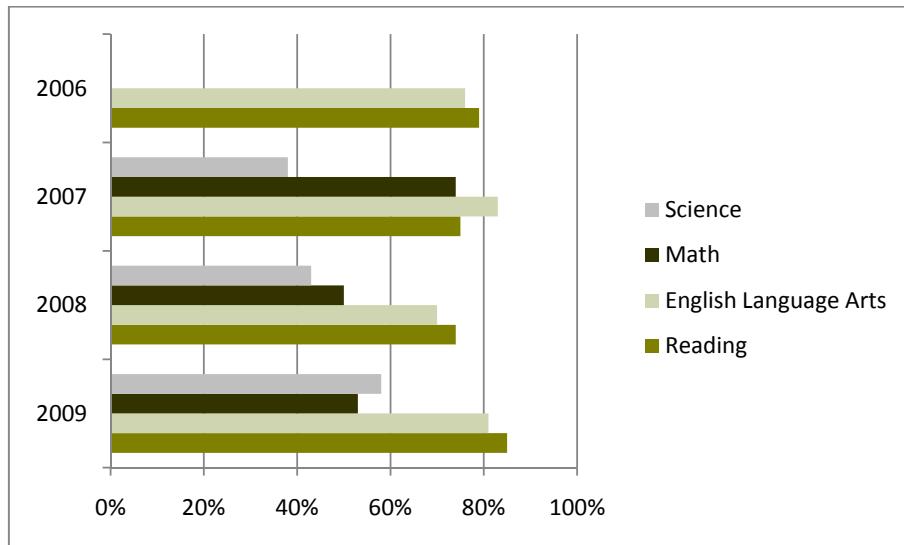
Student CRCT Scores for reading, ELA, and Math, in the first and fourth grades for Palmetto Elementary School:

Grade 1



Source: GA Dept. of Education, 2008-2009.

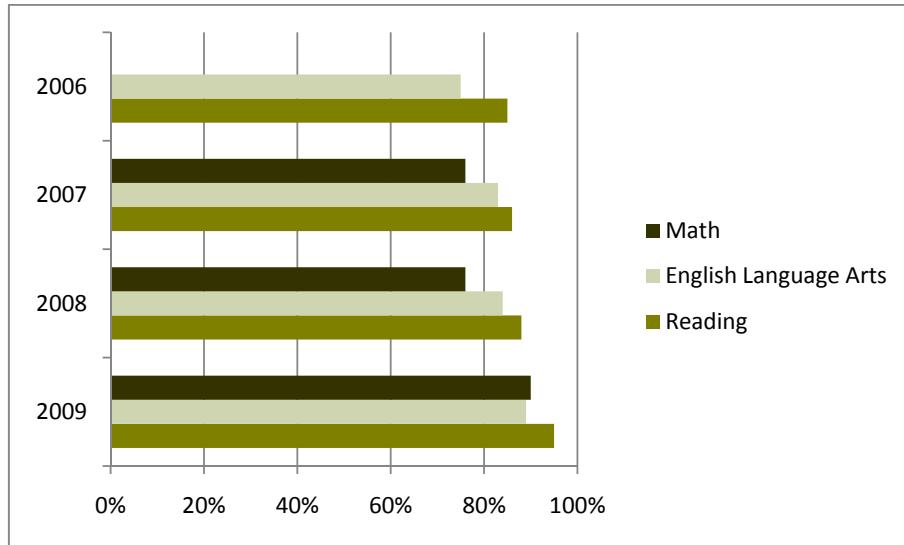
Grade 4



Source: GA Dept. of Education, 2008-2009

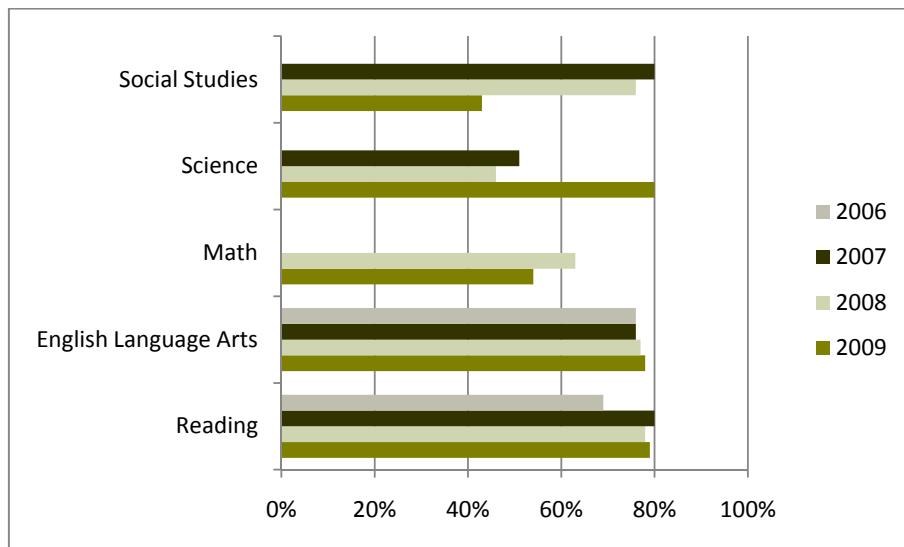
Student CRCT Scores for reading, ELA, and Math, in the first and fourth grades for Fairburn Elementary School:

Grade 1



Source: GA Dept. of Education, 2008-2009

Grade 4



Source: GA Dept. of Education, 2008-2009

This trend suggests two critical problems for our students. The first is the problem of underachievement in critical subject areas. The second is the problem of decreasing achievement, which suggests that students are not retaining and building upon their learning objectives from year to year. Therefore, CHCS will directly target these areas of weakness. Furthermore, we anticipate that the experiential approach to learning CHCS proposes will help students to retain information learned from year to year.

Describe the organizational and management performance-based goals and measurable objectives for the charter school.

In addition to the formal state mandated assessment tests, CHCS has defined a number of broad goals for the school that include both targets for student achievement and goals for the broader community. Specific measurable objectives have been developed that can be periodically monitored and evaluated to determine if the school is attaining these goals. The non-academic goals and objectives of CHCS are as follows:

Goal 1: CHCS will be economically sustainable.

- Objective 1: Establish sound and accurate financial practices in all areas of the school's business operations.
- Objective 2: To be cash flow positive in each year of operation once full enrollment is achieved as evidenced by cash-flow statement and annual report.

Goal 2: Develop a social, environmental, and agricultural consciousness in students.

- Objective 1: Work with local partners/experts in utilizing local natural resources to ensure that yearly school expeditions explore human/environment and agricultural interactions even if they are not the primary expedition focus as measured by student work, partner surveys and third-party audits.
- Objective 2: Select and develop teachers with expertise in teaching with and through these areas.
- Objective 3: Work to create a school ethos that fosters ideas of interconnectedness and interdependence within the student in order to help students understand and value their own roles in social and environmental stewardship.
- Objective 4: Design a school environment where conservation and exposure to natural features (plants, nature samples and habitat photography) are prominent in the classroom as evidenced by administrative observations and teacher evaluations.
- Objective 5: Request annual outside audits from government and/or non-profit organizations to review CHCS's environmental culture in order to suggest areas of ongoing improvement and development.

Goal 3: Develop a strong appreciation for and skills in the arts in students.

- Objective 1: Work with local partners/experts to provide opportunities for students to engage in the arts, including performance/theatre, music, fine arts, culinary arts, and writing.
- Objective 2: Fully-integrate the arts into academic curriculum and design school spaces to provide areas to showcase student art and performances.

Goal 4: Develop outstanding teachers.

- Objective 1: Provide teachers with mandatory, ongoing professional development that supports CHCS's instructional philosophy and facilitates the implementation of CHCS's educational framework as evidenced by annual evaluation reports and administrative reports.
- Objective 2: Solicit teacher feedback through the use of teacher surveys with appropriate follow-up and dialog. At a minimum, 92% of CHCS's teachers will be satisfied with their overall working environment.
- Objective 3: Enhance collaboration between teachers by creating substantial blocks of time for teachers to meet, plan and discuss every aspect of teaching and learning.
- Objective 4: Allow for teacher flexibility and creativity in achieving curricular goals while holding teachers to a high standard as measured by student social and academic performance.

Goal 5: Maintain a positive relationship with all partners to enhance CHCS's long-term development plans and goals.

- Objective 1: Have a representative from one of CHCS's partners to attend a Governing Board Meeting at least once per quarter.
- Objective 2: Encourage and provide a welcoming atmosphere for CHCS partners to visit the school, meet with CHCS faculty and observe CHCS classroom and extracurricular activities and special events as measured by attendance per quarter.
- Objective 3: Continually seek to engage the community to participate in the school and its development through participation in community service and out-reach projects and through welcoming individual members of the community to partner with the school whether by volunteering to read to students, teaching a workshop, coaching a sports team or after-school club, or assistance planning school events.

Goal 6: Create an environment where parents and family members are actively engaged in students' education.

- Objective 1: Increase communication with and involvement of parents in children's education by providing volunteering opportunities; and by providing ongoing mechanisms for increased parental input into substantial school issues as evidenced by increased positive parental satisfaction surveys.
- Objective 2: Ensure that parents feel that the school is responsive to their needs and is performing well. A satisfaction survey will be administered each year, and by the fifth year of operation, 88% of parents will report satisfaction with the school's performance.

Annual Evaluation Plan

Since the entire student population will be new to the school, CHCS will use the results from the State and System student assessments, student and stakeholder surveys, student and staff retention and unique charter-based objectives as base-line data in developing a comprehensive Annual Evaluation Plan by the end of the first year of operation. CHCS will follow the Fulton County School System Strategic Planning Model to develop an Annual Evaluation Plan that addresses student improvement and includes the precise levels for achievement. Further, CHCS will comply with annual reporting requirements listed in O.C.G.A. 20-2-2067.1(c).

Reporting to Stakeholders

All assessment data will be collected by CHCS's staff and will be reported to the School System at the end of each school year. Fulton County Schools will then analyze the data and complete the required school comparisons in the same manner as other schools in the System. In addition, individual test scores and achievement information and data will be disseminated to the respective parents of CHCS students so that they may stay informed of CHCS's success and commitment to academic excellence. Copies of a compilation of the test data for the entire school and by grade level, with a commentary from the school, will be mailed to the parents, the Governing Board, and other community members, as evidence of the school's progress in these areas.

Construct measurable objectives for each grade and content area for each year of the charter term . . .

Summary of Academic Goals

Goal 1: CHCS will fully comply with the federal accountability reporting regulations of No Child Left Behind (NCLB); and the school will meet or exceed all state and federally mandated school performance standards including those established in NCLB and Georgia's plan for compliance with that Act.

Goal 2: Cohort group and individual tracking using a Norm Referenced Test (NRT) – students will show steady progress each year toward reaching their maximum potential. Each student will be evaluated based on a longitudinal profile of their success by being tested on a NRT in the fall and the spring of the first school year, and then in the spring of each year after that. This goal is in the public interest as all students should be steadily showing the progress they make, and we aim to show an annual growth of at least three Normal Curve Equivalents each year.

Goal 3: CHCS students will consistently score above the average South FPS students on all areas of the state CRCT and Writing Assessments. In addition, CHCS will strive to decrease in each year the percentage of students not meeting standards and increase the percentage of students exceeding standards.

Goal 4: The percentage of students held back at the CHCS each year will be lower than the annual South FPS average percentage of students held back.

CHCS will measure student achievement by both traditional, test-based assessments as well as through assessments designed for CHCS-specific performance goals. Additionally, CHCS will comply with all aspects of the Single Statewide Accountability System in accordance with O.C.G.A. 20-2-2063 and strive for 100-percent testing participation.

Local School Targets (annual growth/improvement expectations for student achievement in each school) are designed to ensure that greater numbers of students are performing at or above required standards of proficiency each year.

Local School Targets are developed annually for Grades 3 through 8 in the areas of Reading, English/Language Arts, Mathematics, Science, Social Studies, and Attendance.

Local School Targets are unique in that they are designed to reduce the number of students "not meeting standards" each year while simultaneously increasing the number of students "exceeding standards" in the same content area. We will follow and exceed South Fulton School's goals for elementary and middle schools as follows.

CHCS will include information for each of the cohort groups then enrolled in the school in its annual report to the Local and State Education Boards. This report will include information regarding all required state academic assessments as well as tracking information. In addition, the report will include a statement that says whether the school has met the required objectives for the school year. If CHCS does not meet every academic objective in a given year, it will include in its annual report an improvement plan for meeting and/or exceeding said academic objective in the following school year. The annual report on academic achievement and the improvement plan, if any, will be reported in accordance with rules the Local and State Boards of Education.

Each year, CHCS will use standardized tests both to provide accountability and to provide the administration, teachers, and parents with additional data to evaluate the effectiveness of our college preparatory program. At CHCS, assessment of student achievement will involve a full range of measures to ensure the most comprehensive understanding of student progress.

Quantitative data from standardized tests and results of performance-based assessment tools will form the foundation of CHCS's comprehensive approach to measuring student performance.

At CHCS, state test data from the Georgia Criterion Referenced Competency Test (CRCT) will be collected during the summer and used as a baseline against which we can measure school wide performance and individual student achievement over time. Since the CRCT does not measure student performance growth from year to year, we have chosen to administer a national norm-referenced test, the Iowa Test of Basic Skills (ITBS), each year to track and monitor our students' individual gains in achievement. Students will be required to take the ITBS upon enrollment to establish baseline data and to measure performance and progress over time.

For each year of operation, CHCS's overall student assessment results will be compared to the performance of other similar public schools within the South Fulton County and state. Additionally our individual student results will be compared to their prior performance. Finally, each cohort of students will be measured longitudinally to determine progress over time.

All of the goals outlined below are in the public interest, will result in improvement of student achievement, and will comply with the Single Statewide Accountability System in accordance with OGCA §20-2-2063. We believe the following goals serve the public interest by accurately assessing and tracking our students' growth from year to year. Furthermore these goals reflect our commitment to accountability and to the measurable review of academic strength.

Academic Goals and Measures

Reading

CHCS students will acquire the necessary reading skills to effectively understand and analyze various types of literature.

1. Each year, the percentage of CHCS's students meeting + exceeding standards in all grade levels of reading will exceed the percentage of students in the district for the comparable grades who meet + exceed standards in reading, as measured by the CRCT.
2. Each year, the percentage of CHCS's students meeting + exceeding standards in reading in grades 6- 8 will exceed the percentage of students in the state for the comparable grades who meet + exceed standards in reading as measured by the CRCT.
3. The average student at CHCS will improve his/her national percentile ranking in reading, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.

Language Arts

CHCS students will become proficient writers and confident speakers of the English language. 80% of all 5th graders and 85% of all 8th graders will meet or exceed standards on the Georgia Writing Test.

1. Each year, the percentage of CHCS students meeting + exceeding standards in all grade levels of language arts will exceed the percentage of students in the district for comparable grades who meet + exceed standards in language arts, as measured by the CRCT.
2. Each year, the percentage of CHCS students meeting + exceeding standards in language arts in grades 6-8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in language arts as measured by the CRCT.
3. The average student at CHCS will improve his/her national percentile ranking in language arts, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.

Math

CHCS students will demonstrate competency in the understanding and application of mathematical computation and problem solving as it relates to real world situations.

1. Each year, the percentage of CHCS students meeting + exceeding standards in all grade levels of mathematics will exceed the percentage of students in the district for comparable grades who meet + exceed standards in mathematics, as measured by the CRCT.
2. Each year, the percentage of CHCS students meeting + exceeding standards in mathematics in grades 6- 8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in mathematics as measured by the CRCT.
3. The average student at CHCS will improve his/her national percentile ranking in mathematics, as measured by the ITBS or a similar nationally norm-referenced test, three percentile points per year for every year in which they are enrolled.

Science

CHCS students will demonstrate competency in the understanding and application of scientific knowledge and reasoning.

1. Each year, the percentage of CHCS students meeting + exceeding standards in all grade levels of science will exceed the percentage of students in the district for comparable grades who meet + exceed standards in science, as measured by the CRCT.
2. Each year, the percentage of CHCS students meeting + exceeding standards in science in grades 6- 8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in science as measured by the CRCT.

Social Studies

CHCS students will demonstrate competency in the understanding and application of social studies and history.

1. Each year, the percentage of CHCS students meeting + exceeding standards in all grade levels of social studies will exceed the percentage of students in the district for comparable grades who meet + exceed standards in social studies, as measured by the CRCT.
2. Each year, the percentage of CHCS students meeting + exceeding standards in social studies in grades 6- 8 will exceed the percentage of students in the state for comparable grades who meet + exceed standards in social studies as measured by the CRCT.

CHCS would like to reserve the right to adjust its Academic Goals based on the baseline student achievement data it is required to collect within the first three months of the first day of school.

F. Admissions of Students

Describe the attendance zone for the charter school.

CHCS seeks to be a neighborhood-based, close-knit community of students, parents, teachers and school administrators. We hope to draw from the wide and varied population inherent in our local community. We are very proud of the community we serve directly in the 30268 and 30213 zip codes, though as a Fulton County public school, we will operate within all applicable admissions law and policy and be open to all students in the greater Fulton County area.

Our goal is to attract and enroll students at CHCS that reflect the broad range of ethnic and socioeconomic diversity that makes the Chattahoochee Hills what it is. As such, we expect a student body that draws from the Chattahoochee Hills, Fairburn, and Palmetto areas, including four public schools: Campbell Elementary, Palmetto Elementary, Renaissance Elementary, and Evoline West Elementary.

Since Chattahoochee Hills is newly formed, we will not have access to data specific to our city until the 2010 U.S. Census; however, the Census bureau has provided our government with the following estimates to use in its business operations:

Chattahoochee Hills Population: 2,316	Chattahoochee Hills Children by Age										
Asian/American Indian /Other/Undeclared ... 5%											
African American 24%	<table border="1"><thead><tr><th>Age</th><th>Number of residents</th></tr></thead><tbody><tr><td>0-5</td><td>155</td></tr><tr><td>5-10</td><td>165</td></tr><tr><td>10-15</td><td>167</td></tr><tr><td>15-20</td><td>150</td></tr></tbody></table>	Age	Number of residents	0-5	155	5-10	165	10-15	167	15-20	150
Age	Number of residents										
0-5	155										
5-10	165										
10-15	167										
15-20	150										
Caucasian 71%											

The following data shows the grade level distribution of K-5 and race ethnic distribution of Black, Hispanic, White, and Multi-Racial in the four schools within our targeted school area:¹

Elementary Schools	Grade Level Distribution						Race Ethnic Distribution			
	K	1	2	3	4	5	B	H	W	M
Campbell	117	160	149	144	129	124	71%	21%	4%	4%
Evoline C. West	126	124	153	126	135	125	73%	15%	6%	6%
Palmetto	66	92	73	82	86	86	67%	15%	14%	4%
Renaissance	139	171	157	189	159	170	94%	1%	2%	3%
Totals/Averages	448	547	532	541	509	505	76.25	13	4.25	4.25

Describe the rules and procedures that will govern admissions of students to the charter school to include a time period during which annual applications will be accepted.

CHCS's admission policy is guided by three tenets that stress the importance of equity and access, informed choice, and responsiveness to parents:

1. Equity and Access

CHCS is open to students and their families through an application process that ensures equity and access for all. We seek to enroll students in our school who reflect the diversity of our community. We do not require entrance exams, nor do we select students on the basis of ability. Student selection is an open and carefully monitored process.

2. Informed Choice

CHCS believes that students and families should have as much information as possible about our school before the due date for submitting student registration forms. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Informational meetings for interested families will be scheduled and advertised. CHCS staff must participate in all district recruitment activities, such as recruitment fairs and open houses.

3. Responsiveness to Parents

All parents and students must be notified about selection according to an agreed-upon time line. All students selected to attend CHCS will be invited to participate in school orientation events in the spring and summer before school opens.

Admissions Timeline

Recruitment and admission and the period of time applications for enrollment will be accepted each year will generally follow the schedule shown here for the first year of operation. Except for the initial year of operation, CHCS agrees to complete registration for the upcoming school year and provide the names and addresses of all accepted students to the School System no later than April 1.

Dates	Activity
March-December 2010	Interest Posting
January - March 2011	Registration – First Round
March - June 2011	Registration – Second Round
July-Aug 2011 Admissions	Admissions
August 2011 Lottery (if applicable)	Lottery (if applicable)
February of each year (except the initial year of operation)	Registration for the following school year.
March of each year (except the initial year of operation)	Admission for following school year.
April 1, of each year (except the initial year of operation)	Admitted student information for the following school year provided to Fulton County School System

Admissions Procedures

CHCS shall provide the Fulton County School System with necessary data for state funding reporting and enrollment monitoring; CHCS agrees to use the School System's student information system in accordance with School System specifications.

CHCS will require interested families to attend an informational presentation to learn about the school and the application process prior to submitting applications. The purpose of the session is to help parents make an informed choice for their child and to provide parents of potential students with accurate information about the programs, services and amenities available at the school. These sessions will be held at various locations and multiple times to ensure wide availability to interested families.

To be eligible for admission, the following must be provided for each student:

1. Proof of residence in Fulton County
2. Proof of minimum age of five years as of the date established by law or by regulation for Kindergartners or first grade
3. A completed application form

In filling out the application form, students will complete a developmentally appropriate biographical sketch and parents/guardians will complete personal information. A translator or similar services will be provided to parents who make such requests in order to participate in an information session. The application form requests the following information: student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying; existing IEP information; and a signature verifying that the information is correct and that the parents/guardians are choosing education at CHCS for their child. Application forms must be submitted to the school by the annual deadline determined by the Board. (See Part D, Section 4 for the Admissions Application.)

In accordance with state law, no student who resides outside of the Fulton County School District will be allowed to enroll in the school unless they meet the criteria in O.C.G.A. 20-2-293(b), which states that "a student shall be allowed to attend and be enrolled in the school in which a parent or guardian of such student is a full-time teacher, professional, or other employee, notwithstanding the fact that such school is not located in the local unit of administration in which such student resides."

Describe whether the charter school will use any of the enrollment priorities described in OCGA 20-2-2006.

CHCS will admit students on a space-available basis, with an initial registration posting in the winter of 2011. Any student who is a resident of Fulton County (outside the Atlanta city limits) and who meets the minimum age and grade requirements is eligible to attend.

If the number of applicants exceeds the school's enrollment cap, a random lottery process will be instituted for applicant selection:

1. The pool of applicants will be sorted according to admissions preferences provided for by statute (siblings, district resident) and by grade level;
2. Within each grade level, applications will be sorted according to these categories, arranged in order of admissions preference: a) returning resident student; b) sibling of returning resident student; c) new resident applicant;
3. The Admissions Committee will reserve spaces for students in categories a) and b). Any remaining spaces will be allocated by holding a random drawing of names by category in admissions preference order starting with category c).
4. After all grade levels have been completed, names that remain will be placed by preference category, in drawing order, on the school's waiting list.

Public notice will be given as to the date, time and location of the lottery process so that all interested parties can attend if so desired. In an open and transparent process, names will be drawn one by one; as each student is drawn, that student and applicant siblings are immediately placed in their respective grade levels. In the first year of the CHCS's operation, categories 2 a) and b) do not apply and the eligibility pool will consist solely of category c).

After the lottery is held, another random lottery will take place to select 25 students per grade level for an ordered waiting list that takes into account the primary attendance zone and enrollment preference criteria. The remaining names will be placed in a general waiting list. If a student from the lottery results list does not register or chooses not to attend the school, the first person on the ordered waiting list will be given the opportunity to register. Should the ordered waiting list be exhausted, students will be selected randomly from the general waiting list. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students must reapply each year for open spaces in the school.

To avoid splitting up families in this initial year, any sibling of a child entered in the lottery that is then selected for admission, will be admitted to their respective grade levels on a first priority basis. When the lottery process is completed, sibling applicants of admitted students will be placed on the waiting list. Twins and members of other multiple births applying together will be entered separately in the lottery. If one twin or multiple-birth sibling is admitted, the other sibling(s) will also be admitted provided there is still space available. If no space is available, they will be placed on the waiting list.

Should attrition reduce the number of enrolled students after completion of the admissions process, CHCS will fill openings from the waiting list, in order by category, or if no names remain on the list, it will hold a secondary admissions process to fill available spaces after a suitable period of full public notice.

Admission decisions will be made by the process described above on the date set by the Governing Board. Parents/guardians will be notified by mail of each child's admission status and will have fourteen calendar days after the postmarked date on the notification to return a signed enrollment registration card for each child offered enrollment or signed waiting-list applicant card for wait-listed children. If no

form is returned within ten days, CHCS will make three attempts to contact the family before the fourteen-day deadline. If no form has been returned by the two-week deadline, the child's admission space or waitlist order will be given to the next eligible candidate. Parents who will not be available at the home address listed on the application form during the notification period should contact CHCS to make alternate arrangements.

Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.

We plan to reach students by way of:

- Door-to-door canvassing to provide parents with more in-depth information about our school as well as our enrollment process.
- Focused calling campaigns to inform harder to reach families about our program.
- Outreach to community-based organizations, pre-schools, churches, and houses of worship, youth organizations, etc.
- Advertisement in local newspapers and local media outlets.
- Posting and distributing flyers in high-visibility areas.

CHCS will not discriminate on the basis of race, ethnicity, national origin, gender, religion or disability. Being a public charter school, CHCS will not charge tuition. CHCS shall not accept students who reside outside the School System.

Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.

Recruitment of students shall be the responsibility of CHCS. The recruitment process will include public notice through newspaper advertisements, direct mail, community information sessions, and announcements in neighboring civic organizations (once a location is specified). The same recruitment techniques will be utilized every school year as needed.

G. Student Conduct

Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board and the system will play in resolving such grievances and complaints.

CHCS strives to create an ethical, responsible and productive school community atmosphere as stated in its mission statement. As a Fulton County school, CHCS will follow the Fulton County School System Student Discipline and Code of Conduct approved by the Board of Education and titled Policy JD. The most current edition, Student Discipline/Code of Conduct: Fulton County Schools Policy and Procedure "JD," updated 6/19/2009 is found in Part D Section 5.

The Student Code of Conduct contains behaviors and the range of levels of consequences that will be applied for inappropriate behavior. The behaviors described are representative of the misconduct that most frequently cause disruption of the orderly education process. Of course, the list does not include all types of misconduct for which consequences will be imposed. A student that commits an act of misconduct which is not listed in the Code, but which is nonetheless adverse to good order and discipline in the school or which tends to impair the morale or good conduct of other students, will be subject to the consequences deemed necessary by the Principal.

Procedure for Parent/Guardian Concerns

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

If a parent is unsatisfied with a decision, he or she may appeal a decision through a formal appeal letter to the CHCS Board. The Board will respond in writing or in person within a week. Grievances shall be classified as follows:

1. Routine; and to be handled by the Principal and school leadership
2. Serious; and to be handled by the Principal and the CHCS Board or
3. Exceptional; and to be handled by the Board and Parent(s) or Guardian(s) alone. Parents are also welcome to bring their concern to a next regularly scheduled CHCS Board meeting.

Note: The above policy may be revised from time to time and Fulton County Public Schools will be notified of such changes as they may occur.

Describe the rules and procedures concerning student discipline and student dismissal.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, in-school suspension and out-of-school suspension, probation periods, suspension and expulsion.

School officials may impose consequences beyond the range listed in this Policy, at their discretion, as circumstances may warrant. A range of disciplinary consequences to be imposed follows each described act of misconduct. School administrators will use their professional judgment in determining which disciplinary action will be most effective in dealing with the student's misconduct, taking into account the following factors: Student's age and maturity level; Nature and seriousness of the infraction and the circumstances which led to the infraction; Student's previous disciplinary record; Effectiveness of other forms of discipline; Information from parents, teachers and/or others, as appropriate; Student's attitude; and Other relevant factors. The disciplinary consequences in the Code apply to all students, although special procedures must be followed in regard to disciplining students with disabilities.

CHCS Honor Code

CHCS seeks to bring a proactively positive behavior culture to CHCS. So, in addition to the Fulton County Schools code, a CHCS Honor Code will be implemented to encourage everyone in the CHCS community to accept responsibility for their actions, teach students to respect the rights of others, to facilitate learning, and to promote the orderly operation of our school. (Appendix: CHCS Honor Code)

This honor code obliges all students, staff and extended community to respect oneself, our neighbors and our surroundings. As members of the school, all CHCS families will be given the Fulton County School Student Discipline Code of Conduct as well as the CHCS Honor Code and will agree to both policies by signing the Parent and Family Covenant (Appendix: CHCS Parent and Family Covenant).

Students will be required to demonstrate their ability to adhere to the CHCS Student Honor Code (as appropriate by age), and to general classroom and school rules through a written or oral assessment, as appropriate. Infractions later in the year may require a student to retake this assessment and/or may lead to disciplinary action.

CHCS Honor Code

The CHCS honor code requires that students respect themselves, respect others, and respect their environment. As part of fostering positive integrity in child development, respect will be reiterated and reinforced in the honor code.

Students will Respect Themselves: CHCS believes that a clear understanding of one's self contributes to responsible citizenship. Character development is an integral part of what is taught at CHCS. Teaching values helps students to understand themselves and to recognize their strengths and weaknesses, thus creating greater tolerance and appreciation of differences in others. A committee of Faculty and Teachers will be assembled to decide appropriate consequences for integrity violations not underlined in the Fulton County Code of Conduct.

Students will Respect Others: CHCS students will be taught appropriate, respectful behavior and therefore held accountable to this behavior. The disciplinary committee of Faculty and Teachers will decide appropriate consequences to disrespectful behavior towards others.

Students will Respect their Environment: In order to promote respect for their learning environment, students will care for their community. Each day, students will clean their classrooms and school facilities. Caring for, cleaning, beautifying and respecting their environment is an important part of responsible conduct and behavior at CHCS.

Students will adhere to the Fulton County Technology Code of Conduct behaving in a responsible, ethical, and legal manner at all times when communicating virtually with the outside world.

Finally, as a public school, all students will be held to all standards in the Fulton County Code of Conduct.

CHCS Dress Code

CHCS plans to develop the dress code after talking to parents and teachers and deeming what best serves the children as attire appropriate for the learning environment at CHCS.

CHCS School Covenant (draft)

Student: _____ Date: _____

CHCS Pledge to Parents:

- To provide a supportive, nurturing and safe environment for your child's early learning.
- To implement two systems of discipline: School Discipline and Classroom Discipline.
 - School Discipline: involves issues of greater magnitude than what can be dealt with at a classroom level. A committee of teachers and faculty will deal with these issues on a case-by-case basis.
 - Classroom Discipline: involves a collective discussion about the importance of integrity and a collaborative class construction of rules and consequences that will govern this integrity.
- To teach ethics and character development thus cultivating students who are responsible, valuable and compassionate members of their local and global communities.
- To integrate and operate "Discipline through Discussion." CHCS believes that disciplinary issues are critical "teachable moments" that should be used to help the student develop a stronger character. As such, discipline, especially at the classroom level, will be constructive.
- To communicate regularly with parent's regarding their child's progress and needs in the area of discipline.

Parents' Pledge to the School:

- To read, understand, and support the CHCS student conduct agreement.
- To provide a home environment that nurtures character building and encourages ethical decision-making.
- To help students learn the student pledge and partner with the school in encouraging and enforcing the implications of the pledge.
- To attend all conferences scheduled by CHCS staff.
- To participate in the Family Volunteer Program, including annual hours set at a capacity that is sensitive to the needs of the school and the family.

CHCS Student Pledge:

- To respect myself by adhering to our school's conduct and honor code, by neither giving nor receiving inappropriate help on class assignments and tests, and by adhering to the technology codes of conduct and internet use policy in the classroom.
- To respect my neighbors by obeying the Fulton County School Board Codes of Conduct, the rules established by myself and my peers in the classroom and the required Student Behavior outlined by CHCS.
- To respect my environment by caring for and respecting both the natural and man-made elements of my school community.

Acknowledgement:

I acknowledge that I have read, understand and agree to abide by this Covenant.

SCHOOL MANAGER: _____ Date: _____

PARENTS SIGNATURES: _____ Date: _____

STUDENT SIGNATURE: _____ Date: _____

Describe the student due process procedures to include any inclusion anticipated on the part of FCS.

CHCS will follow the Fulton County School System Student Discipline and Code of Conduct approved by the Board of Education and titled Policy JD. This document is reprinted from the FCCS Website <http://www.fultonschools.org/dept/studentdiscipline/index.html> and included in Part D | Attachment 5a Code of Conduct.

The procedure that covers student due process, including the inclusion anticipated on the part of FCS, is described in the FCS Policy JD Procedural Rural 8. Informal, Disciplinary, and Tribunal Hearing Referrals:

Informal, Disciplinary, and Tribunal hearings will be held for serious or chronic misbehavior which may result in school transfer, long-term suspension or expulsion.

This Code of Conduct is intended to assist parents, students, teachers, and administrators in establishing a safe, positive, and productive learning environment. Policies and procedures related to discipline will follow state and federal guidelines and will be reviewed annually by a system-wide discipline committee composed of staff members and parents.

H. Transportation

Describe how transportation will be provided for students.

CHCS does not plan to offer transportation to or from school. However, we will work with community members and parents to identify informal transportation ideas and practices, if needed. We anticipate parent organized carpool systems for those in need of longer commute support. And for those in the nearby community, we hope to coordinate with the city and community organizations that are currently developing connectivity methods – trails, paths and the like – within the broader community of Chattahoochee Hills, Fairburn, and Palmetto.

CHCS will comply with all applicable laws and regulations addressing the education of special needs students. If transportation is mandated within a student's Individualized Educational Plan ("IEP"), it shall be provided to the student at no cost to the parent in a manner that meets the requirements of the IEP.

CHCS has made provisions for providing door-to-door transportation services for special needs students in the pro-forma budget (See Section D) and is prepared to adjust these figures if necessary once enrolment demographics are established.

If the petitioner school intends to contract with a third party or operate its own transportation. .

CHCS does not intend to contract with a third party or operate its own transportation system.

In the event transportation is needed for local field trips, The CHCS may contract for such services from the Fulton County Public Schools or a third-party vendor. Any contract(s) for transportation will be with a provider that maintains compliance with all applicable U.S. Department of Transportation rules and regulations and state laws, rules and regulations governing vehicle safety, equipment, inspections and licenses.

If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school and describe the anticipated impact on the enrollment and attendance.

Please see above for how lack of transportation services will not be a barrier to eligible students.

I. Food Services

Describe how food services will be provided for students. The petition must specify whether or not the charter will be requesting that Fulton County School Nutrition Program provide services.

CHCS recognizes that many parents are stretched thin and that packing a nutritional lunch everyday can be a challenge. The school also recognizes that many students may not be able to afford lunch. A child that is hungry won't be interested in or fully engaged in his/her education. In keeping with our vision to develop a balanced child who has a love for life-long learning, CHCS plans to offer food service in the following ways:

A Request for Proposal will be prepared, and a full procurement process will be conducted, to select an off- site food service provider that will provide a nutritional program that complies with all applicable state and federal regulations. The meal service program will be required to meet the United States Department of Agriculture (USDA) nutritional requirements.

CHCS will not be requesting that Fulton County School Nutrition Program provide services.

If the charter school will not request the Fulton County School Nutrition Program to provide meals, describe the proposed food service program including meals to be provided, whether the food will be prepared on-site or off-site, and the anticipated costs to students and other significant elements of the program.

When issuing an RFP for food service providers, CHCS will request estimates for preparing the food on-site and off-site and will consider the cost, efficiency, and the number of students enrolled in making its decision.

The proposed food service program shall offer healthy breakfasts and lunches, and nutritional snacks available to students and staff. A designated area will be stocked daily with nutritional fruits, breads, vegetables and fruit drinks, vegetable drinks and water. Given our emphasis on Agriculture and Sustainability, CHCS will offer local and /or organic food choices when available that meet all State and Federal guidelines.

State if the charter school elects to participate in the federal school meals programs.

Should our population be eligible for it, CHCS will participate in the National School Breakfast and Lunch Program. The school will submit its own application to the State Department of Education; and the Charter School will be responsible for accurately counting meals and submitting financial reimbursement claims to the State Department of Education for meals meeting specified nutrient standards.

Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

J. Waiver of State and Local Provisions

List the specific state and local rule, regulation, policy, procedure, or provision that is to be waived.

CHCS is able to implement its unique and rigorous academic and operational plan without requesting waivers from state or local rules, regulations, policies, procedures or provisions.

Describe the rational for each waiver.

N/A

K. Personnel

Generally describe the charter school's employment procedures and policies. Include planning, recruitment and selection practices, and benefits packages (compensation, health, medical and retirement benefits). State whether the charter school will elect to participate in the State Health Benefit Plan.

Employment Procedures

Planning, Recruitment and Selection Policy

Identifying, securing and nurturing the talent of our teachers and staff will be of the utmost importance to the vitality, diversity and longevity of CHCS. As such, the recruitment, selection and hiring of CHCS staff is guided by the following core tenets.

Policy #1: Fairness

Clear objectives and processes that are open, impartial, and fair will guide the recruitment, selection, and hiring process. All candidates will have an equal opportunity to present themselves for consideration by the selection team or the principal. The selection process will be multi-faceted in order to uncover the special talents and skills of each candidate.

Policy #2: Diversity

We will actively recruit and select teachers of varying ages, gender, race, and ethnicity to create a diverse teaching staff that reflects the student population and the larger community. We will also recruit, select, and hire staff in a manner that generates staffs with varied levels of experience and different areas of expertise.

Policy #3: Local Recruitment

CHCS values local experience and we will make a concerted effort to recruit as many faculty and staff members as possible from the local community. CHCS's start-up budget will include funds to support this effort.

Policy #4: Expanded Recruitment Efforts

If qualified candidates are not found at the district level, the search may expand to the state level and, if necessary, to the national level.

Policy #5: Leadership Team, Instructional Staff, and Support Staff Recruitment

The principal will be supported by the CHCS Board in recruiting the leadership team, which can include, but not be limited to, the Principal, Business Manager, Lead Teacher(s) and Parent and/or Community Liaison. This leadership team may participate in the recruitment and selection of the remainder of the school staff, in some cases recommending final candidates. The principal, however, ultimately is accountable for all hiring decisions.

Policy #6: CHCS Staffing Profiles, Programs, and Hiring Criteria

The recruitment, selection, and hiring process must be completed with a strong working knowledge of the CHCS staffing model in mind. Before beginning to recruit faculty and staff members, the principal and other participating in hiring must review CHCS's complete staffing profile, which outlines the composition of the desired school staff. In addition to the specific content knowledge required of each candidate, employment decisions will be based upon the candidates experience in and grasp of pedagogy, content, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

Policy #7: Fully Informed Candidates

Candidates must be apprised of the specific expectations and responsibilities encompassed by their acceptance of a position at CHCS. This disclosure must include a thorough description of CHCS's school design and how it differs from schools the candidate may have taught in previously. The Governing Board with input and recommendation of the Principal will make final decisions regarding the hiring or dismissal of CHCS personnel.

Hiring Practices and Procedures

Personnel files will be established for each staff member hired. It will be the responsibility of the principal to ensure that each staff member has a completed file. A copy of this list will be kept at the front of each employee file to serve as a checklist for all required forms.

Each employee file will include: employee name, contract or letter of employment, application, background check, certification (if necessary), Confidential Employee Profile form, medical/dental plan information, references, transcripts, retirement forms (for eligible employees) and W4 and 1-9 forms.

As required by law, all CHCS teachers will be in compliance with federal No Child Left Behind policy. However, qualification by the Georgia Professional Standards Commission is not required.

Compensation structure for academic and non-academic positions will be competitive with the prevailing Atlanta Fulton County School and area charter school compensation models. In addition, annual performance bonus opportunities will be provided to staff for achievement of student academic success.

Comprehensive Benefits Package

CHCS teachers shall receive a comprehensive benefits package that includes life, health, dental insurance, vision, long term disability, short term disability and employee assistance programs. In addition, CHCS will also enter into an agreement with the Teacher Retirement System of Georgia for its staff to participate in the state retirement program. We will make arrangements with TRS and work in accordance with state requirements. These and other benefits will be the sole responsibility of CHCS and will be included in our proposed budget. We do not anticipate participating in the State Health Benefit Plan.

Full-time employees become eligible to participate in a comprehensive benefits package on the first of the month, following 30 days of active employment. These benefits are also available to eligible dependents.

Full-Time employees earn the following:

- Sick leave
- Vacation and personal time (varies by length of employment)

Describe the employee performance management system (evaluation, professional development, and sanctions/rewards) and when this cycle will take place.

Performance Management System

CHCS recognizes, values and embraces the need for continuous growth and development in one's career. We are all students of life and therefore, the desire and drive to learn should never stop. As such, we expect and encourage all CHCS personnel to grow and expand their skills and talents.

CHCS believes that the essence of professionalism is accepting personal responsibility for one's own growth and development. We expect the professionals in our school to accept this responsibility both individually and collectively. All teachers will create personal professional development plans. Lead teachers and senior teachers will help other teachers improve their practice. The Principal will ensure that professional development of all staff is an ongoing activity and priority.

Professional development will involve all school staff (for example, teachers, principal, tutors, specialists, and support services staff). All CHCS staff will be expected to reflect on their knowledge, experiences, and practices and to consistently seek and participate in professional-development opportunities.

Professional Development

The CHCS professional development program is both comprised of and driven by the following key policies, which are carefully integrated with our school design.

Policy 1: A Common Core of Knowledge

Every staff member must know and be able to use a core body of knowledge in areas of curriculum, instruction, assessment, and technology, as defined by CHCS.

Policy 2: Clearly Defined Professional Standards

All staff is expected to meet established standards for professionalism.

Policy 3: A Useful Performance Appraisal System

All staff must have the opportunity to share their practice with colleagues and to receive ideas and identify areas of necessary growth and development.

Policy 4: Personal Professional Development Plan

Each member of the staff must have a personal professional development plan that charts and guides growth over time.

Policy 5: School Professional Development Plan

CHCS itself must have a professional development plan with goals, outcomes, and activities that address the assessed needs of staff, students, and the community and be held accountable to it.

Policy 6: A Schedule that Respects Professional Development

The schedule must ensure that there is time each day for staff to be engaged in individual study, team planning, mentoring, peer coaching, and/or demonstration lessons and observations.

Evaluation

The principal's performance will be appraised annual by the Governing Board, which will gather information from faculty, staff, parents and others with whom the principal has worked closely. The Governing Board will develop the format of the annual evaluation after a review of best practice policies and procedures followed by other charter schools and organizations.

The principal will conduct annual evaluations of each staff member initially, and as the school grows the principal and other members of the leadership team will share in a multi-year cycle of evaluations. From the beginning, the evaluation process will be jointly designed, based on a review of best practices from other schools and educational organizations.

In addition to being evaluated pursuant to applicable state law, staff performance will also be evaluated according to custom criteria based on the mission of CHCS. It will include such components as peer evaluation, feedback from parents and students, self-assessment, a portfolio developed by each faculty members and an appeal process. Teachers at CHCS will certainly be evaluated and held accountable for student learning.

Sanctions and Rewards

CHCS will employ a comprehensive suite of tools, resources, and procedures to ensure effective performance management practices. The CHCS Board and principal will set goals, evaluate performance twice a year, and provide continuous and on-going coaching and feedback to support the development plans of all employees. Start-up bonus structure will be assessed and decided upon based on the CHCS Operating budget of 2011-2012.

Quarterly reviews of each employee's development plans are a main objective of the school's evaluation program. CHCS Board and principal will follow and enact the school's vision of high academic achievement and strong character development for all students through the execution of four key leadership roles:

- Instructional Leader
- Organizational Leader
- Culture Builder
- School Ambassador

In the appendix, for each instructional, administrative or other position the charter school expects to employee, please describe title, function, and qualifications.

Please see Appendix 2—Personnel.

Describe the charter school's procedure to ensure that staff members are subject to fingerprinting and background checks.

A criminal background check will be conducted on final candidates. The check will include verification of education and employment in addition to a criminal check. The school will also keep fingerprint records of all hires. Employment at CHCS will be provisional until the results of the criminal background check are obtained.

Describe how and by whom the principal's performance will be appraised.

The principal's performance will be appraised annually by the Governing Board, which will gather information from faculty, staff, parents and others with whom the principal has worked closely.

In setting clear expectations for principal accountability, and designing school performance standards for the principal position, CHCS has established a framework for principal evaluation and continued professional growth. The principal will be able to assess his or her progress in implementing the school design, promoting student achievement, managing fiscal affairs, promoting Parent/Guardian satisfaction, and contributing to the CHCS system. Most importantly, the principal must be able to connect his or her role as school leader to specific desired outcomes of school performance, and set goals for improvement for themselves and their school.

The principal annual appraisal review is composed of several components:

1. Accountability Reporting: School Accountability Report Card – Mid-Year and End-of-Year Budget Reviews
2. A Professional Portfolio: Documents principal's leadership efforts and accomplishments.
3. Leadership Profile: Self-evaluation checklist based on CHCS school performance standards and guidelines for the principal position.
4. Annual Summary Review: Documents the principal's annual appraisal and includes the principal's reflection on school progress and personal leadership, professional growth goals for the year ahead, and the Leadership Team and Board's overall assessment of the principal's effectiveness.

1. Accountability Reporting

The School Accountability Report Card is a bi-annual report on CHCS's key areas of accountability. Student achievement results, progress in implementing the CHCS school design, Parent/Guardian satisfaction survey results, accountability for financial management, and contributions to the greater community are documented on the School Accountability Report Card.

The CHCS principal will ensure that a school database is kept current and that available school performance data is available and on record at all times. Data to be maintained will be as follows: school and staff demographic information; student achievement reports from standardized tests and CHCS performance assessments, quarterly evaluations; the principal's profile on the implementation of the CHCS school design; and Parent/Guardian satisfaction results. Maintenance of a school database enables the principal to track school progress over time and to establish annual school performance goals for student achievement.

The principal will also have the responsibility to report on the status of the school budget mid-year and at the end of the year. All activities at the school are subject to legal and contractual financial audits and reports as required by the CHCS Board, Fulton County and/or the State of Georgia.

2. Professional Portfolio

The principal will be expected to collect evidence for a professional portfolio that demonstrates his or her leadership and accomplishments. This portfolio enables the principal to document their efforts and progress related to student achievement, school design, Parent/Guardian satisfaction, financial management, and CHCS community involvement. Professional portfolios are intended to be working documents that are reflective of the accomplishments achieved throughout the year, and are updated and enhanced at regular intervals.

The work the principal selects for his or her professional portfolio might include reports that support school progress toward goals; a reflective journal based on personal leadership goals and experiences; significant staff development activities; powerful examples of teamwork that resulted in improvement and/or strategies used to enable the work of school organization; and written feedback from parents, staff, and/or students, regarding school effectiveness and/or personal service.

Self-analysis also is a strongly emphasized and encouraged component of the professional portfolio. An example of such an analysis might be the inclusion in the portfolio of a short essay accompanying school test results in which the principal analyzes the school's performance and articulates his/her understanding of the factors contributing to student performance, pinpointing trends in students performance, and linking such trends to school-wide improvement goals.

The principal is encouraged to include with each work an evaluation describing why the work is included, what school performance standard or guideline for the principal position it supports, and what is strong, good, or noteworthy about the work. The portfolio is an integral part of the principal's annual summary review and is submitted annually to the CHCS Board. Portfolios will be returned upon the completion of the annual summary review.

3. Leadership Profile: Self Evaluation

In order for the CHCS mission to be realized, the principal must develop and empower faculty and staff, encourage initiative, reward innovation and creativity, enhance school resources, and develop the CHCS's organization and communications.

The Leadership Profile is a self-appraisal to evaluate progress in achieving beginning, developing, proficient, or exemplary performance levels for the CHCS principal position, and serves to assist the principal in identifying appropriate goals for professional growth for the following school year. It is an integral part of the principal's annual summary review, and is submitted annually to the CHCS Board. At the end of each year, the principal will establish, for the following year, professional growth goals directed to enhancing, extending, or redirecting their leadership. The principal uses the school performance standards and guidelines, particularly standards and guidelines for the principal position, to establish annual professional growth goals. During the principal's annual performance review professional growth goals will be finalized as they are mutually agreed upon by the principal and the Board.

In January and June of each year, the principal updates The Annual Summary Review Form by providing a brief status report on progress in achieving their professional growth goals. Progress toward professional growth goals is considered part of the principal's annual summary review.

4. Annual Summary Review

The principal's annual summary review takes place in late August each year, following the principal's submission of data for the school accountability report card, when the principal and the Board formally review:

- Indicators of school performance (based on the 5 key areas)
- Evidence documenting the principal's leadership contributions to school results (the professional portfolio)
- The principal's leadership profile (rubric for the principal position)
- The principal's personal reflections on school results and leadership responsibilities
- The principal's success in realizing professional and school performance goals established in the previous year.

The Board will draw upon the aforementioned information to produce a performance rating for each of the five key areas and an overall summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the principal's overall performance.

Performance for each of the five key areas, and the overall summary performance rating, is based on a four-point scale:

1. Does Not Meet Performance Expectations
2. Meets Performance Expectations
3. Exceeds Performance Expectations
4. Clearly Exceeds Performance Expectations

In the start-up year, the principal's performance ratings will take into consideration the beginning status of the new school and the unique challenges confronting each principal. While high levels of student performance remain the primary goal of CHCS, the absence of baseline data for student performance in first-year schools places the emphasis on implementing the school design, Parent/Guardian satisfaction,

financial management and indicators of CHCS system growth as the basis for rating school results and similarly the principal's effectiveness.

Performance ratings for each of the five key areas take into account school performance results and the principal's leadership efforts and accomplishments. The performance criteria for each of the five areas are as follows:

1. Student Achievement

- *Does Not Meet Performance Expectations.* Principals receiving this rating have not demonstrated or maintained an acceptable level of progress on multiple measures of student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Meets Performance Expectations.* Principals receiving this rating have demonstrated or maintained an acceptable level of progress on standardized measures of student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Exceeds Performance Expectations.* Principals receiving this rating have demonstrated or maintained an acceptable level of progress on multiple measures of student performance; and have documented a connection between their leadership efforts and improvements in student performance. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Clearly Exceeds Performance Expectations.* Principals receiving this rating have achieved student performance results significantly above the corresponding national, state, or district standards and guidelines; and have documented connection between their leadership efforts and improvements in student performance.

2. CHCS School Design

- *Does Not Meet Performance Expectations.* Principals receiving this rating have not demonstrated or maintained an acceptable level of progress in implementing key elements of the school design.
- *Meets Performance Expectations.* Principals receiving this rating have demonstrated an acceptable level of progress in implementing the school design; and have documented strong connections between their leadership efforts and the implementation of key elements of the school design. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Exceeds Performance Expectations.* Principals receiving this rating have demonstrated a proficient level of progress on most design elements; and have documented strong connections between their leadership efforts and the implementation of key elements of the school design.
- *Clearly Exceeds Performance Expectations.* Principals receiving this rating have demonstrated or maintained an exemplary level of progress on most design elements; and have documented connection between their leadership efforts and the implementation of key elements of the school design.

3. Parent/Guardian Satisfaction

- *Does Not Meet Performance Expectation.* Principals receiving this rating have not demonstrated acceptable level of progress or maintained an acceptable standard of performance relative to Parent/Guardian satisfaction.
- *Meets Performance Expectations.* Principals receiving this rating have demonstrated acceptable progress or maintained an acceptable standard of Parent/Guardian satisfaction with most aspects of the school program; and have established priorities for future actions known to influence stakeholder satisfaction. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Exceeds Performance Expectations.* Principals receiving this rating have demonstrated acceptable progress or maintained an acceptable standard of Parent/Guardian satisfaction with most aspects of the school program; have established priorities for future actions known to influence stakeholder satisfaction; and have documented strong connections between their leadership efforts and Parent/Guardian satisfaction results. Performance rating takes into account baseline performance data and the number of years the school has been operating.
- *Clearly Exceeds Performance Expectations.* Principals receiving this rating have achieved maximum Parent/Guardian satisfaction levels with most aspects of the school program; and have documented strong connections between their leadership efforts and Parent/Guardian satisfaction results.

4. Financial Management

- *Does Not Meet Performance Expectations.* Principals receiving this rating have not demonstrated acceptable level of progress or maintained an acceptable standard of performance relative to fiduciary responsibilities for the school assets (both monetary and physical).
- *Meets Performance Expectations.* Principals receiving this rating have demonstrated acceptable progress or maintained an acceptable standard of performance relative to fiduciary responsibilities for the school assets (both monetary and physical); and have maintained CHCS's investment in the school on an annual basis.
- *Exceeds Performance Expectations.* Principals receiving a rating of exceeds performance expectations have demonstrated acceptable progress or maintained an acceptable standard of performance relative to fiduciary responsibilities for the school assets (both monetary and physical); have maintained the CHCS's investment in the school on an annual basis; and have documented connection between their leadership efforts and an effective annual and multi-year financial planning process and the alignment of financial resources with educational program priorities.
- *Clearly Exceeds Performance Expectations.* Principals receiving this rating have demonstrated exceptional performance relative to fiduciary responsibilities for the school assets (both monetary and physical); have maintained CHCS's investment in the school on an annual basis; and have documented strong connections between their leadership efforts and an inclusive, annual and multi-year financial planning process, decentralized authority for managing various aspects of the school's budget, and the alignment of financial resources with educational program priorities.

5. CHCS Community involvement

- *Does Not Meet Performance Expectations.* Principals receiving this rating have not demonstrated acceptable participation in community activities or ensured school contributions to school and community growth.
- *Meets Performance Expectations.* Principals receiving this rating have demonstrated an acceptable level of personal and school participation in community activities.
- *Exceeds Performance Expectations.* Principals receiving this rating have demonstrated a high level of personal and school participation in community activities; have made or maintained personal contributions, and/or ensured school contributions to community growth.
- *Clearly Exceeds Performance Expectations.* Principals receiving this rating have participated and ensured high levels of school participation in community activities, and can document strong connections between their leadership efforts and school contributions to the greater community.

Annual Summary Performance Rating

The summary performance rating reflects the Board's overall assessment of the principal's performance. This overall summary rating takes into account the performance ratings for each of the five key areas and the principal's leadership efforts and accomplishments, and progress toward professional growth goals.

Summing up the Principal Review Process

Principals in the start-up year are confronted with virtually all of the executive responsibilities associated with building a school from the ground up, in addition to those typically expected of principals of established schools. During this period, the principal has the opportunity to develop familiarity with the school design, and gradually with the school community. The principal also begins to form impressions of the school's faculty and staff that inform decisions concerning the scope and pace of school development. The principal review process for start-up school principals takes into consideration the beginning status of the new school and the unique challenges confronting the principal.

For principals of established schools, the annual review system requires that they demonstrate over a period of time continuous improvement in school results, in the development of their schools, and in their performance as school leaders. The system of principal review, for principals of established schools, is one with which they should feel comfortable and well prepared. Their school's history provides one or more years of baseline data to assess school performance, develop insights, and direct future leadership and school development priorities. With their school organizations in place, and a developing culture of review and improvement, the process of analyzing school performance and connecting it to one's personal professional behaviors should be as familiar to principals as it is to teachers who similarly are encouraged to use results to adjust professional behavior.

Principals examine their leadership from the point of view of its influence on school results, using data analyzing student achievement, Parent/Guardian satisfaction, school design, financial management, and CHCS community involvement as a basis for measuring and setting goals for their schools and their own future development.

L. School Facilities

Describe the school facility to be used, whether it is new or existing, its location, and a description of the grounds as they currently exist.

It is intended that the school will be a new permanent facility located within Chattahoochee Hills. The school will be built by an entity which will dedicate itself to the ownership of the land and the school building. This entity will then lease the facility to the school, which will budget lease expenditures in its annual budget. These lease expenditures are reflected in the budget. Major land owners in the city have offered to donate the land upon charter approval, and HOK Engineering has agreed to lead community planning meetings and to do all preliminary design work as a pro bono project within their firm and a fundraising plan is in place to raise the funds necessary for construction.

Describe any modifications necessary for utilizing the space for educational purposes to be undertaken before school opens and their estimated cost as well as a description of any long-term renovation or construction plans.

If a new permanent facility is not completed by August 2011, the school will renovate and utilize an existing facility within Chattahoochee Hills until its completion. Multiple churches have offered their unused classroom space, and discussions are also underway with Cochran Mill Nature Center.

M. Demonstration of Fiscal Feasibility and Controls

Describe the level of autonomy the charter school will have over budgets and expenditures.

The charter school will have complete autonomy over budgets and expenditures.

Describe how the school will operate without a deficit.

CHCS will adhere to financial management standards in areas such as purchasing, payroll, maintaining fund accounts, and other financial processes including budget planning and cash flow forecasting. CHCS agrees to establish and retain appropriate financial records in accordance with all applicable federal, state, and local laws, rules and regulations, and to make such records available to Fulton County School System, as requested. All financial policies and procedures of the Fulton County Board of Education will apply to CHCS.

Describe plans for securing other sources of funding...

The marketing group is responsible for developing and implementing an agreed upon “Master School Brand.” This will become the benchmark by which all other individual marketing efforts will be measured.

- The Brand story will be “translated” into sub-benefits (wins) for each key constituent required to build and sustain the school.
- It will assist our teams with materials and strategy as they go about gaining support in their areas of responsibility.

For discussion purposes, Marketing activities have been divided into three major phases. While each phase is seemingly separate, they work in unison with the others to successively to build and complete the successful launch and first operating year.

Phase 1: Start-Up

Support and Funding (begin 2/01/10)

This phase builds awareness and support among the constituents critically necessary for gaining momentum. The purpose is to gain approval for the school plus “Jump Start” /stockpile Capital funds.

- Major Corporate Sponsors
- Major individual and Foundation Sponsors
- The State and Fulton County DOE
- The Charter School Association(s)

- State and federal Agencies responsible for grants and funding
- Chattahoochee Hills residents
- Serenbe residents
- Chattahoochee Hills Business and key stakeholders (Developers/Land owners, etc.)
- Environmental groups, businesses, organizations

The goal of the marketing group during this phase is to:

1. Translate the benefits and philosophy into tangible assets and materials.
2. Fashion the Brand to appeal and be understood by each of the constituencies.
3. Assemble materials for use by the other groups for maximum effectiveness.
4. Create the marketing infrastructure necessary to move forward with more mass appeal

Phase II – Ramp-Up

Awareness and support among users and beneficiaries (begin 03/01/10)

This phase creates the excitement needed to gain parent, student and educator support for the School.

- Continue PHASE I activities
- Parents of School aged children
- Children
- Educators wanting to teach and participate in this environment
- Continuation of donors and sponsors. Parents, Businesses
- Sports Sponsorships (Races, events). Annual development
- Informational days with children's activities on site

Phase III – Build-Up

Stabilization/Sustainability (on-going)

Gain new insight for marketing sharpened strategy based on actual opening of the school

- Continue PHASE II activities
- Build story(s) and materials based on the advantages in this unique school
- Appeal to universities and teaching institutions to use the school as a tool (Play for pay)
- Parent involvement increases financially (fund raising) and with volunteer time
- Use results as case histories to assure continued full enrollment

Tools for Phase I Marketing Ramp-Up

To begin marketing support for the teams the following tools are recommended:

- LOGOTYPE
- Stationary
- Press materials (both hard copy and virtual)
 - Build press contacts
- Presentation materials tailored to key constituents

- Power Point (Customizable)
- Informational pieces
- Sponsorship opportunities and benefits
- Pro-forma and financial information
- Long term benefit
- Web Site and or Blog
 - Allow for continued information and dialogue (database)

Next Steps

Identify resources and people for the implementation of the marketing program

- Identify Marketing team members
 - Strategic and tactical
 - Graphic designer
 - Web developer
 - writers
 - PR liaison
- Budget
 - Funds for “hard Assets” like letterhead, web site, printing design
- Determine strategy/tactics for each of the key constituents and build support materials and resources

Key Constituents

Each will be approached with individually tailored tactics, strategy and “wins”

- Major naming Sponsors
- Ongoing Sponsors
- DOE
 - Federal
 - State
 - Local
- Charter School Association(s)
- Parents
- Children
- Chattahoochee Hills Residents
- Serenbe
- Educators
- Colleges/institutions
- Local Businesses/developers/landowners
- Green organizations and business/foundations

Describe the plan for reserving funds to cover estimated legal, accounting, personnel and moving expenses should the school close.

CHCS is keenly aware that inadequate finances are a leading cause of charter school closures (accounting for 41% annually)¹. In partnership with the CFO, the principal and business manager will prepare an annual budget and link spending decisions to student achievement goals. CHCS is committed to balancing available funds with operational expenditures. We recognize that, as a small school, available funds for operations will be very limited, and thus operational expenditures must be very carefully controlled in order to have a balanced budget. In the event that unforeseen events will prohibit the school from remaining open, the school will prepare a new budget and ensure that adequate funding is available to properly close the school.

Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-04.

Chip Kohlweiler is the chief financial officer for CHCS. He has a B.A. in Accounting and a B.S. in Mathematics from Oglethorpe University. He is a Certified Professional Accountant licensed in the state of Georgia. He has been employed by SunTrust Bank since graduating from Oglethorpe 12 years ago. He has worked in the Internal Audit group (6 years) and currently manages the Enterprise Fraud Operations group.

N. School Governance

Describe the governing board's roles/duties, function, composition, selection process for members, term lengths, time frame for selection process, member training program, and process for removing members.

CHCS Governance

The School's governance is founded on the effective and proven stewardship and the values that led to the founding of Chattahoochee Hills, combining deep knowledge of issues of sustainability with a successful track record of transforming challenging areas such as land and resource use and political and community structure. The legal entity that will organize and/or operate the School is Chattahoochee Hills Charter School, Inc., a Georgia not-for-profit corporation.

Governing Board Composition

The schools' Governing Board will consist of seven voting members and the Principal as a nonvoting member. The Governing Board will always contain at least two but no more than three parents of current students at the School.

Term Length

The initial Governing Board members will serve a two-year term beginning with the date of petition submission to Fulton County Schools (February 25, 2010). The initial two parents elected upon opening of the School will have terms that end consistent with the initial five members. Please see Appendix 3 for a description of the CHCS's initial Governing Board officers and members.

Given the importance of foundational governance, the initial Governing Board will contract for high-quality charter school governance training as soon as practically possible upon approval of the petition (and no later than before school opening) and will report such training to FCS.

The initial Governing Board will devote its particular attention to:

1. overseeing the charter and high-level curriculum development and implementation;
2. continual outreach to all of the surrounding communities;
3. facility planning and development;
4. fundraising and development;
5. hiring the Principal and assisting the Principal in hiring other key staff; and
6. overseeing all committees of volunteers and community members.

Elections

After this initial two-year period (for consistency through the petition process, development, and start-up), staggered three-year terms will be established for Board members in accordance with the Bylaw.

Candidates may self-nominate themselves for the positions. In the elections, full-time employees and parents will cast votes. Candidates who receive the highest number of the valid votes, through a secret-ballot process, will be the Governing Board members. The Governing Board will elect a Chair, Vice Chair, Secretary and Treasurer from among its members.

Removal

Governing Board members may be removed by a majority vote of the remaining Board Members for such reasons that include, but are not limited to: absence from Governing Board meeting without notice or just cause, not fulfilling duties as defined in these Bylaws, not acting in accordance with the mission and core beliefs of CHCS, acting negligently or against the laws of the state of Georgia when representing CHCS.

Governing Board Member Recruitment

Efforts will be made to recruit and involve leaders of the diverse communities that surround the School as voting members of the Governing Board. Governing board members will reflect the diverse expertise necessary for the Governing board to provide high-quality policy guidance and fiduciary oversight for the school. This includes, but is not limited to, recruitment of board members with backgrounds in law, finance, non-profit organizations, education administration and policy, and development.

Advisory Board

The Governing Board will create and appoint an Advisory Board to provide advice and counsel to the Board, as the Board deems necessary, and will reflect, to the extent practical and possible, all diverse interests in the school (e.g. community members, staff, parents). The advisory board will consist of no more than 40 people. It is anticipated that by implementing and utilizing an advisory board composed of diverse experts throughout our local communities, we will generate a deep reserve of potential Governing Board members ensuring consistent and solid governance.

Role of the Governing Board

The Governing Board will be the policy-making body of the school, which 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 Governing Board's ultimate responsibility will be to uphold the mission and the goals of the School. The Governing Board will also responsible for communicating decisions to and seeking input from our diverse communities and the Fulton County School Board, to which the Governing Board will remain fully accountable. To ensure continued fidelity to the proper and most effective role of a Governing Board, the CHCS Governing Board will contract for high-quality governance training at least every two years and report such training to the FCS charter schools office.

Specifically, the Governing Board will be responsible for:

1. establishing general policies of the School and monitoring the implementation of these policies by the Principal and/or duly constituted committees;
2. ensuring that the activities of the School are in full alignment with the mission of the School;

3. addressing property grievances against the school from teachers, parents, students, and other stakeholders;
4. approving, adopting and monitoring the School's annual budget and employee salaries, including teacher salaries;
5. receiving funds for the operation of the School in accordance with the charter school laws;
6. soliciting grants and donations consistent with the mission of the School;
7. appointing and evaluating the Principal;
8. complying with the annual reporting requirements of O.C.G.A. 20-2-2067.1(c);
9. complying with the annual reporting requirements of O.C.G.A. 20-2-2067.1(c). and
10. other responsibilities described in the articles of incorporation and the Bylaws, to ensure the proper functioning of the School.

Meetings

The Governing Board will hold regular monthly meetings at the School unless otherwise appropriately publicly noticed. A representative from the Fulton County School Board and the Principal will be invited to all such meetings. Board meetings are subject to the provisions of O.C.G.A. § 50-14-1 et seq. All meeting minutes are to be kept on file at the School office and made available for review by members of our communities, subject to the provisions of O.C.G.A. § 50-18-70 et seq.

Describe how the governing board will uphold the school's mission and vision, ensure effective organizational planning and help ensure financial stability, and communicate with stakeholders regarding the policies, procedures, and practices of the governing board

The day-to-day management of the School will be the responsibility of the Principal. The Principal is also responsible for planning, budgeting, facilities management, recruiting staff, supervision and evaluation of staff; community outreach, and relations with the Governing Board and the Fulton County School Board. The Governing Board will ensure that these responsibilities are entrusted to a capable and experienced professional who shares the vision and mission of the School.

A lead teacher(s) and a business manager will help the Principal manage the School in an efficient and accountable manner. Their responsibilities will include but not be limited to:

1. planning and supervising instructional programs consistent with the vision and mission of the School and meeting all applicable standards;
2. conducting an effective advertisement/ recruitment/enrollment program to ensure continuous operation of the School;
3. monitoring adherence to the charter and monitoring and managing progress on goals;
4. supporting teaching by enforcing the student code of conduct in a consistent manner;
5. helping classroom teachers with classroom management issues;
6. managing student services operations such as transportation and food programs;
7. bookkeeping and other recordkeeping; and
8. communicating with parents and our communities via channels such as newsletters and websites about the School.

Disclose any potential conflicts of interest in the founding governing board members.

There are no potential conflicts of interest in the founding governing board members.

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

No member of the Governing Board will sell, lease or receive payment for providing textbooks, supplies, services, equipment, facilities or land to the Chattahoochee Hills Charter School. The Governing Board will be subject to regular disclosure of potential or apparent conflicts of interest, which will be reviewed by the Chair of the Board.

Each of the individuals acting on behalf of the petitioner, and each member of the Governing Board, agrees to be fingerprinted and to have a criminal record check, a credit check and reference checks run prior to approval of the petition.

The CHCS Bylaws contain the following provision:

D. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

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

The Governing Board will always contain at least two but no more than three parents of current students at the School. Additionally, the Governing Board will create and appoint an Advisory Board to provide advice and counsel to the Board, as the Board deems necessary, and will reflect, to the extent practical and possible, all diverse interests in the School (e.g. community members, staff, parents). The Advisory Board will consist of no more than 40 people.

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

CHCS plans to take advantage of the various educational partnership opportunities within our local community. Verbal agreements currently exist between the proposed CHCS and local businesses and organizations with the following organizations:

- **Chattahoochee Hills Civic Association** is a nonprofit volunteer organization dedicated to promoting the health, safety, and welfare of the citizens and land of Chattahoochee Hills. The Civic Association provides opportunities for civic engagement, community service, and environmental stewardship.
- **Chattahoochee Hills Historical Society** works to preserve and share the rural heritage of Chattahoochee Hills. This organization collects oral histories, historical photographs, and works to preserve archeological sites in the area and seeks to educate citizens about the history specific to Chattahoochee Hills.
- **Cochran Mill Nature Center** is set inside Cochran Mill Park, a large local nature preserve in Chattahoochee Hills. The Nature Center's environmental education programs are designed to enhance classroom curriculum through hands-on discovery and exploration of the natural world. These programs are designed to promote awareness and appreciation of the environment.
- **Community Brickworks** is a non-profit community organization that manages and operates the Chattahoochee Hills Community Library solely through volunteer and community efforts. The library offers more than 20,000 books, an integrated arts programs, and athletic programs for youth.
- **Manyfold Farm** is a 100-acre diversified livestock operation in Chattahoochee Hills producing sheep for meat and artisan cheese. This farm creates and maintains farm-based academic programming for all ages in all subject areas.
- **Serenbe Farms** is a 5-acre organic vegetable farm located in the Serenbe development. This farm provides the community with a farmer's market and a community supported agricultural program. It has worked collaboratively with other schools in the area to dovetail farm experiences with classroom studies.
- **The Serenbe Institute for Art, Culture, and the Environment** is a non-profit, tax-exempt community organization that cultivates the community's creative, intellectual and ecological qualities through

programs and projects that promote our social, spiritual, and aesthetic curiosity. This organization sees itself working to bring arts and cultural opportunities to CHCS students.

State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

CHCS does not intend to contract with an educational management agency at this time. However, CHCS may contract with for-profit entities for food service, information technology services, and other auxiliary support services that will be in the best interest of the school.

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

FCS and CHCS will use mediation when assistance is needed in resolving a dispute. Mediation is an informal, voluntary process during which an impartial mediator helps parents and schools, who are experiencing conflict, reach a suitable agreement.

Mediators, who are available at no or limited cost from a number of programs, are trained in mediation techniques and knowledgeable about education. The mediator may be a professional from one of a number of fields, including education, law, government, and human service. The mediator is a neutral party to the dispute. The mediator is not an advocate or a legal advisor. The mediator facilitates open communication; creates a safe environment for interaction; remains unbiased and impartial; and identifies points of agreement and clarifies options.

O- Parent and Community Involvement

Describe how parents or guardians of students, members of the broader community and other interested parties were directly and substantially involved in developing the petition.

Gaining Momentum and Community Support

In 2005, a small group of parents in unincorporated south Fulton County began investigating the possibility of creating a charter school. They learned that charter schools are government-funded schools open to general enrollment, just like traditional public schools, but they offer more flexibility for a community to follow a particular educational vision.

While the parents were excited about the idea of a charter school, a larger issue would soon divert their attention – and the attention of every resident in south Fulton – for the next several years, as 2006 marked the beginning of a historic movement to create the new city called Chattahoochee Hills.

Over the next two years, the community's efforts were focused on researching incorporation, educating residents so that they could make an informed decision, celebrating the passing of the referendum, electing our first local officials, starting up a city government, and transitioning to a new way of life.

Once the city of Chattahoochee Hills was formed, the idea of a charter school resurfaced. Only this time it had a critical mass of interested residents, business and civic leaders, and parents and guardians who were receptive to the idea and wanted to learn more.

The original group of parents hosted the first community meeting in the fall of 2009. Approximately 50 people attended the meeting including young parents with their infants, hoping to build a charter school before their children come of age; civic leaders, who had worked so hard to create a new city and realize that our youth hold the key to sustaining a community's vision; and grandparents, determined to create an unique and quality education option that enables their children and grandchildren in remain in community. After sharing knowledge about charter schools, the hosts invited people to volunteer on committees, share information with their neighbors, and join mailing lists to receive updates. From that effort, the Chattahoochee Hills Charter School (CHCS) committee formed, and would later incorporate as the non-for-profit organization charged with submitting the charter school application.

The CHCS Committee

The CHCS committee has a diverse representation of community members representing the broader community of Chattahoochee Hills, Fairburn, and Palmetto. Its members have voluntarily contributed their expertise in education, human resources, personnel management, finance, law, marketing, strategic planning, and fundraising to creating this petition. In addition to contributing their own knowledge and talents, many of the members have participated in workshops and/or spent a great deal of time researching and learning about charter schools and the educational system.

Community Outreach

The CHCS committee has approached community outreach using a variety of different methods:

- In collaboration with the Chattahoochee Hills Civic Association, it writes information and feature articles about the Chattahoochee Hills Charter School for the Weekly Reader, a local newsletter that reaches more than 400 residents in the community.
- In collaboration with the Chattahoochee Hills Interfaith Council, it informs the local churches in Chattahoochee Hills and the surrounding area about benefits of building the Chattahoochee Hills Charter School.
- The CHCS outreach committee has hosted additional community meetings to inform residents about the charter school and garner support:
 - A community meeting was hosted in the Chattahoochee Hills in January 2010
 - A community meeting was hosted in Palmetto in February 2010
 - Additional meetings are in the process of being scheduled in the Cedar Grove and Cliftondale communities and at local churches
- The CHCS facilities committee invited a renowned civil engineering firm to lead a community Charente in February 2010 to collect input on the school's facility design.
- The CHCS Website has an information form so interested parents and residents may provide feedback.
- The CHCS Facebook page connects a broad audience with updates about the charter school.
- The CHCS committee has created, distributed, and collected a "letter of interest" form to gauge the number of potential students. (See the forms and letters of support in the Appendix.)

Describe how parents or guardians of students enrolled in the school, as well as faculty, instructional staff, the broader community, and other interested parties will be directly and substantially involved in the school, including involvement with the governing body of the school.

Because the CHCS will be a public school with a limited budget, parent and community involvement will be integral to the schools success.

The schools' Governing Board will always contain at least two, but no more than three, parents of current students at the school.

The Governing Board will create and appoint an Advisory Board to provide advice and counsel to the Board, as the Board deems necessary, and will reflect, to the extent practical and possible, all diverse interests in the school (e.g. community members, staff, parents). The advisory board will consist of no more than 40 people It is anticipated that by implementing and utilizing an advisory board composed of diverse experts throughout our local communities, we will generate a deep reserve of potential Governing Board members ensuring consistent and solid governance.

The school will offer additional opportunities for interested parties to become involved including:

- PTA
- Family Volunteer Program with an annual set of hourly volunteer requirements
- School-Wide Subcommittees created based on need and filled primarily by non-governing Board members. All instruction staff (teachers), other than the Governing Board members, must serve on at least one Board committee or school-wide committee.

Describe the distinctive characteristics of the charter school climate and how this climate will improve student performance.

The distinctive characteristics of the CHCS climate will be nature-based, offering students an opportunity to develop their academic abilities in a holistic way through the active cultivation of the following attributes:

- High academic achievement by creating a space that supports individual learning styles and that helps students to develop outstanding critical-thinking skills through the stimulation of their imagination, creativity, and adherence to academic rigor in an experiential learning environment.
- A high standard of ethics and good character by providing consistent examples of meaningful relationships, positive discipline, mentorship through the process of overcoming obstacles, and that fosters personal integrity.
- Physical health and well-being by integrating a dynamic health program into the school curriculum that will include a meal program that emphasizes fresh, local, and organic foods and opportunities throughout the school day for structured and un-structured physical activities.
- A strong commitment to social responsibility through an overarching focus in both the curriculum and school ethos of civic engagement, appreciation of diversity in communities, and healthy communication skills.
- A dedication to environmental stewardship through the emphasis on learning through the lens of natural processes that promotes a sense of wonder about the world and nurtures students to take joy in learning.

Charter Assurance Sheet

FCS Assurances Signature Sheet

1. The terms of this Charter Assurances Sheet was approved by

Charter school representative
authorized to execute contract

Date

2. This Charter Assurances Sheet was approved by the Fulton County Board of Education on

Date

Superintendent

Date

Chair, Local Board of Education

Date

FCS Charter Application
Revised 9.09

1. Overview of Time Usage

Attach the overview of time usage in the charter including the charter school's proposed annual calendar and number of days in the year; a master schedule showing at least one typical week of school by each grade level...; a draft of the charter school's daily school schedule...

CHCS Proposed Annual Calendar for 2011-2012

CHCS proposed annual calendar is based on the Fulton County School Calendar, which has 177 days.

2011-2012

First Semester

July 25-29 – Teacher Training Week
Aug. 1-5 - Pre-Planning
Aug. 8 - First Day of School
Sept. 5 - Labor Day Holiday
Oct. 10 – Teacher Workday (students off)
Nov. 23-25 – Thanksgiving Holidays
Dec. 16 – End of First Semester
Dec. 19 – Dec. 30 – Winter Holidays

Second Semester

Jan 2. – Teaching Planning Day (students off)
Jan. 4 – First Day of Second Semester
Jan. 23 – Martin Luther King, Jr. Holiday
Feb. 17 – Teacher/Student Holiday
Mar. 9 – Teacher Workday (students off)
Mar. 26-30 – Spring Break
May 18 – Last Day of School
May 21-25 – Post-Planning

Master Schedule Showing a Typical Week

****Note:** The sequence of each week is designed using the NLPS and experiential projects as integrating contexts for learning. Projects will sometimes begin and end in a week's time, or sometimes may take several weeks to complete.

Our planning reflects a Lesson-to-Project time ratio of 3:1 ($\frac{3}{4}$ Lesson-time to $\frac{1}{4}$ Project-time).

Class Lessons will often be linked to the support of projects, however, either as acquisition of necessary preliminary skills or information (such as reading or mathematical ability) or reflection/historical context (such as social studies, language arts journaling, and portfolio media productions)

All Grade Levels	Monday NE/E/SE	Tuesday S	Wednesday S/SW	Thursday W/NW	Friday N/NE
NLPS Concepts	Open, Inspire, Orient and Motivate into Learning	Intensity of Focused Learning	Finish Project, Wander, Relax and Nourish	Give Context, "Publish," Share, Reflect	Articulate Lessons Learned, Celebrate, Prepare for Next Cycle
7:00	Breakfast/ Early AM Childcare	Breakfast/ Early AM Childcare	Breakfast/ Early AM Childcare	Breakfast/ Early AM Childcare	Breakfast/ Early AM Childcare
8:30	Whole School Opening	Home Group Opening	Home Group Opening	Home Group Opening	Home Group Opening
9:00	Language Arts	Language Arts	Math/Science (Assessment)	Social Studies	Social Studies (Assessment)
10:30	Break	Break	Outside Learning Wander	Break	Break
10:45	Math/Science	Math/Science	(cont.)	Language Arts	Portfolio Media Production
11:45	Lunch/Recess	Lunch/Recess	Bag Lunch (outside)	Lunch/Recess	Lunch/Recess
12:45	Math/Science (Project)	Math/Science (Project)	Arts Focus Choice-Based	Portfolio Media Production	Language Arts (Reflective)
2:00	PE	PE	(cont.)	PE	PE
2:30	Home Group Closing	Home Group Closing	Home Group Closing	Home Group Closing	Whole School Closing
3:15	Pick-Up/ Afterschool	Pick-Up/ Afterschool	Pick-Up/ Afterschool	Pick-Up/ Afterschool	Pick-Up/ Afterschool

Draft of Daily School Schedule

Time	Activity
7:00	Breakfast and Early AM Childcare
8:30	Home Group Opening
9:00	Language Arts
10:30	Break
10:45	Math/Science (Lesson)
11:45	Lunch and Recess
12:45	Math/Science (Project Application)
2:00	Physical Education
2:30	Home Group Closing
3:15	Pick-Up and Afterschool

8:30-9:00 NE – Home Group Opening

Everyday will begin with students meeting with their primary teacher in a “Home Group” of peers. The purpose is to build a sense of community and to support everyone in starting the day with a positive mindset. This will be done through a collective sharing of gratitude. This practice benefits the development of public speaking as well as listening and awareness to all the elements of nature and humanity that support our lives. Group Singing of school-adopted songs will be included, generating joy, unity, and excitement for the upcoming day. A similar yet more formal “assembly” type of process will happen with the whole school at the beginning of each week.

9:00-10:30 E/SE/S – Reading/Language Arts

This morning session will include such elements as review of class behavioral agreements, oral storytelling by the teacher to inspire and orient the class to the day’s learning, and rigorous academic acquisition of skills and knowledge needed to be successful in the day’s project-based experience (“Learning Adventure”). Reading, writing, and public speaking are the core practices of this period.

10:30-10:45 SW – Break

A quick break for the students to eat a snack, use restrooms, take a rest, or get some physical energy out.

10:45-11:45 S – Math and/or Science

In this period, students will participate in a classroom lesson on math and/or science topics that pertain to and prepare the students for the project of the week. Concepts will be introduced with explanation and preliminary practice.

11:45-12:45 SW – Lunch and Recess

Students will eat lunch and spend any extra time at recess, an important time for them to nourish their physical bodies and take a mental break.

12:45-2:00 S – Math and/or Science (Project Application)

Students will then move from their Home Group Classroom into the project-based math/science facilities where they will proceed to use and thereby reinforce the learning they gained in the morning sessions.

2:00-2:30 SW – Physical Education

Students engage in Life Exercise sessions that feature dance, yoga, martial arts warm-ups and use of an outdoor challenge course. Exercise will be combined with relevant learning about anatomy, health and nutrition.

2:30-3:15 W/NW/N/NE – Home Group Closing

Students will come back into their Home Groups and be given time to exercise their reading and writing skills by journaling reflectively about the day's activities, as well as opportunities to share verbally with each other their favorite stories and learnings from the day. Teachers will use this opportunity to implement the Art of Questioning to pull out lessons and help students discover the edge of their knowledge (thus fueling their desire to learn more). Teachers will also assign any homework at this time, emphasizing its relevance to the day's work and the new learning ahead tomorrow. The day will end with a practice of gratitude that mirrors the day's Opening, and also with a school-adopted song.

Sample Year Using NLPS as Guide

Presented on the following page is a sketch of how the NLPS organizes the sequence of curriculum emphasis throughout a school year. Although all subjects within our curriculum will be integrated nearly daily, from the first day to the last, the NLPS provides a unifying framework for teachers and administrators that emphasize different subjects and teaching approaches at different times. Thus, there is an integral sequence of overall learning, leading to academic excellence of our students within all subject areas.

Sample Year Using NLPS as Guide

Month	NLPS Cycle	Learning Process Emphasis	Curriculum Emphasis	Teaching Practices
Jul	NE	Teachers Preparing		Preparation: staff training, pre-planning
Aug	NE/E	Opening	Art Language Arts	Opening Ceremonies; building safety, trust, class identity and community protocols/routines; create individual learning contracts
Sep	E	Naming	Language Arts	Identification of Plants, Animals, Project Tools, Materials, etc.
Oct	SE	Questioning	Science	Investigating/going deeper through questions and scientific method
Nov	S	Delimiting	Math	Quantifying and qualifying conclusions; measurement and documentation
Dec	SW/W	Internalizing	Physical Education	Embodying and celebrating learning through theatre, music, dance–school musical; student-led super-nutrition feast; take a break/holidays
Jan	W	Linking	Agriculture	Seeing relatedness between subjects; sharing knowledge through media
Feb	NW	Evaluating	Social Studies	Placing subject material within historical contexts and larger social contexts
Mar	N	Integrating	Environment	Integrating all subject areas through culminating projects
Apr	N	Reviewing	All	Finishing and publishing projects; reviewing of all learning in preparation for testing
May	NE	Assessing Closing		Testing and assessment; closing/graduation ceremonies; rite of passage into next grade

2. Intended Contracts EMS

Attach a copy of any intended contracts for the provision of educational management services...

CHCS does not intend to contract with an educational management agency at this time.

3. Agreements with Local Schools

Attach a copy of any agreements with other local schools for the charter schools student's participation in extracurricular activities such as interscholastic sports and clubs.

CHCS does not have any pending agreements at this time.

4. Admissions Application

■ Attach a copy of the admissions application.

The CHCS forms for admissions are included on the follow 5 pages.

Chattahoochee Hills Charter School

Lottery Admissions Application for 2011–2012 School Year

P.O. Box 998
Palmetto, GA 30268

P 770.629.5625 | f 770.629.5635
Email: info@chatthillscharter.org
www.chatthillscharter.org

Please complete one form for each student to be admitted into the lottery to attend the school. Please print clearly with blue or black ink.

Student Information

Legal Name of Student: (last) _____ (first) _____ (middle) _____

Student's Residence Address: (Note: No P.O. Boxes)

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Social Security Number (optional): _____ **Date of Birth:** _____

Parents Tel number: Work: (_____) _____ Home: (_____) _____ Cell: (_____) _____

Parents Email Address: _____

Entering grade level: K 1 2 3

Name of Previous School: _____

County/State _____

Type of School: Public School Private School Home Parochial Charter School Not in school/Other

Did Student attend Pre-K program: Yes No, If Yes what type of school

GA Pre-K Head Start Public Title 1 Other Public Church, nonprofit Private

Does the applicant have any siblings applying for admissions to Chattahoochee Hills Charter School? Yes No If yes, please list

Name of Student	Relationship	Current Grade

Parent/Guardian submitting application (Please Print)

Date Submitted: _____

Post Lottery Registration Instructions

The lottery results will be posted / forwarded to you no later than **April 30, 2011**. Registration will commence on or about **May 1, 2011**.

If your child(ren) has been selected in the lottery, please follow these instructions on how to enroll / register your child into Chattahoochee Hills Charter School (CHCS), please fill out the CHCS Student Registration/Enrollment packet, and attach copies of the following information: Enrollment application & CHCS Student Registration form.

- Proof of residence (utility bill and mortgage statement/lease agreement)
- Child's current immunization record (Georgia Form 3231)
- Current Eye, Ear and Dental (Georgia Form 3300)
- Current or last report card or Pre-K evaluation forms (if kindergartener)
- IEP (for students with disabilities only)
- Birth certificate
- Social Security card (**optional**)
- Proof of guardianship, if applicable
- Discipline report from previous school (does not apply to new kindergarteners)

Chattahoochee Hills Charter School

Admissions Application for 2011-2012 School Year

Instruction /Checklist

P.O. Box 998
Palmetto, GA 30268

P 770.629.5625 | f 770.629.5635

Email: info@chatthillscharter.org
www.chatthillscharter.org

Please complete one Enrollment Package for each student admitted to the school. Please print clearly with blue or black ink being sure to include the student's name and phone number at the bottom of each page of each form. This is to ensure that we have the correct information for each student, should the pages of the documents get separated. NOTE: Students are not officially enrolled until all complete forms have been submitted.

Please mark the box for each item on the list below as you complete/include it. This checklist is for your records only.

Forms:

Enrollment Form

Please fill out all the information sections. Make sure you provide complete information including full mailing address. To ensure accurate data entry, please spell out all abbreviations, including street names, town names, and states.

Copy of Student's Immunization Card

Please include a copy of the current immunization records for each student (Georgia Form 3231)

Copy of Student's Eye, Ear, Dental report

Please include a copy of the current eye, ear dental records for each student (Georgia Form 3300)

Copy of Student's Birth Certificate (The original one must be seen by the school administration)

Please also include a copy of each student's Birth Certificate.

Proof of Residence

Please include a copy of a utility bill and mortgage statement/lease agreement document addressed to parent/legal guardian living with student.

Free and Reduced Meals Programs Form (If you are eligible, we need forms completed)

Most public schools (including charter schools) must collect and report this information. All data is strictly confidential.

Release of Student Records

This form is required to transfer your child's previous school records. If your child is entering kindergarten or if your child was not previously enrolled in a school, you do not need to fill out this form.

Chattahoochee Hills Charter School

Admissions Application for 2011-2012 School Year

Enrollment Form

P.O. Box 998
Palmetto, GA 30268

P 770.629.5625 | f 770.629.5635
Email: info@chatthillscharter.org
www.chatthillscharter.org

Please complete one form for each student to be admitted to the school. Please print clearly with blue or black ink.

Student Information:

Legal Name of Student: (last) _____ (first) _____ (middle) _____

Preferred Name: _____

Gender: Male Female **Date of Birth:** _____ **Home Phone:** (____) _____

Ethnicity: (check one) American Indian Asian Black, not Hispanic Hispanic

White, not Hispanic Native Hawaiian or other Pacific Islander Other Multiracial

Social Security Number (optional): _____ **Grade level applying for:** K 1 2 3

Student's Residence Address: (Note: No P.O. Boxes)

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Student's Mailing Address: (Check here if same as residence address.)

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Legal School District of Residence: _____

Is student's current school located in this district? Yes No If No, fill in district name: _____

Previous School Information:

Name of Previous School: _____

Type of School: Public School Private School Registered Home School Charter School Not in school/Other

Address of Previous School:

Street: _____ City: _____ State: _____ Zip Code: _____

School Phone: (____) _____ School Fax: (____) _____

Parent/Guardian Information:

Student lives with: Both parents Both parents alternately (Joint custody) Mother only Father only Legal guardian

Father's Name: _____

Address and phone same as student? Yes No If No, complete the following:

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Name of Employer: _____ **Occupation:** _____

Work Address:

Street: _____ Suite #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Work Phone: (____) _____ Home Phone: (____) _____ Cell Phone: (____) _____

E-mail address: _____

Chattahoochee Hills Charter School

Admissions Application for 2011-2012 School Year

Enrollment Form

P.O. Box 998
Palmetto, GA 30268

P 770.629.5625 | f 770.629.5635

Email: info@chatthillscharter.org
www.chatthillscharter.org

Mother's Name: _____

Address and phone same as student? Yes No If No, complete the following:

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Name of Employer: _____ Occupation: _____

Work Address:

Street: _____ Suite #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Work Phone: (____) _____ Home Phone: (____) _____ Cell Phone: (____) _____

E-mail address: _____

Stepparent/Legal Guardian's Name: _____

Address and phone same as student? Yes No If No, complete the following:

Street: _____ Apt #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Name of Employer: _____ Occupation: _____

Work Address:

Street: _____ Suite #: _____

City: _____ County: _____ State: _____ Zip Code: _____

Work Phone: (____) _____ Home Phone: (____) _____ Cell Phone: (____) _____

E-mail address: _____

Emergency Contacts:

If a parent cannot be contacted we will attempt to contact one of the following in the order listed below. Please list at least one emergency contact.

FIRST person to contact if parents cannot be reached:

Name: (last) _____ (first) _____ Relationship: _____

Home Phone: (____) _____ Cell Phone: (____) _____ Work Phone: (____) _____

SECOND person to contact if parents cannot be reached:

Name: (last) _____ (first) _____ Relationship: _____

Home Phone: (____) _____ Cell Phone: (____) _____ Work Phone: (____) _____

Sibling Information:

Siblings Enrolled in CHCS	Home Phone Number	Relationships to Student
1		
2		
3		
Other Children Living in the Household	Birth Date	Relationship to Student
1		
2		
3		

Home Language Questionnaire

- | | | |
|--|----------------------------------|--|
| 1. What language(s) is spoken in the student's home or residence? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |
| 2. What language(s) is spoken most of the time to the student, in home or residence? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |
| 3. What language(s) does the student understand? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |
| 4. What language(s) does the student speak? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |
| 5. What language(s) does the student read? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |
| 6. What language(s) does the student write? | <input type="checkbox"/> English | <input type="checkbox"/> Other _____
<small>(Specify)</small> |

Health Insurance

Primary Physician Information:

Doctor Name: _____ Doctor Phone: _____

Dentist Name: _____ Dentist Phone: _____

Type of Health Insurance: HMO Medicaid No health insurance

Other

If the student is covered by Medicaid, provide the Medicaid number: _____

Please list any serious allergies, conditions, or restrictions the student has: _____

Please list any physical or emotional disabilities the student has: _____

Emergency Release

Chattahoochee Hills Charter School (CHCS) will attempt to reach the parent/legal guardian or one of the people listed as an emergency contact but if none of these people can be reached, the CHCS personnel have my permission to use discretion in securing medical aid in an emergency. It is understood that neither CHCS nor the person responsible for obtaining this medical aid will be responsible for the expense incurred.

Parent/Guardian Signature: _____ Date: _____

Special Programs

Has your child been evaluated for and/or participated in any of the following special services?

Gifted & Talented Title 1/Chapter 1 Program Special Education (IEP)

English as a Second Language (ESL) Other: _____

If you checked Special Education (IEP), do you have the student's special education records? Yes No

5. Emergency Safety Plan or Timeline

Attach the school's emergency safety plan, or a timeline for preparing a safety plan in the alternative, an assurance that the charter will prepare a safety plan in accordance with OCGA 20-2-1185 and will submit and obtain approval of that plan from the Georgia Emergency Management Agency by a specific date.

CHCS is in the process of working with the Chattahoochee Hills Police Department and local emergency safety volunteers to draft an emergency safety plan in accordance with OCGA 20-2-1185 and will submit the plan to the Georgia Emergency Management Agency by April 1, 2011 and obtain approval prior to the opening of the school in August 2011.

We have received a letter from Chattahoochee Hills Chief of Police, Damon Jones, showing his support in helping CHCS draft the emergency safety plan. (See next page.)



City Hall 6505 Rico Road, Suite A Chattahoochee Hills, GA 30268

Mayor Don L. Hayes	February 16, 2010
City Council John Taylor Carl Hattaway David Hanson Faye Godwin Rodney Peek	Chattahoochee Hills Charter School P.O. Box 998 Palmetto, GA 30268 Subject: Chattahoochee Hills Charter School Emergency Safety Plan
City Manager Carol R. Wolfe	To Whom It May Concern:
www.chathillsga.us Direct (770) 463-5550 Fax (770) 463-8550	The Chattahoochee Hills Police Department understands that the new Chattahoochee Hills Charter School (CHCS) will need to develop an emergency safety plan in accordance with OCGA 20-2-1185 and submit the plan to Georgia Emergency Management Agency for approval prior to the school opening. The Chattahoochee Hills Police Department believes that students and staff in Fulton County deserve a safe and orderly public school, and an educational environment that fosters a spirit of acceptance and support. We fully support the Fulton County School System, and its belief that students and staff have the right to a safe and secure learning and working environment, free from intimidation and fear, physical and psychological harm. And that students must have a clear understanding of expectations about their behavior toward other students and faculty, as well as an understanding of consequences of inappropriate behavior. We will gladly work with the Chattahoochee Hills Charter School to help develop a safety plan in accordance with OCGA 20-2-1185.
	Sincerely, A handwritten signature in blue ink that appears to read "Damon W. Jones". Damon Jones, Chief of Police Chattahoochee Hills, Georgia

5a. Code of Conduct

Attach a copy of the proposed student code of conduct, even if it is the FCCS code.

CHCS will follow the Fulton County School System Student Discipline and Code of Conduct approved by the Board of Education and titled Policy JD, and reprinted as follows from the FCCS Website:
<http://www.fultonschools.org/dept/studentdiscipline/index.html>

Board of Education Policy JD

The Board of Education supports all students' rights to learn. To do so, each student must be in a school climate that is satisfying and productive without disruptive behavior by any student infringing upon the rights of others.

Therefore, it is the policy of the Board of Education that each school within this school system shall implement an age-appropriate student code of conduct designed to improve the student learning environment by improving student behavior and discipline. The code of conduct will comply with state law and state board of education rules and will include the following:

- Standards for student behavior designed to create the expectation that all 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, school system employees and any other persons attending school functions, and 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 system;
- 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;
- Progressive discipline processes designed to create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior leading to the discipline and will take into account 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;
- 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.

The code of conduct should require disciplinary action for infractions of the code. Also, parents should be involved in developing and updating a code of conduct.

The student code of conduct should be distributed to each student and the student's parents or guardians at the beginning of the school year and upon enrollment of each new student. The parents/guardians will be requested to sign an acknowledgment of the receipt of the code of conduct and promptly return the acknowledgment to the school. The student code of conduct should be available in the school office and each classroom.

Teacher Reporting Information

A teacher has the authority, consistent with Board policy and applicable law, to manage his or her classroom, discipline students, and refer a student to the principal or designee to maintain discipline in the classroom.

Any teacher who has knowledge that a student has exhibited behavior which violates the student code of conduct and repeatedly or substantially interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of such student's classmates to learn should file a report of such behavior with the principal or designee. The principal and teacher should thereafter follow the procedures set forth in Georgia law, specifically O.C.G.A. 20-2-737-738.

Student behavior which violates state or federal laws as specified in O.C.G.A. 20-2-1184 will result in a report being filed with the police and district attorney.

The Superintendent and/or designee shall develop procedures and guidelines as necessary for implementation of this policy and law.

Administrative Procedure JD

A well-disciplined school promotes the ideal of each student working toward self-management and controlling his or her own actions. At the same time, the school recognizes that adult intervention is both desirable and necessary.

As socializing institutions, schools accept the responsibility of helping each student to learn appropriate behavior as he or she develops into a mature member of society. Many discipline problems can be minimized through prevention. Problem behavior should be handled quickly and decisively as teachers and administrators intervene and restore a supportive learning atmosphere. To maintain a positive school climate, the Board, the Superintendent, and/or their designees have established this code of conduct governing student behavior and discipline. Compliance with these requirements is mandatory. Parents and students will annually receive a summary of these discipline guidelines outlining standards of conduct, means of reporting misconduct, and possible disciplinary sanctions.

Part I -- Substantive Rules

Rule 1. Disruption and Interference with School

A student shall not:

- occupy any school building, gymnasium, school grounds, properties or part thereof with intent to deprive others of its use, or where the effect thereof is to deprive others of its use;
- block the entrance or exit of any school building or property or corridor or room thereof so as to deprive others of access thereto;
- prevent or attempt to prevent the convening or continued functioning of any school, class, activity or lawful meeting or assembly on the school campus;
- prevent a student from attending class or school activity;
- except under the direct instruction of the principal, block normal pedestrian or vehicular traffic on a school campus or adjacent grounds;
- continuously and intentionally make noise or act in any other manner so as to interfere seriously with the school employee's ability to perform his/her duties;
- use, display, or turn on a pocket pager, cellular telephone or other personal electronic communication device on school property, except for middle and high school students who may use such devices on school grounds before or after the regular school day.

Elementary students are prohibited from possessing cellular telephones at any time. No such devices may be used at any time on school system operated vehicles, or during an emergency drill or evacuation. These limits on the use of personal communication devices do not apply to students whose special needs require the use of such a device to enhance speech or hearing. Students who are found with such devices in the "on" position, in use, or displayed except as permitted above, shall have the device confiscated by the school administrator. See Rule 18, below, for specific rules relating to use of electronic equipment and other items while on the school bus.

Pagers, cellular telephones or electronic communication devices secured inside student automobiles will not be considered an infraction of this rule;

- in any other manner, by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, false statements, or any other disorderly conduct, intentionally cause the substantial disruption of any lawful mission, process or function of the school, engage in any such conduct for the purpose of causing the substantial disruption or obstruction of any such lawful mission, process or function, or pose a substantial threat to the health, safety and/or welfare of students, staff or others;
- refuse to identify himself/herself upon request of any teacher, principal, Superintendent, school bus driver or other authorized school personnel;
- threaten to plant a bomb or falsely inform others that a bomb or other explosive has been planted (a) on school grounds; (b) off school grounds at a school function, activity or event; or (c) on any school vehicle or other school property; or

- urge, encourage or counsel other students to violate any of the preceding paragraphs of this rule.

Rule 2. Damage, Alteration, or Theft of School Property

A student shall not cause or attempt to cause damage to school property; alter or attempt to alter school property; set fire to or attempt to set fire to school property; steal or attempt to steal school property; or possess or distribute school property without appropriate school/school system authorization.

Rule 3. Damage, Alteration, or Theft of Private Property

A student shall not cause or attempt to cause damage to private property; alter or attempt to alter private property; set fire to or attempt to set fire to private property; steal or attempt to steal private property or possess or distribute private property without appropriate authorization: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) under the jurisdiction of school district transportation.

Rule 4. (Physical or Verbal) Assault or Battery or Abusive Language to a School Employee

A student shall not

- intentionally make physical contact which causes physical harm to a school employee unless such physical harm was in defense of himself or herself;
- (ii) intentionally make physical contact of an insulting or provoking nature with a school employee;
- attempt to cause physical injury, threaten bodily harm, or behave in such a way as could reasonably cause physical injury to a school employee; or
- use in such employee's presence opprobrious or abusive words, or obscene language, pictures or gestures tending to cause a breach of the peace:
- on the school grounds at any time;
- off the school grounds at a school-sponsored activity, function or event; or
- en route to and from school or school-sponsored activity.

See Rule 18, below, for specific rules relating to acts assault or battery while on the school bus.

Rule 5. (Physical or Verbal) Assault or Battery or Abusive Language by a Student to any Person

A student shall not

- intentionally make physical contact which causes physical harm to another person;
- intentionally make physical contact of an insulting or provoking nature with another person;
- attempt to cause physical injury, threaten bodily harm, or behave in such a way as could reasonably cause physical injury to any person; or
- use opprobrious or abusive words, or obscene language, pictures or gestures tending to cause a breach of the peace:
- on the school grounds at any time;

- off the school grounds at a school activity, function or event; or
- en route to and from school or school-sponsored activity.

At the discretion of the local school administration, the student and the parent may be offered the opportunity to attend a violence prevention program in lieu of a portion of any suspension period.

See Rule 18, below, for specific rules relating to acts assault or battery while on the school bus.

Rule 6. Harassment and Acts of Bigotry

A student shall not insult, intimidate, or harass any person by committing any act of bigotry (directed toward another person's race, ethnic heritage, national origin, religion, age, sex, or disability) that, under the circumstances, would tend to cause substantial disruption of the educational setting or school activity. Prohibited acts of bigotry include verbal harassment, such as racial, sexual, or ethnic slurs, derogatory comments, insults, and jokes; physical harassment, such as offensive touching; and visual harassment, such as racially, sexually, or ethnically offensive posters, graffiti, drawings, clothing, or gestures that, under the circumstances, would tend to cause substantial disruption of the educational setting or school activity. Such acts of bigotry and harassment are prohibited: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function, or event; or (c) en route to and from school or a school-sponsored activity.

Rule 7. Sexual Harassment

A student shall not harass another person through unwelcome conduct or communication of a sexual nature. Prohibited acts of sexual harassment include verbal harassment, such as sexual jokes or comments about an individual or his/her physical characteristics; physical harassment such as unwanted touching; visual harassment such as the display of sexually suggestive objects or pictures; or requests or demands for sexual involvement, accompanied by implied or explicit threats: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function, or event; or (c) en route to and from school or school-sponsored activity.

Rule 8. Weapons and Dangerous Instruments

A student shall not possess, display, transmit or threateningly use a knife, razor, razor blade, ice pick, nunchakus, explosive, machete, brass knuckles, pistol, rifle, shotgun, BB/pellet gun, stun-gun, incendiary device, self-defense sprays such as mace or pepper gas, or other object that reasonably can be considered a weapon: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) en route to and from school or school-sponsored activity. (See also Part II, Procedural Rule 8.)

Rule 9. Alcohol and Other Drugs/Psychoactive Substances

Use of illicit drugs and the unlawful possession and use of alcohol is illegal, wrong and harmful; therefore, a student shall not possess, sell, attempt to sell or transmit any narcotic, hallucinogen, amphetamine, barbiturate, marijuana, drug analog or designer drug, alcoholic beverage, prescription drug, steroid, illegal drug, drug paraphernalia or psychoactive substance of any kind or abuse any substance that may have a mind-altering or intoxicating effect: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) en route to and from school or

school-sponsored activities. A student shall not possess, sell, attempt to sell or transmit any substance under the pretense that it is, in fact, a narcotic, hallucinogen, amphetamine, barbiturate, marijuana, drug analog, alcoholic beverage or psychoactive substance of any kind. Personal use of a drug authorized by a medical prescription or directive from a licensed physician by the patient for whom it was prescribed shall not be considered a violation of this rule. Appropriate use or simple possession of personal hygiene products or other household products that have a regular school use shall not be considered a violation of this rule. However, use or distribution for use of any such substances for intoxicating or mind-altering purposes will constitute a violation of this rule. First offenders for possession or use only must be offered the opportunity to attend an approved substance prevention education program in lieu of a portion of the suspension period.

Rule 10. Disregard of School Rules; State, Federal and/or Local Laws; Directions or Commands

A student shall not fail to comply with school rules; state, federal and/or local laws; or reasonable directions or commands of teachers, student teachers, substitute teachers, school assistants, administrators, school bus drivers or other authorized school personnel or engage in willful and persistent violations of the student code of conduct when: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) en route to and from school or school-sponsored activity.

Rule 11. Unexcused Absences

A student shall not be tardy or absent from a school in which he/she is enrolled without bringing a satisfactory excuse signed by his/her parent or guardian within three days giving the reason for the absence or tardiness (see Policy/Procedure JBD). A student shall not be absent from any class or other required school function during required school hours except with written permission of the teacher, principal or other duly authorized school official.

A student shall not leave the school campus or other required school functions during required school hours without permission of the school administration. No student shall encourage, urge or counsel other students to violate this rule.

It should be noted that OCGA § 20-2-690.1 states that any parent, guardian, or other person residing in this state who has control or charge of a child or children that accrue five unexcused absences during one school year will be deemed to have violated this Code section and shall be guilty of a misdemeanor and subject to fines, imprisonment, community services, or any combination of these penalties. (See also FCBOE Procedural Part II, Procedural Rule 17.)

Rule 12. Dress and Grooming

Students in the school system are expected to dress and groom themselves in such a way as to reflect neatness, cleanliness and safety. All students shall dress appropriately so as not to disrupt or interfere with the educational program or the orderly operation of the school. Extremes in dress and grooming will not be permitted. Examples are: lack of cleanliness in person or dress; shoelessness; "short-short" clothing; bare midriffs; "tank tops"; "see-through" clothing or apparel which designates gangs or similar organizations or any dress that is disruptive to the educational process. Designated dress involving

school activities approved by the principal shall be acceptable. The principal or other duly authorized school official shall determine whether any particular mode of dress or grooming results in a violation of the spirit and/or the intent of this rule.

Rule 13. Tobacco Use

A student shall not possess, use, handle or transmit cigarettes, lighters, matches, or related tobacco products of any kind, including cigarette wrapping paper or containers for such products: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) under the jurisdiction of school district transportation. First offenders will be required to attend a tobacco use program provided by the local school in addition to any other disciplinary action deemed appropriate.

Rule 14. Gambling

A student shall not gamble or solicit others to gamble: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) under the jurisdiction of school district transportation. Gambling includes betting on any game or event, shooting dice, matching or other games of chance for money and/or things of value.

Participating in a raffle or bingo game sponsored by a school-related support group such as a PTA or booster club will not violate this rule when the student is accompanied by his or her parent or guardian or by another parent who has permission in writing from the student's parent or guardian to supervise that student at the fund raiser.

Rule 15. Sexual Misconduct/Sexual Offenses

A student shall not perform an act of lewd exposure or lewd caress or indecent fondling/touching of the student's own body or the body of another person, or any act of sexual intercourse: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) under the jurisdiction of school district transportation.

Rule 16. Bullying

A student shall not willfully attempt or threaten to inflict injury on another person, when accompanied by an apparent present ability to do so or shall not intentionally exhibit a display of force such as would give the victim reason to fear or expect immediate bodily harm: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) en route to and from school or school-sponsored activities.

Except as otherwise required by law, any student in grades six through 12 who commits the offense of bullying for the third time during a school year shall be assigned to an alternative school program in addition to any other disciplinary action deemed appropriate. For students in grades K through five, disciplinary action should be taken as deemed appropriate.

See Rule 18, below, for specific rules relating to acts of bullying while on the school bus.

Rule 17. Disrespectful Conduct Toward Employees, Students and/or Others

A student shall not exhibit disrespectful, rude or discourteous behavior or language toward an employee, student or other person: (a) on the school grounds at any time; (b) off the school grounds at a school activity, function or event; or (c) under the jurisdiction of school system transportation.

Rule 18. School Bus Disciplinary Rules

Students shall be prohibited from using items during the operation of a school bus in a manner which might interfere with the school bus communications equipment or the school bus driver's operation of the bus. These items include but are not limited to cell phones; pagers; audible radios; tape or compact disc players without headphones; mirrors; lasers, or flash cameras.

If a student is found to have engaged in bullying or in physical assault or battery of another person on the school bus, a meeting shall be scheduled involving the parent or guardian of the student and appropriate school district officials to form a school bus behavior contract for the student. Such contract shall provide for progressive age-appropriate discipline, penalties, and restrictions for student misconduct on the bus. Contract provisions may include but shall not be limited to assigned seating, ongoing parental involvement, and suspension from riding the bus. This paragraph does not in any way limit or restrict the school system's ability to take additional action, including imposing disciplinary sanctions through and including permanent expulsion from the school system, as a result of the student's behavior.

See "Bus Conduct Disciplinary Procedures" in the Code of Conduct and Discipline Handbook .

Rule 19. Off-Campus Misconduct

Students shall be disciplined for engaging in off-campus conduct that affects the safety and welfare of the school, staff, and/or students or that has a direct effect on the discipline or educational environment of the school. Off-campus misconduct for which a student shall be disciplined includes, but is not limited to, any off-campus conduct that 1) is prohibited by the Georgia or United States criminal codes; 2) is punishable as a felony or would be punishable as a felony if committed by an adult; and 3) is conduct for which a student has been arrested, indicted, adjudicated to have committed, or convicted. [OCGA § 20-2-751.5(c)]

Rule 20. Encouraging Violations of Code of Conduct

Students shall not incite, urge, encourage, advise, or counsel other students to violate any Rule of this Code of Conduct. [OCGA § 20-2-751.5(a)(11)]

Part II -- Procedural Rules

Definitions

As used in these rules:

- "Parent" means the student's natural parent or court approved legal guardian.
- "Administrator" means the principal or other designated person to whom authority has been delegated.
- "Teacher" means a classroom teacher, counselor, school assistant, substitute teacher or a student teacher who has been given authority over some part of the school program by the principal or a supervising teacher.
- "Superintendent" means the system's Superintendent or chief administrative officer or other designated person to whom disciplinary authority has been delegated.
- "Board" means the system's Board of Education.
- "President" means the chair or president of the Board of Education or another member of the Board who has been designated as acting chairman or president for the purpose of these rules.
- "Informal Hearing Officer, Disciplinary Hearing Officer, and Tribunal" mean the individual(s) appointed to conduct an Informal Hearings, Disciplinary Hearings, and Tribunals as provided in Procedural Rules 8 through 14 of these rules.

Procedural Rule 1. Searches

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized or contraband materials discovered in the search. The term "unauthorized" means any item dangerous to the health or safety of students or school personnel or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student. A student's failure to permit searches and seizures will be considered grounds for disciplinary action which may include involving the local police agency in emergency situations as determined by the school administrator.

- Personal Searches . Student's person and/or personal effects (i.e., purse, book bag, etc.) may be searched whenever a school authority has reasonable grounds for suspecting that the student is in possession of illegal or unauthorized materials. If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, police notified and appropriate disciplinary action administered. A student search record must be completed regarding any personal search.

- Automobile Searches . Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of the exteriors of student vehicles on school property.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent and without a search warrant. A student search record must be completed regarding any automobile search.

- Locker Searches. Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent and without a search warrant. However, notice to expect periodic general inspections should be communicated in writing (student handbook) to the students prior to the issuance of the locker. All lockers should be inspected at least quarterly. Searches of specific lockers or locker areas may be conducted as needed. A record should be made of each general search. Any illegal materials found during a locker search should be reported by completing a student search record.
- Seizure of Illegal Materials . If a search yields illegal or unauthorized materials, such findings shall be turned over in person to either the Chief of the Fulton County School Police or the Office of Student Discipline or proper legal authorities for ultimate disposition.

Procedural Rule 2. Investigation and Disciplinary Sanction(s)

When an administrator receives information of an alleged rule violation, he/she shall conduct an investigation to determine whether the charge or complaint has a basis in fact. Such investigation may include, but not necessarily be limited to, an interview with the charged party or parties, interviews with witnesses, if any, and an examination of any relevant documents, including signed, dated written statements from teachers, staff and student witnesses. Based on the evidence available, the administrator shall determine whether a rule(s) was violated.

Once it has been determined that a rule(s) was violated, the administrator 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 the particular student and will take into account the student's discipline history, the age of the student and other relevant factors. Disciplinary actions may include, but not necessarily be limited to, warning, loss of privileges, isolation or time out, temporary removal from class or activity, notification of parents, parent conference, detention, forfeiture of participation in competitive interscholastic activities, Saturday School , in-school suspension, out-of-school suspension, or referral to an Informal Hearing, Disciplinary Hearing, or Tribunal for appropriate action.

Also, a variety of resources is available at every school to help address behavioral problems. The school discipline process will include appropriate consideration of support processes to help students resolve such problems. These resources may include, but are not limited to, Student Support Team, counseling

with school counselor, school social worker, school resource officer and other staff, behavior, attendance and academic contracts or plans, peer mediation, SUPER program, and Stopping Acts of Violence Through Education (SAVTE).

Parents, guardians, teachers, administrators and other staff are expected to work together to improve and enhance student behavior and academic performance and should freely communicate their concerns about, and actions in response to, student behavior that detracts from the learning environment.

Procedural Rule 3. Discipline Short of Suspension or Expulsion

Teachers and administrators have the authority to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of student and/or parent conferences, student court, mediation, detention, in-school suspension, Saturday opportunity school, out- of-school suspension and reasonable force in the exercise of lawful authority to restrain or correct students and maintain order.

Procedural Rule 4. Detention and Saturday Opportunity School

Detention and Saturday opportunity school by a teacher or an administrator require a student to be at school for a limited period of time other than normal school hours or days. The student's parent or legal guardian should be notified, if possible, at least on the day prior to the serving of detention or Saturday opportunity school.

Procedural Rule 5. In-School Suspension

In-school suspension is the removal of a student from his/her class by the principal or a designee and assignment to a location supervised by appropriate personnel in another room on the school premises for a period not exceeding ten (10) school days. A student assigned to in-school suspension will be permitted to work on classroom assignments and will be counted present on the attendance register. If a student is removed from regular class assignments for more than one-half the school day, written notice of this assignment to in-school suspension must be sent to the parent and a copy to the Office of Student Discipline. A copy must also be sent to the Department of Services for Exceptional Children if the student has an Individual Education Plan (I.E.P.) and the visiting teacher/school social worker should be sent a copy of all suspension letters. The letter should clearly indicate that the suspension is "in-school." The administrator should make every effort to have a conference with the parents and student before, or at the time the student returns to regular classes.

Procedural Rule 6. Short-term (Out-of-School) Suspension

Short-term suspension is the suspension of a student from a school, school center or school function for a period not exceeding ten (10) school days. After the administrator has investigated the case and has heard the student's version of the incident, he/she may decide to suspend the student for a period of one (1) to ten (10) school days. Only for serious offenses or repeated violations should a student be suspended for more than five (5) school days. Suspension days for any student with an Individual Education Plan (IEP) should conform to applicable legal requirements (including any legal limitations of cumulative suspension days).

At the discretion of the local school administration, the student and parent may be offered the opportunity to attend an out-of-school alternative suspension program in lieu of a portion of any suspension period.

Upon suspension of a student, the administrator should do the following:

- Send a letter to the student's parents which must describe the student's conduct, state the rule or rules violated and state the number of days suspended. The letter should provide for a conference or communication with the parent. Within two weeks, a copy of the suspension letter indicating the sex, race and grade of the student must be filed with the Office of Student Discipline. A copy must also be sent to the Department of Services for Exceptional Children if the student has an Individual Education Plan (I.E.P.) and the visiting teacher/school social worker should be sent a copy of all suspension letters.
- Secure written statements and file all documents and relevant information received concerning the incident. Teacher, staff and student witnesses should be asked to make a detailed written statement which must be signed and dated.
- The administrator should make every effort to have a conference with a parent or guardian and the student before or at the time the student returns to school.

The parent may be notified of the conference by mail or telephone call. The administrator may suggest or recommend a disciplinary and behavioral correction plan or alternative programs which may help to modify or eliminate the student's antisocial behavior. Notation of the conference should be placed in the student's permanent discipline file. Failure of the parent to attend the conference should not preclude the student's readmission to school.

Procedural Rule 7. Chronic Disciplinary Problem Student

A "chronic disciplinary problem student" is defined by law as 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. Any time a teacher or principal identifies a student as a chronic disciplinary problem student, the principal shall inform the parent or guardian of the student's disciplinary problem. Notification should be by either first-class mail or certified mail with return receipt requested and telephone call. The principal should invite the parent or guardian to observe the student in a classroom situation. The principal should also request at least one parent or guardian to attend a conference with the principal and/or teacher. The purpose of the conference would be to devise a disciplinary and behavioral correction plan.

Before any chronic disciplinary problem student is permitted to return from an expulsion or suspension, the school to which the student is to be readmitted should request by telephone call or by either certified mail with return receipt requested or first-class mail at least one parent or guardian to schedule and attend a conference with the principal or designee to devise a disciplinary and behavioral correction plan. Failure of the parent or guardian to attend shall not preclude the student from being readmitted to

the school. At the discretion of the principal, a teacher, counselor, or other person may attend the conference. The principal shall ensure that a notation of the conference is placed in the student's permanent file.

The school system may, by petition to the juvenile court, proceed against a parent or guardian of a chronic disciplinary problem student if school system personnel believe the parent or guardian has willfully and unreasonably failed to attend a conference requested by a principal.

Procedural Rule 8. Informal, Disciplinary, and Tribunal Hearing Referrals.

Informal, Disciplinary, and Tribunal hearings will be held for serious or chronic misbehavior which may result in school transfer, long-term suspension or expulsion.

- **Informal Hearings**

The Director of Student Discipline, a Student Discipline Hearing Officer, a Student Discipline Hearing Panel of three school officials, or designee may be the delegated hearing officer /panel to convene an informal hearing for those students in kindergarten through fifth grade.

- **Disciplinary Hearings**

For students in grades six through 12, Disciplinary Hearings may be conducted by a Tribunal Panel, Student Discipline Hearing Officer, or a Student Discipline Hearing Panel. If conducted by a Tribunal or Student Discipline Hearing Panel, the panel will be composed of three school officials. Panel members and Hearing Officers will be selected from a list prepared by the Superintendent or designee, and approved by the Board.

- **Tribunals**

For students in grades kindergarten through 12 who are alleged to have violated Rule 4(i), hearings shall be conducted by the Board, or Tribunal as a designee, a Tribunal Hearing Officer or Tribunal Panel. If conducted by a Tribunal Panel, the Panel, composed of three school officials, will be selected from a list prepared by the Superintendent or designee and approved by the Board. If conducted by a Hearing Officer, the Hearing Officer will be selected from a list prepared by the Superintendent or designee and approved by the Board.

- The principal should furnish the Director of Student Discipline, within two local school work days after the incident, the information and documentation listed below.
- The administrator should thoroughly investigate an alleged incident, examining all possible evidence and witness accounts. Written statements, signed and dated, should be obtained from alleged victims, alleged participants and witnesses together with all other information or evidence relevant to the incident.
- The administrator will call the Office of Student Discipline and initially report the incident immediately after the occurrence. Within two local school work days after the initial report, the

administrator should furnish the Director of Student Discipline all victim, participant and witness statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and alternatives tried at the local school including EST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or EST status (active enrollment or referral for any of these programs); EST reports; and any other information or evidence relevant to the incident. Any confiscated drugs, weapons or other criminal evidence should be transferred to the Chief of the Fulton County School Police for use during a Tribunal and/or criminal case.

1. A student must be referred to one of these hearings whenever a student is alleged to have issued a bomb threat or falsely stated that a bomb or other explosive has been planted on school grounds, on school property or at a school-sponsored activity, function or event.

1. A student must be referred to one of these hearings whenever a student is alleged to have committed one of the following offenses on school grounds or on school property; at a school-sponsored activity, function or event; or en route to or from school or a school-sponsored activity, function or event:

- Assault or battery upon any teacher, bus driver, other school official, or employee if requested by the employee. If the student is to be disciplined for a threat or physical contact (See Rule 4.) that the employee believes constituted an assault or battery and if he/she requests a hearing, the matter should be referred to the Office of Student Discipline within two business days of the alleged offense for the purpose of scheduling an Informal Hearing, a Disciplinary Hearing, or a Tribunal.
- An Informal or Disciplinary Hearing may be scheduled when a student allegedly intentionally makes physical contact of an insulting or provoking nature against a teacher, school bus driver, school official, or school employee [See Rule 4(ii)]; attempts to cause physical injury, threaten bodily harm, or behave in such a way as could reasonably cause physical injury to a school employee [See Rule 4(iii)]; or uses in an employee's presence opprobrious or abusive words, or obscene language, pictures or gestures tending to cause a breach of the peace [See Rule 4(iv)]. If the Hearing Officer/Panel or Tribunal determines that the student violated the Code of Conduct and determines that a disciplinary action shall be taken, such action may include, but is not limited to, short-term suspension, school transfer, long-term suspension, expulsion, or any other discipline determined to be appropriate.
- A Procedural Rule 8(c) Tribunal will be scheduled whenever a student is alleged to have violated Rule 4(i). This Tribunal will hear evidence and determine all issues related to this.

When the Procedural Rule 8 (c) Tribunal finds that a student has violated Rule 4(i), the ruling shall include a recommendation as to whether a student may return to public school, as provided in the paragraph below, and, if return is recommended, a recommended time for the student's return to public school.

When a student is found by the Board , or Tribunal as designee, to have violated Rule 4(i), and not to have acted in self-defense, the student shall be expelled from the public school system for the remainder of the student's eligibility to attend public school. The Board , or Tribunal as designee, at its discretion may permit the student to attend an alternative education program for the period of the student's expulsion. If the student is in kindergarten through grade eight, then the local school board, or Tribunal as designee, at its discretion may permit such a student to re-enroll in the regular public school for grades nine through 12. If the Board does not operate an alternative education program for students in kindergarten through grade six, the Board , Tribunal as designee, at its discretion may permit a student in kindergarten through grade six to reenroll in the public school system.

Any student who is found by a Procedural Rule 8 (c) Tribunal to have committed an act of physical violence against a teacher, school bus driver, school official, or school employee as defined in Rule 4i shall be referred to juvenile court with a request for a petition alleging delinquent behavior.

- Assault or battery upon another student if, in the discretion of the administrator or the Director of Student Discipline, the alleged assault or battery could justify the expulsion or long-term suspension of the student.
- Intentionally causing substantial damage to school property, personal property belonging to a teacher, other school official, employee or student, if in the discretion of the administrator, the alleged damage could justify the expulsion or long-term suspension of the student.
- Setting fire to or attempting to set fire to school property or private property.
- Distribution, sale or attempted sale of controlled substances, e.g., designer drugs, cocaine, PCP, LSD, "speed," marijuana, tranquilizers), alcohol, prescribed medicines, counterfeit or look-alike drugs, etc.; or controlled paraphernalia (pipes, papers, "roach clips," needles, cocaine spoons, etc.).
- Repeated use of alcohol or controlled substances. (A second offense will be referred to an Informal or Disciplinary Hearing.)
- Use or possession of a weapon subject to the following procedures:

(a) Alleged use of any weapon

Alleged use of any weapon or self-defense spray (See Part I, Rule 8) to threaten, intimidate, injure or otherwise cause fear for one's safety. Any student who allegedly uses a weapon in such a manner must be referred to an informal or disciplinary tribunal hearing by an administrator calling the Office of Student Discipline.

(b) Alleged possession of any weapon

Possession of a weapon of any variety, including those listed in Categories I and II below, is a violation of Fulton County School System Procedure (See Part I, Rule 8) and is subject to the following disciplinary guidelines. For purposes of this rule, "weapons" as defined in Part I, Rule 8 are divided into the following two categories:

Category I : Any firearm, explosive, incendiary device, or any offensive/ defensive weapon designed to harm people. Examples of such weapons are: shotguns, rifles, pistols, pellet/BB guns, starter guns, stun-guns, tasers, brass knuckles, switchblade knives, butterfly knives, knuckle knives, nunchakus, clubs/batons, straight razors, razor blades, throwing stars, self-defense sprays such as mace or pepper gas, etc.

Any student allegedly in possession of a Category I weapon must be referred to an informal or disciplinary tribunal hearing with an administrator calling the Office of Student Discipline immediately. In addition, the local school administrator must report the incident to the police. A report will be made to the district attorney by the Director of Student Discipline Hearing Process.

Except as otherwise provided under applicable federal or state laws or Board policies or procedures, a student who is found to be in possession of a firearm as defined in 18 U.S.C. § 921 shall be subject to expulsion for a period of at least one calendar year. According to Section 921, the following are included with the definition:

- any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
- the frame or receiver of any weapon described above
- any firearm muffler or firearm silencer
- any destructive device, which includes:
 - (a) any explosive, incendiary, or poison gas
 - (1) bomb,
 - (2) grenade,
 - (3) rocket having a propellant charge of more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device.

- (b) any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.
- (c) any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

On a case-by-case basis, the Board may consider modifying this expulsion period upon the request of a parent or upon the recommendation of the Superintendent, Tribunal or Hearing Officer.

Category II : Any instrument classified as a weapon other than a firearm, which has a legitimate purpose in one's daily life other than use as a weapon. Examples of these weapons are hunting paraphernalia such as hunting knives; work tools such as pocket knives, kitchen knives, box cutters, scissors, screwdrivers; or look-alike objects that take on the appearance of a weapon, such as water pistols, toy pistols, etc.

If the local school administrator determines that the student was in possession of a Category II weapon with the purpose or intent to threaten or harm others or for personal protection, then the student must be referred to an informal or disciplinary tribunal hearing by immediately notifying the Office of Student Discipline.

If the local school administrator determines that the student was in possession of a Category II weapon, but not with the purpose or intent to threaten or harm others, and not for personal protection, the local school administrator may determine any appropriate disciplinary action. However, any student found in possession of any weapon, tool, or instrument which is included in the state's definition of prohibited weapons (O.C.G.A. 16-11-127.1) must be reported to the police and the Office of Student Discipline by the local school administrator. The district attorney will be notified by the Director of Student Discipline. The Director of Student Discipline must be consulted in all cases.

Curriculum Display of Category I or II Weapon

Any weapon of the Category I or II type, that is to be used as a curriculum display, and is used as an educational tool, will require permission from the principal of the school before the display occurs. This display weapon, which must be unloaded if a gun or not contain any explosive material if other object, should be brought to the school specifically for the display time by the parent, guardian or other adult over 21 years of age approved by the parent/guardian and principal and then removed from the school by the approved adult immediately upon completion of the educational session.

A student may be referred to one of these hearings for any alleged behavior the administrator and the Director of Student Discipline Hearing Process consider serious enough to warrant consideration of school transfer, long-term suspension or expulsion.

Procedural Rule 9. Notice of Hearing

Following any instance enumerated in Procedural Rule 8, the Director of Student Discipline shall arrange a tentative time and place for the appropriate hearing. The Director of Student Discipline, or other authorized official, shall thereupon cause a notice to be given to the student and his/her parents (or other person standing in loco parentis), either in person or by United States mail directed to their last known address, which notice shall include:

- a copy of the statement of the rule(s), regulation(s) or law(s) allegedly violated and a description of the acts of the students alleged to have constituted such a violation;
- a statement that a hearing will be conducted;
- the names of the witnesses and a summary of the evidence expected to be used in support of the charges;
- the maximum penalty which may be administrated for the alleged misconduct;
- the tentative time and place for the hearing;
- a copy of the hearing procedures;
- a statement that the parties at the hearing will be afforded the opportunity to present and respond to evidence and to examine and cross-examine witnesses on all unresolved issues;
- a statement that the parties at the hearing have the right to be represented by legal counsel; and
- a statement that verbatim electronic or written recording of the hearing shall be made and shall be available to all parties. The local school administrator should confer with the Director of Student Discipline before notifying the parents of any specific number of days of suspension.

Procedural Rule 10. Scheduling the Hearing

The hearing should be scheduled within ten school days after the occurrence of the alleged incident as specified in Procedural Rule 8 . A hearing officer or Tribunal may schedule a different date for the hearing if good and sufficient cause is shown by either the student or the Director of Student Discipline.

Procedural Rule 8(c) hearings must be within ten (10) school days after the occurrence unless the school system, student, and parent/guardian mutually agree to an extension [OCGA § 20-2-754(b)]

Procedural Rule 11 . Conduct of the Hearing

- Record of the Hearing . A court reporter or taping device shall be provided to transcribe the evidence and proceedings in substantially the same manner as civil trials in the Superior Court. The burden of proof shall be on the administrator and he/she shall be entitled to open and conclude.
- Examination of Witnesses . The administrator, the system's attorney, the student or his/her parents, or legal representative and the hearing officer or disciplinary tribunal panel members may question any matters logically relevant to the charge against the student and the proper disposition of the matter. The disciplinary tribunal or hearing officer has authority to limit unproductively long or irrelevant questioning.

- Waiver of Defects in Notice and Other Procedural Objections. Objections to the sufficiency of notice and all other procedural and other objections shall be waived unless notice thereof is filed with the Office of Student Discipline at least 24 hours prior to the time that the hearing is scheduled to begin. The hearing may be postponed until all such defects have been cured or removed.
- Decisions and Recommendations.

The Informal and Disciplinary Hearing Officers /Panel or the Tribunal , after conducting the hearing and receiving all evidence, shall render a decision based solely on the evidence received at the hearing and (except for those students covered by Procedural Rule 11. e.) shall determine what, if any, disciplinary action shall be taken. Such action may include, but is not limited to, short-term suspension, school transfer, long-term suspension or expulsion. If the student is determined to be in need of referral and evaluation to address eligibility for special education or Section 504 services, the Informal or Disciplinary Hearing Officer may make a referral to that student's Student Support Team to initiate the referral for evaluation. The decision of the Student Hearing Officer/Panel or Tribunal shall be in writing and shall be given to all parties. The Student Hearing Officer/Panel or Tribunal shall have the authority to determine what, if any, disciplinary action shall be taken with regard to all offenses with which the student is charged, whether or not all of the charges arise out of instances described in Procedural Rule 8.

The Procedural Rule 8(c) Tribunal, after conducting the hearing and receiving all evidence regarding alleged violations of Rule 4(i), shall render a decision based solely on the evidence received at the hearing. If a student is found guilty of violating JD Rule 4(i), the student shall be expelled for the remainder of the student's eligibility to attend public school. The Tribunal decision will take effect immediately as rendered by the Tribunal at the hearing. If the student is determined to be in need of referral and evaluation to address eligibility for special education or Section 504 services, the Tribunal may make a referral to that student's Student Support Team to initiate the referral for evaluation. The decisions of the Procedural Rule 8(c) Tribunal shall be in writing and shall be given to all parties. The Procedural Rule 8(c) Tribunal as a designee of the Board shall have the authority to decide any and all other disciplinary issues before it with regard to any alleged rule violations.

- IEP Committee Review for Students with Disabilities. Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the Informal Hearing Officer, Disciplinary Hearing Officer, or Tribunal to have violated any of the rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee is responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses which the student has been found by the Informal Hearing

Officer, Disciplinary Hearing Officer, or Tribunal to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in the student's IEP or educational placement. Nothing in this rule shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

- Written Summary of Informal, Disciplinary or Tribunal Hearing . A written summary of any proceedings conducted under Procedural Rules 8 through 14 shall be prepared which shall include a description of the incident and the disposition thereof but shall not contain the names of any party to the incident. The summary shall be a public record.

Procedural Rule 12. Appeal Rights

Informal, Disciplinary , and Tribunal Hearing Rights to Appeal to Board :

- Notice of Appeal . Any decision by the Student Discipline Hearing Officer/Panel or Tribunal may be appealed by the parents or by the Superintendent to the Board by filing a written notice of appeal with the Board Secretary within 20 calendar days of the date of the Student Discipline Hearing Officer/Panel or Tribunal's written decision. If the 20th calendar day falls on a weekend, legal holiday or other administrative non-workday, the deadline will be extended to the next workday.

At the discretion of the Superintendent, any disciplinary action imposed may be suspended pending the outcome of the appeal.

- Decision by Board of Appeal. Upon the appeal of the Student Discipline Hearing Officer/Panel or Tribunal's decision to the Board , the Board shall either request an additional full evidentiary hearing or shall review the record and shall render a decision in writing. The decision shall be based solely on the evidence presented at the new hearing or solely on the reviewed record and shall be given to all parties. The Board may accept, reject or modify the decision of the Student Discipline Hearing Officer/Panel or Tribunal. If the Board decides to modify the decision, the modified decision may include an increased penalty or a decreased penalty. An explanation of the reasons for any increased punishment should be included with the decision. All parties have the right to be represented by legal counsel in connection with the appeal to the Board and any subsequent proceedings.

Procedural Rule 13. Group Hearing

Except as otherwise provided in Procedural Rules 8 through 14, when students are charged with violating the same rule(s) and have acted in concert, and the facts are basically the same for all students, a group hearing may be conducted for them if the Director of Student Discipline believes that the following conditions exist: (a) a single hearing will not likely result in confusion and (b) no student will have his/her interests substantially prejudiced by a group hearing. If during the hearing, the disciplinary tribunal chairperson or student hearing officer finds that a student's interests will be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student.

Procedural Rule 14. Appeal to Georgia Board of Education

The student or the Superintendent may appeal the action of the Board of Education to the Georgia Board of Education. The penalty need not be postponed pending the outcome of the appeal. Such an appeal shall be in accordance with Georgia Code Section 20-2-1160 and regulations of the Georgia Board of Education governing such appeals.

Procedural Rule 15. Emergency Suspensions

Notwithstanding the provisions of Procedural Rules 6 through 14, where the school is undergoing a violent upheaval or where orderly educational processes have otherwise been substantially disrupted, short-term suspensions of students may be ordered without notice of hearing or the other rights provided by Procedural Rules 6 through 14 being first given. In all such cases, however, the procedures of Procedural Rules 6 through 14, depending on which are applicable, shall be observed at the earliest practicable date that the restoration of order permits.

Procedural Rule 16. Teacher Removal of Student (TROS)

Based on Georgia Law O.C.G.A. §20-2-738 a teacher may remove from class a student who repeatedly or substantially interferes with the teacher's ability to conduct instructional activities or when the student poses an immediate threat to the safety of the student's classmates or the teacher. The student's behavior must be a violation of the student code of conduct. Also, if the removal is based upon repeated or substantial interference with instruction, the teacher must have previously reported the student to the school administration using the Fulton County Report of Student Conduct (RSC) form. For a student with an active Individualized Education Plan (IEP), or Section 504 plan, the removal from class must be consistent with state and federal regulations.

Once a school administrator confirms with the teacher that a removal is in effect, the administrator will tell the student the grounds for his/her removal from class and give the student the opportunity to admit or deny and explain the Code of Conduct rule violations that are the grounds for the removal. At this point the administrator has the responsibility to find a temporary alternate placement for the student until the Placement Review Committee (PRC) made up of three certificated personnel convenes to determine whether to return the student to the referring teacher's classroom or not return the student to the referring teacher's classroom and refer the student to the school administrator for appropriate permanent alternate placement for his educational experience.

If the decision of the PRC is to return the student to the referring teacher's classroom, the administrator will facilitate this return and may assign the student discipline or support services for any Code of Conduct violations which occurred. If the decision is not to return the student to the referring teacher's classroom, the administrator shall determine and implement appropriate placement for the student and may assign discipline and support services. Alternate placement for the student may include, but is not limited to, the following: placement in another appropriate classroom, in-school suspension, out-of-school suspension of not more than ten days, an alternative education program, another placement consistent with local board policy, or any combination of these and return the student to the class from which he/she was removed upon completion of any disciplinary or placement action taken.

It should be noted that the local Superintendent fully supports the authority of principals and teachers in the Fulton County School System to remove a student from the classroom pursuant to OCGA § 20-2-738.

Procedural Rule 17. Attendance

Regular attendance in school is necessary for a student to make adequate academic progress. When a child is absent, parents, guardians, or other persons who have control of a child enrolled in the school district should follow the local school rules to report reasons for absences. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the person, guardian, or other person who has control or charge of said child shall be in violation of OCGA § 20-2-690.1(b). The law also places notice requirements on Georgia school systems. The law states the following:

“Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who shall violate this Code section shall be guilty of a misdemeanor and upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense. After two reasonable attempts to notify the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence without response, the school system shall send a notice to such parent, guardian, or other person by certified mail, return receipt requested. Public schools shall provide to the parent, guardian, or other person having control or charge of each child enrolled in the public school a written summary of possible consequences and penalties for failing to comply with compulsory attendance under this Code section for children and their parents, guardians, or other persons having control or charge of children. The parent, guardian, or other person who has control or charge of a child or children shall sign a statement indicating receipt of such written statement of possible consequences and penalties; children who are ten years or older by September 1 shall sign a statement indicating receipt of such written statement of possible consequences and penalties.

After two reasonable attempts by the school to secure such signature or signatures, the school shall be considered to be in compliance with this subsection if it sends a copy of the statement, via certified mail, return receipt requested, to such parent, guardian, [or] other person who has control or charge of a child, or child[ren]. Public schools shall retain signed copies of statements through the end of the year.”

PART III—Removal of Dangerous Students

Health or Safety

Any student who is found (by the disciplinary tribunal, student hearing officer, the IEP committee or the Superintendent, after consultation with appropriate personnel) to pose an immediate and substantial threat to the health or safety of himself/herself or others in his/her current school setting, may be removed from that setting pending the conducting of necessary procedures under Procedural Rules 6 through 14 or under applicable state or federal law. Nothing in this rule, however, shall authorize the cessation of education services if doing so would contravene applicable state or federal law.

Disrupting School Operations

A student who has been charged with the unlawful selling of narcotics or other such serious violation of the criminal law may be removed from the school by the principal upon the approval of the Superintendent when it is necessary to protect other students or avoid substantial disruption to school operations. The school must be able to show that the continued presence of the student endangers other students or would substantially disrupt school operations. As soon as the student no longer poses such a threat, he/she shall be reinstated.

PART IV – Related Federal Regulations

Nothing in this Code of Conduct shall be construed to infringe on any right provided to students pursuant to the Federal Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Federal Americans with Disabilities Act of 1990.

6. Proposed Salary Schedule

Attach a proposed salary schedule, even if it is the state salary schedule.

CHCS proposes the following salary schedule:

Staff Position	Average Annual Salary	Annual Raise Potential
Principal	\$80,000	3%
Business Manager (part time)	\$20,000	3%
Teachers	\$40,000	3%
Special Ed Teacher	\$65,000	3%

7. Supporting Research for Curriculum and Instructional Methods

Attach research that supports the curriculum and instructional methods chosen by the petitioner.

From the Petition Part B1: Include a sample of the curriculum.

Supporting Research for Curriculum

Origins of the Natural Learning Patterns Structure

The Natural Learning Patterns Structure (NLPS) was originated by Wilderness Awareness School in 1983, by its founders Jon Young and Norman “Ingwe” Powell. The model was inspired by anthropological study of cultures around the world that emphasized the 4 Directions or 8 Directions within all aspects of cultural life, from the movements of nomadic, indigenous, nature-based cultures to Christian cathedrals and towns oriented to the cardinal directions, with each direction imbued with various cultural distinctions of meanings.

Wilderness Awareness School—which is today a multi-million dollar organization on the leading edge of progressive environmental education, with thousands of children coming through its programs alone each year and training and supporting over 100 affiliate/sister schools in North America and Europe—organizes its entire curriculum according to the 8 Directions. By observing the natural cycles that everyone experiences, such as the daily cycle of the sun as it moves through the directions—and the various human activities and biological rhythms that accompany each different time of day—curriculum areas are placed within the organizational caches of each direction, according to what makes corresponding sense. For instance: at noon, when the sun is in the South, most humans are fully immersed in the focused work of the day. Therefore, the “South” aspect of the curriculum would be whatever part involves the most focused, detailed work—Math. Oppositely, the time of day when the sun is in the North is at midnight (the sun is out of sight on the other side of the Earth) is a time characterized by stillness and sleep, so the curriculum of the “North” would be areas of depth—here in our curriculum, this is Character Development and Environmental Education as an Integrating Context. This organizational model has an orientating effect, helping students, teachers, and staff to know, understand, and describe where they are on multiple levels (physically, emotionally, academically, mentally, socially, etc.) at any given time.

In this way, the 8 Directions of the NLPS serve as the ultimate “closet organizer” for any and everything that could ever be desired within a curriculum or an organization. In addition, the structure is based upon 4 sets of opposites that ensure that there is creative tension and checks and balances of viewpoints and approaches to education. This is in line with modern educational theory based upon the idea of Multiple Intelligences, as well as modern psychological theory of opposing personality types, such as the Meyers-Briggs Test. The result of this constant play of opposing pressures is that students and staff

alike live and learn within a holistic, democratic and self-regulating structure, and one that is based on nature mimicry, following the energies and “moods” of the daily and seasonal cycles that all humans experience.

As an over-arching organizing scheme that provides creative tension and a balance of opposing perspectives, the NLPS will incorporate into its eight subdivisions of curriculum the “best practices” of modern education within each core academic subject area. These “best practices” will be continually refined and evaluated and will change and evolve as needed to meet and exceed GPS standards of excellence. The NLPS model provides a conceptual model by which the best practices and their implementation are easily organized and continually evaluated for success.

NLPS Theory and Efficacy

The natural pattern-based structure of NLPS serves as a unifying principle that creates a truly holistic learning model. Holistic learning models are shown to be effective, in part, because they are very good at creating connections within the entire brain.¹ Studies in neuroscience confirm Piaget’s theory that information that is not connected to some other piece of pre-existing information is not retained.^{2 3 4} NLPS provides a structure that engenders connectivity across subjects, themes, and contexts. The defining characteristic of NLPS is that it capitalizes on the natural modes in which the brain organizes information and constructs knowledge. According to accepted understandings of human psychology, “the intellect, character and skill possessed by any [person] is the product of certain original tendencies and the training which [he or she] received.” These “original tendencies, developed in order to ensure survival “constitute an enormous fund of connections or bonds of varying degrees of directness and strength between the situations furnished by physical forces, plants, animals and . . . the responses of which the human creature is capable.” This tendency to make connections based in the observation of the natural world and the ability to respond to that world is what gives human beings a unique capacity: the ability to learn.⁵ NLPS is distinctive because it actively seeks to work with and alongside the student’s innate aptitude for constructing knowledge from observation rather than through disconnected abstraction.

NLPS insists upon proven-effective methods hands-on, experiential, constructivist learning strategies so that all information is not only connected to another piece of information linearly, but dynamically. By using NLPS, information is tied to experiences that not only are thought, but that are seen, heard, and felt so that the child develops a relationship with information. This relationship with information allows students to develop a habit of learning so that information is retained and used over time and in a variety of contexts both within and beyond the classroom.⁶

Curriculum Layers

CHCS’s use of NLPS helps to provide a framework for the total integration of all curricular features. This system is best described as “curriculum layers.” Figures 1-3 show where the correlations for the 8-directions come from and how they are used in all areas of philosophy, best-practices, and instructional methodologies.

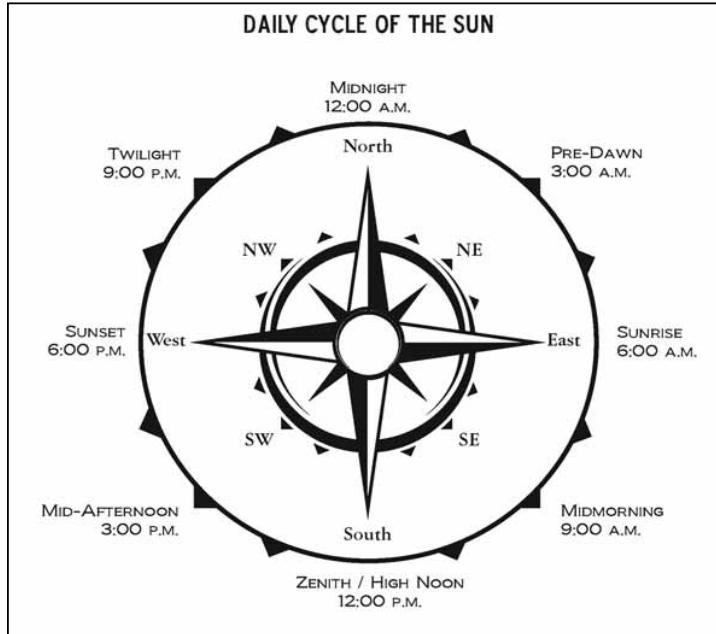


Figure 1. Daily Sun Cycle

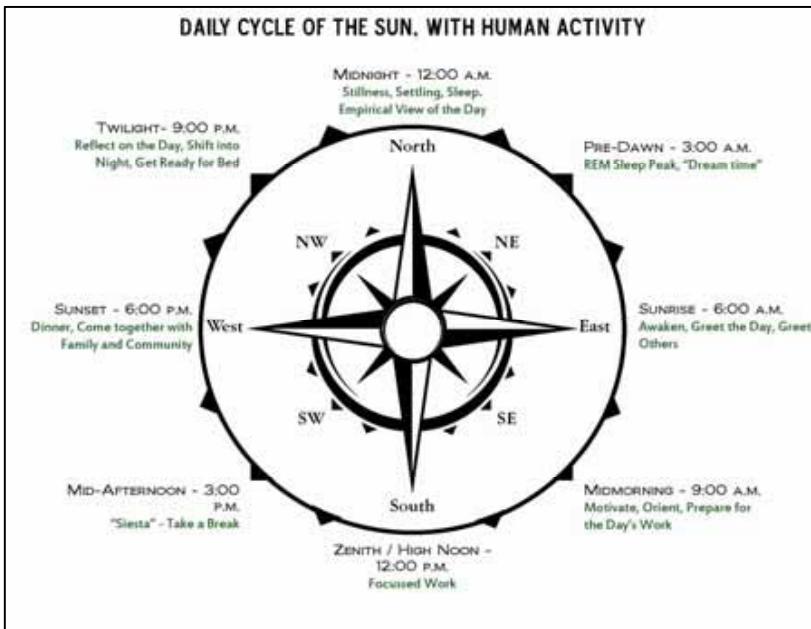


Figure 2. Daily Sun Cycle with Human Activity

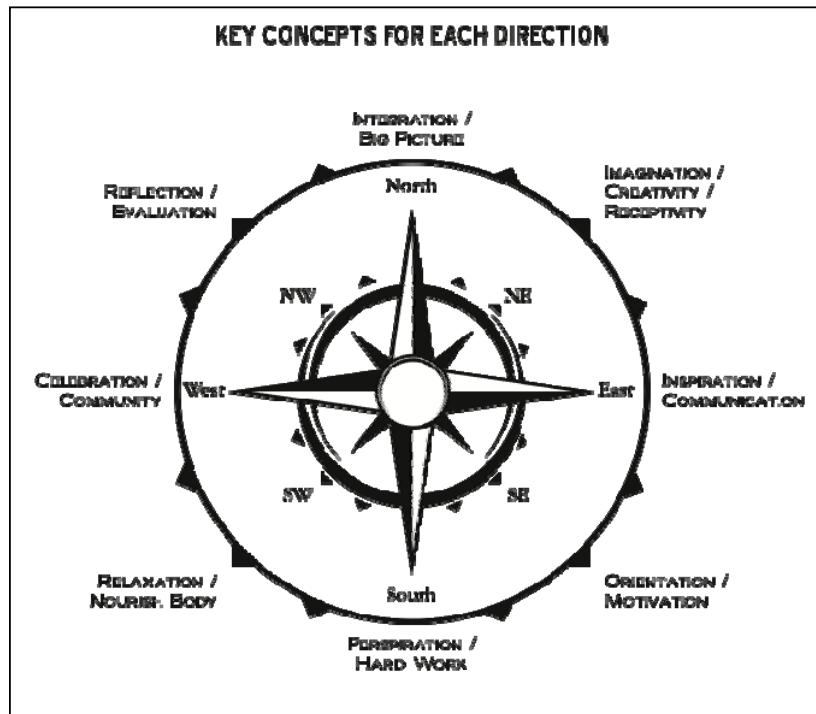


Figure 3. Keywords

Figures 4-6 show overlay the CHCS's Core Curriculum, Multiple Intelligence Theory and Bloom's Taxonomy onto the 8 Directions of the NLPs.

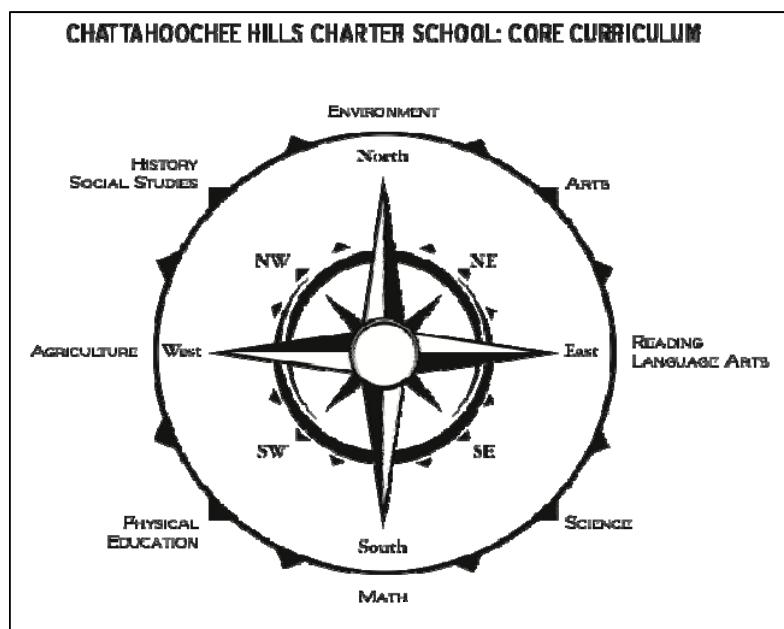


Figure 4. Chattahoochee Hills Charter School: Core Curriculum

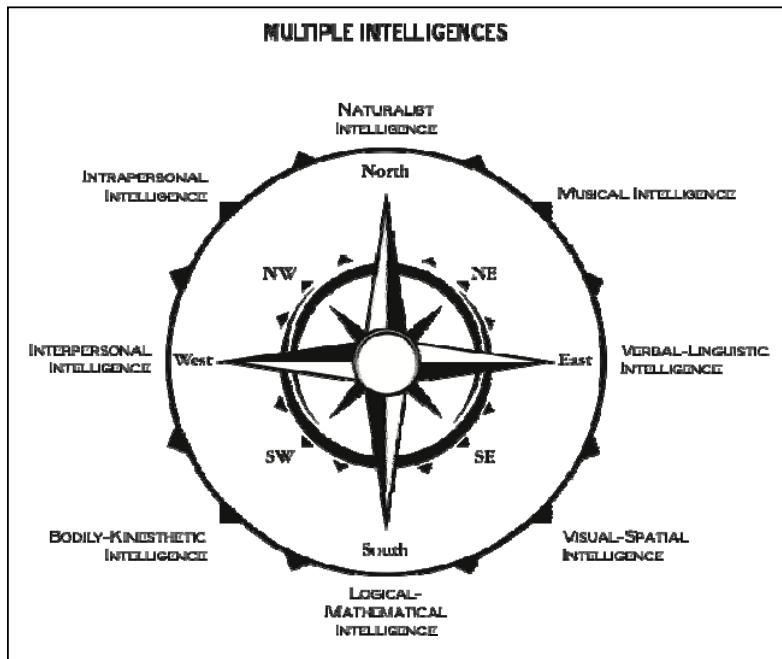


Figure 5. Multiple Intelligences

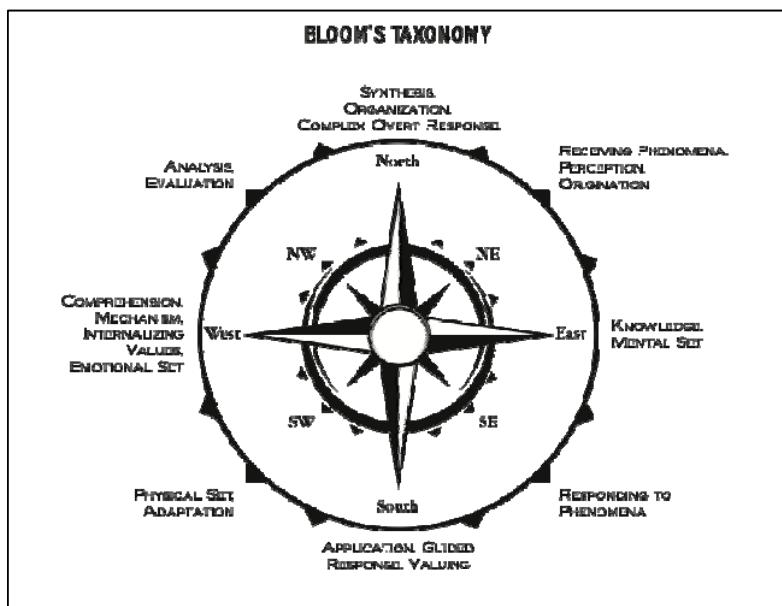


Figure 6. Bloom's Taxonomy

Figures 7-9 show the correlations with the Natural Learning Cycle and Teaching Design Principles

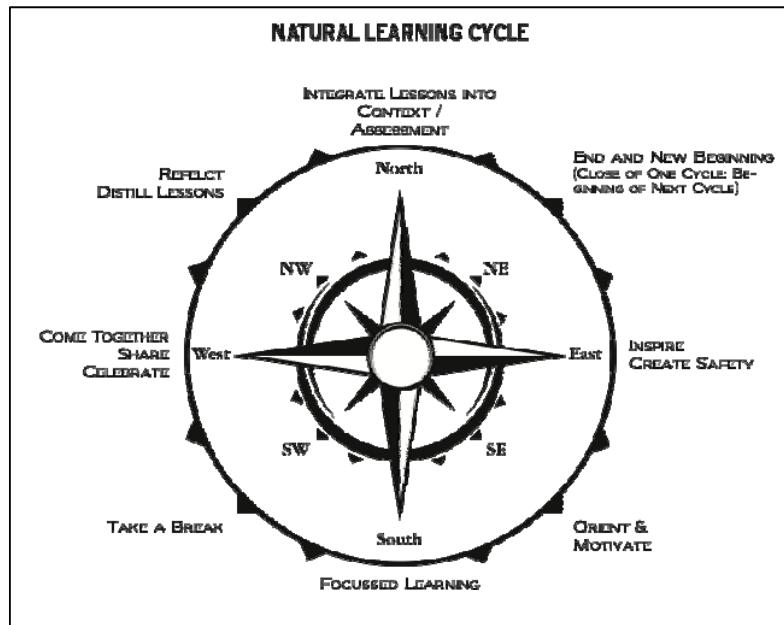


Figure 7. Natural Learning Cycle

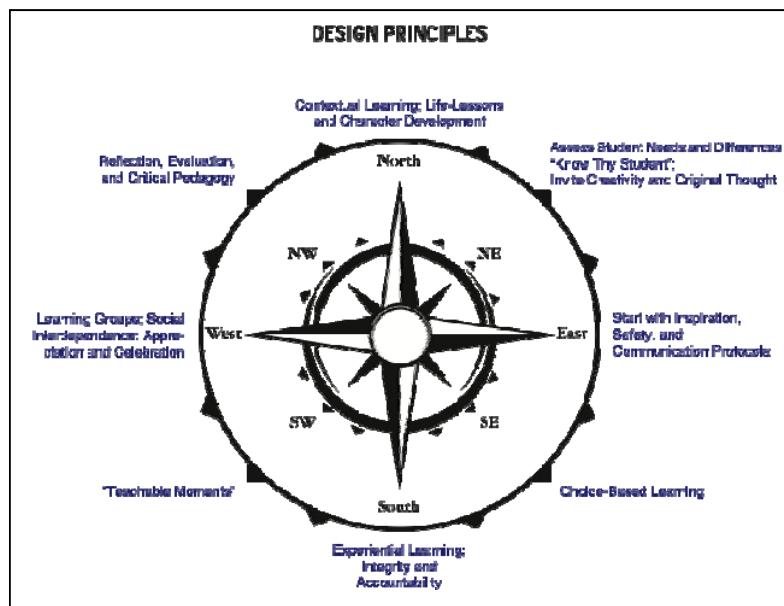


Figure 8. Design Principles

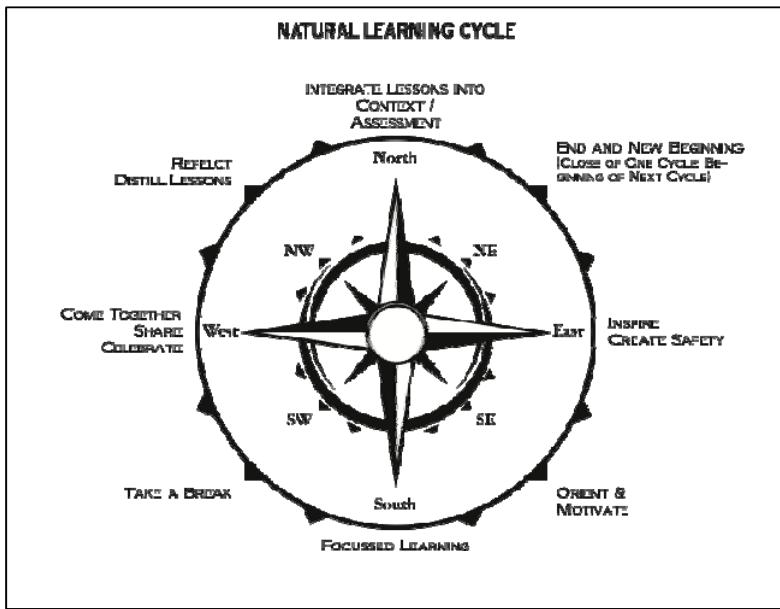


Figure 9. Natural Learning Cycle

Figures 10-13 show the specific curriculum areas of the tri-focus of Agriculture, Environment, and the Arts as integrating contexts for student learning.

Fig. 10. In order to best utilize Agriculture as an integrating context for academic learning, our curriculum is sub-divided into 8 areas, each corresponding to a core academic subject area:

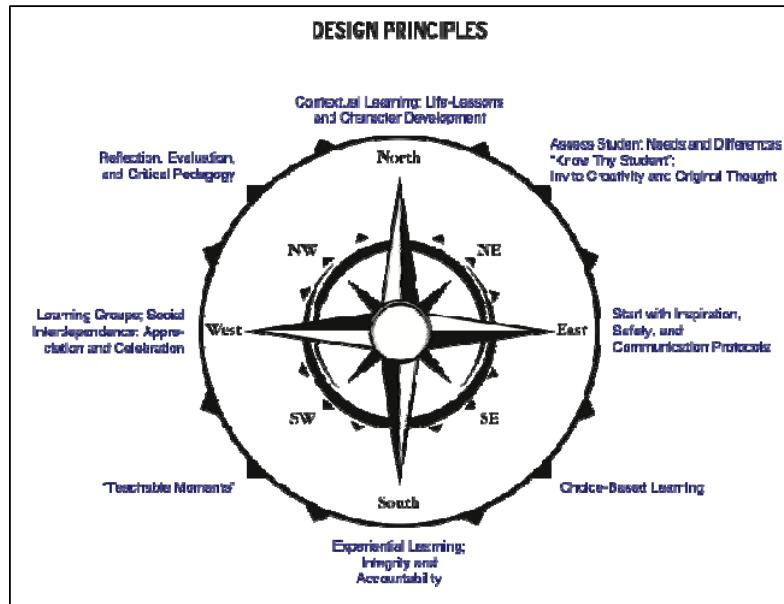


Figure 10. Core Curriculum with Correlating Agricultural Curriculum

Fig. 11. Core Curriculum with Correlating Arts Curriculum and Multiple Intelligences

In order to best utilize the Arts as an integrating context for academic learning, our curriculum is subdivided into 8 areas, each corresponding to a core academic subject area:

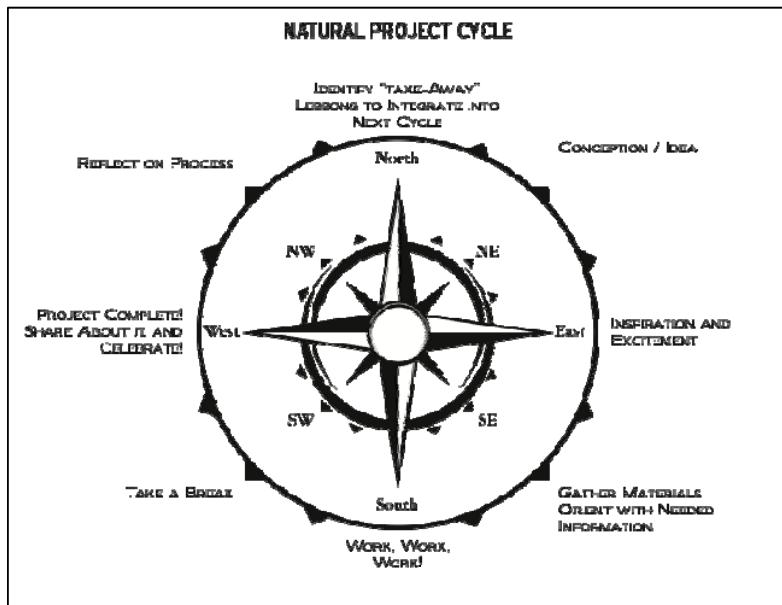


Figure 11. Core Curriculum with Correlating Arts Curriculum and Multiple Intelligences

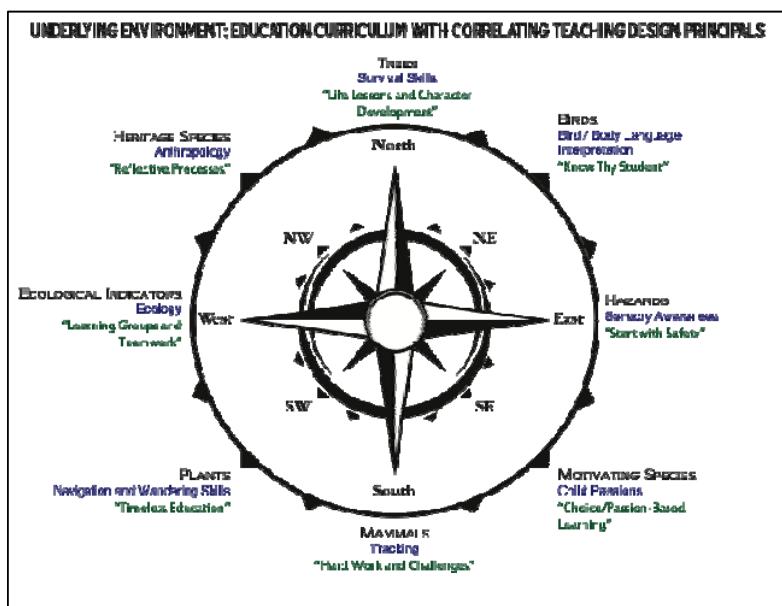


Figure12. Underlying Environmental Education Curriculum with Correlating Teaching Design Principles

Fig. 12. Underlying Environmental Education Curriculum (1. Species Focus and 2. Associated Skill Set) with Correlating Teaching Design Principles.

Along with Agriculture and Arts, Environmental Education will be used as an Integrating Context for the use and development of academic learning subjects.

Our Environmental Education Curriculum is organized according to the 8 Directions methodology used by Wilderness Awareness School and other leading environmental education organizations. What makes this approach distinct from others is that it approaches learning nature by the different types of meaningful relationship between humans and nature.

The end result we envision is of a student who, in addition to excelling academically, also has a strong working knowledge of all the local hazards, mammal species, edible and medicinal plants, ecological indicators, trees and wood-types, and birds of their local environment. We envision young people who are truly “native” to Georgia and the Chattahoochee Hills region who able to interact with their landscape in a meaningful and informed manner.

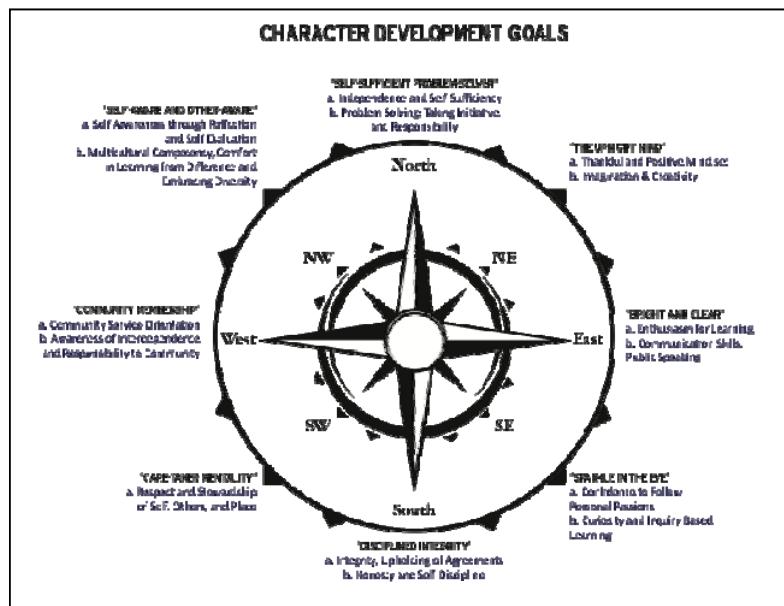


Figure 13. Character Development Goals

Sample Curriculum (Requested in Part B.1.)

A. DESIGN PRINCIPLES

Overview:

East-	Start with Inspiration, Safety, and Communication Protocols
South East-	Choice-Based Learning
South-	Experiential Learning; Integrity and Accountability
South West-	“Teachable Moments”
West-	Learning Groups; Social Interdependence; Appreciation and Celebration
North West-	Reflection, Evaluation and Critical Pedagogy
North-	Contextual Learning; Life-Lessons and Character Development
North East-	Assessing Student Needs and Differences, “Know They Student”; Invite Creativity and Original Thought

Details of NLPS Design Principles:

East: “What starts well, ends well.”

Start with Inspiration, Safety, and Communication Protocols

A good beginning is essential. In order for students to learn, there must be a need to know. Teachers help create this need by inspiring students with stories, questions, or amazing facts. Real learning almost always involves students taking risks, such as trying new things or allowing themselves to be led through experiences. In order to take risks, students need to feel they are in a safe environment to do so. This need includes physical safety—thus the nature-based curriculum area of “Hazards Awareness”—as well as emotional safety—thus the importance of teacher-student co-constructed classroom “agreements” and behavior management protocol. Both inspiration and safety depend upon conscious and empathetic models of communication. Programs that seek to improve specific skills in teacher-student communication will be included in staff development and overall school culture and curriculum.

SE-“Follow Your Nose” Choice-Based Learning

Although teachers can provide inspiration, there is no motivation like self-motivation. CHCS will create opportunities for children to follow their curiosity by offering up choices of different art forms, as well as different aspects of nature study. The individual interests of children will be honored and encouraged, and teachers will be trained to notice individual passion and then ask themselves, “How can I use this one passion to direct the child’s learning into all the other subject areas?” Every passion is a doorway into holistic, whole-brain learning.

S-“The knowing is in the doing” Experiential Learning; Integrity and Accountability

“The knowing is in the doing.” Student-learning persists when it is integrated into application that is meaningful and repeated. CHCS will implement a “Show one, do one, teach one” strategy for teaching. When there is a skill to be learned, the teacher shows the students, then the students do it themselves, and then the students turn and teaches or helps coach another, or reflects back to the teacher how the skill works. Because we believe strongly that the “knowing is in the doing,” we must make sure that students are actually doing what they need to be doing to learn. In this way we intend to make the ideas of integrity and accountability as personalized and meaningful to children as possible, primarily through the use of Individual Learning Contracts. Our goal is for students to strive for achievements that they themselves worked towards and that they are personally committed to earning those achievements. All integrity is ultimately self-integrity, and all accountability is self-accountability—teachers are the supporters of individuals attempting to achieve their own goals.

SW-“Teachable Moments” and “Memorable Moments”

Despite all our best-laid plans, sometimes student-learning has its own time-line. CHCS teachers will understand that they must balance “sticking to plans” with being aware of what is happening in real time. If an opportunity arises for a teaching, such as a frog or butterfly suddenly appearing, there may be an impromptu science lesson. In addition to watching out for these spontaneous lessons, teachers are also encouraged to pro-actively plan for “memorable moments,” such as the seasonal migration of thousands of geese, or a search for the spring’s “first flower.” The best teachers know how to see these opportunities when they arise as well as how to shape such moments in a way that shows students that everything that happens can be learned from. When teachers take advantage of these moments, it can work to engender a life-long love for learning in students.

W- “Community Learning” Learning Groups; Social Interdependence; Appreciation and Celebration

Human beings are social by nature, and therefore effective education must include a large social component. By breaking students into smaller groups for projects or problem-solving students are given a chance for authentic social experiences and teamwork. Students learn to appreciate the values and talents of others, as well as begin to identify and feel proud of their own. Using a diversity of grouping-types—age-based, gender-based, interest-based—helps to articulate diversity and emphasize the interdependence of different parts of the whole. These experiences naturally lead to authentic appreciations of each other. CHCS teachers will be trained to continually look for the positive qualities of students and to specifically point them out to students, verbally or otherwise “celebrating” the positive behaviors and learning of each student. We encourage our teachers to have a 4:1 ratio of appreciations

to criticism—for every constructive critique a teacher gives a student, we challenge them to find four positive aspects to celebrate and appreciate.

NW- “Stop and Think About it” Reflection, Evaluation and Critical Pedagogy

Reflection is crucial to the learning process. Experience and reflection of that same experience go hand-in-hand, and together they make up the core of the learning process. Our goal is to immerse students in habits of reflection so that they eventually do it themselves without enticement. Our goal is for students to regularly self-assess their own learning and efficacy of attempted methods. We believe that self-knowledge is the ultimate knowledge and that reflection as a core routine is vital to that continual attainment. Likewise, critical assessment should be extended beyond the self to noticing how one’s self affects and interacts with others. Guiding students to reflect deeply on their experiences with others and to critically analyze the messages imposed by societal influences proactively deal with issues such as bullying, racism, and sexism. Through developing the habit of reflection, students are led to a genuine ownership of their own interpretations of the society and behavior.

N-“Real Life Learning” Contextual Learning; Life-Lessons and Character Development

Learning persists when it is tied to real-life situations that are meaningful and relevant to the learner. Therefore, CHCS will attempt to make learning as practical and “real-world” as possible at all times. Likewise, we believe that every lesson has within it an opportunity for a deeper life lesson that adds to character building and social literacy. Teachers are encouraged to highlight these deeper lessons through storytelling, questioning, or other means.

NE-“Open and Listening” Assessing Student Needs and Differences, “Know They Student”; Invite Creativity and Original Thought

Every student learns differently. Therefore, for a teacher to be effective, he or she must be open and watchful to perceive each student’s abilities and readiness for learning. Teachers are encouraged to “listen” for what is being said beyond students’ words by observing body language and by gaining knowledge of each student’s overarching and reoccurring patterns. Only through devoted “study” of each student can a teacher truly succeed in “meeting them where they are.” CHCS teachers will be trained to be open and watchful for original thought from students, recognizing and then inviting creativity to emerge.

B. LESSON DESIGN

1. Instructional practices are strategically selected and sequenced according to the Natural Learning Patterns Structure (NLPS) within and across lessons as well as across curricular areas. All lessons will have a clear beginning (East), middle (South and West) and end (North).
2. Teachers most often start a lesson or investigation with a narrative story that introduces a question or concept that activates prior knowledge and that creates a “curiosity vacuum” that is then filled through the experience of the lesson. These narratives can work to lay a path for students and help them to paint a “picture of possibility” before they actively engage with the lesson.

3. Teachers sometimes start a lesson or investigation a question. These questions can be student-initiated and should be based directly off of student's prior knowledge.
4. Students use manipulatives as tools for thinking and representing ideas and concepts.
5. Students engage directly in experiences that facilitate a holistic, contextualized engagement with the subject area.
6. Each lesson incorporates strategies to build curiosity. Students develop a sense of urgency and purpose to questions and lessons.
7. Every student has a role and/or a responsibility for producing something that shows his or her level of engagement and his or her thought-processes.
8. During independent work times, teachers actively engage and guide students (e.g., confer with students, pull small invitational groups, etc.).
9. Teachers structure lessons so that teachers talk and do less while students talk and do more; students will be lead to discover information and make intuitive insights rather than being told answers or given solutions.
10. Teachers will use differentiated instruction techniques and develop IEP's for each student.

C. PRACTICES

Teachers use one or more of the following practices on a daily basis; these practices describe teaching at all grade levels.

1. Protocols
 - a. Teachers use protocols to ensure that all students think critically and participate fully.
 - b. Teachers use protocols to look at student work (e.g., Collaborative Assessment Conference).
 - c. Teachers use classroom management protocols to facilitate classroom meetings and to ensure behavior that allows for productive individual and group work. These protocols can be collaboratively constructed between the teacher and students.
2. The Three Levels of Questioning
Teachers will ask questions that assist students in knowledge construction by:
 - a. Asking questions that activate prior knowledge a work as confidence builders (approx 70% of questions)
 - b. Teachers will ask questions at the edge of student's prior knowledge and that serve to direct the student to the next step (scaffolding) (approx 20% of questions)
 - c. Teachers will ask questions that are beyond the edge of student knowledge that work to inspire students to continue engaging in questions. (approximately 10% of questions)

3. Modeling

Teachers use practices such as storytelling, demonstrations and role-plays to set criteria and model expectations for high quality group process, products, writing, reading, problem-solving, and behavior.

4. Know Thy Student”

Teachers will meet students where they are by:

- a. a. Setting appropriate expectations for student performance
- b. Assessing individual student needs and learning styles
- c. Applying differentiated instruction that takes all learning styles and abilities in a class into account
- d. Looking for spontaneous “teachable moments” and opportunities to help students make and build on connections

5. Exemplars and Models

- a. Teachers use exemplars and models to help students understand quality, format, and group work.
- b. Teachers use a range of exemplars and models to generate criteria and to construct rubrics and checklists for student work.

6. Collaborative Evaluation/Critique

- a. Students produce multiple drafts for all products and assess each draft against generated criteria and rubrics to improve successive drafts.
- b. Teachers develop focused questions to guide revision.
- c. Students use critique protocols to receive and provide feedback and to revise their work.

7. Reflection/Debriefing

- a. Teachers and students reflect on and debrief lessons and experiences to improve retention of information and generalization and transfer of learning.
- b. Teachers help students use reflection and debriefing to set goals for future learning.

For samples schedules for the week, month, and year using the NLPS as Guide, see Section D.1.

Staff Development

At CHCS, we will expect a lot from our teachers. We will look for and expect the following from them, both in hiring and for continued employment:

1. Competency and training in elementary-age teaching of core academic areas.
2. Personal interest in and values aligning to the tri-emphasis of Agriculture, Environment and the Arts—ideally with personal passion and skill in one or more sub-aspects within one or more areas.
3. Commitment to life-long learning, particularly in the tri-emphasis areas of the school, as well as in the art of teaching itself.
4. Availability and enthusiasm for part-time Staff Development training in summer months.
5. Commitment to team-work and team-teaching, and receptive to supportive mentoring from administrators and advisory board.
6. Willingness to be original and use creativity in their classroom set-up, lesson plans, and teaching methods.

At CHCS, we see the staff as the heart and soul of the school, the very source of the student's academic success and overall well-being. Therefore, Staff Development is a significant part of the school's approach. Accordingly, we will invest in Staff Development with both time and financial resources. The pay-off in the success and health of our students is, to us, well worth the extra measures necessary to developing the best, most effective teachers who role-model and embody the life-long learning and high ethical character that we expect in our students.

Core Elements of Staff Development

1. "Art of Mentoring" Weeklong Workshop

This will be a training hosted locally, designed and run by a combination of CHCS staff and visiting trainers and advisers from Wilderness Awareness School, 8 Shields Organization, PYE Global and other partner/supporting organizations. The emphasis in this training will be orientation to the NLPS as an over-arching organizational and educational structure, as well as the use of integrated/project-based learning. Best practices in environmental education, such as outdoor skills, games and activities will also be experientially learned.

Descriptions of "Art of Mentoring" Weeklong Workshops currently being offered in different locations across the world can be found at:

1. http://www.wildernessawareness.org/adult/workshops_art_of_mentoring.html
2. <http://vermontwildernessschool.org/school/?q=node/14>
3. <http://www.artofmentoring.co.uk/aom>

2. Kamana Naturalist Training Program

This is a home-study course administered by Wilderness Awareness School and designed to be a thorough, experiential training in becoming highly aware of, deeply knowledgeable about, and at home

in one's local environment. It is wholly based upon the NLPS, thus offering our staff a continual experience of themselves being students within the core model of the school. The curriculum of Kamana is grounded in mainstream scientific taxonomy and research, guiding the participant to customize learning for the flora/fauna/ecology of their local environment. We will encourage teachers to maintain a commitment to this program at home, offering weekly after-school study groups and personalized one-one-one mentoring from administrators/trainers/other staff. Once a staff-person has graduated from the program, they will turn around and become a mentor to those still studying within it. All teachers will be encouraged to weave their experiences from the program into lesson plans, including storytelling of their experiences and also demonstration/teaching of what they've learned.

More information can be found at: http://www.wildernessawareness.org/home_study/kamana.html

Additional information can be found at the Kamana Student Services site, which serves thousands of students world-wide: www.kamana.org

3. Creative Facilitation

The PYE Global team will be called upon to lead Staff Development in the areas of 1) integrating arts into regular classroom practices and academic learning and 2) best practices for classroom management/facilitation. Specific training will be provided for such core practices as theatre improv, group singing, writing and visual art as reflective tools, generative conversations, use of metaphor, and storytelling. Diversity and cultural competency will also be included in this training, guiding our staff to reflect upon their own identity and how that interacts with the ethnic/cultural backgrounds of our student base. This training will happen over a few select weekends throughout the school-year and summer.

More information on these trainings can be found at: www.pyeglobal.org

Sample Lesson

Subject Area: Science/Math

Grade Level: 3rd Grade

Georgia Performance Standards addressed:

Science

- S2. E2. Students will investigate the position of sun and moon to show patterns throughout the year
- a. Investigate the position of the sun in relation to a fixed object on earth at various times of the day.
 - b. Determine how the shadows change through the day by making a shadow stick or using a sundial.

Math

- M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.
- g. Solve problems requiring multiplication.

- M3M2. Students will measure length choosing appropriate units and tools.

- b. Measure to the nearest 1/4 inch, 1/2 inch and millimeter (mm) in addition to the previously learned inch, foot, yard, centimeter, and meter.

- M3P5. Students will represent mathematics in multiple ways.

- d. Identify the center, diameter, and radius of a circle.

NLPS Direction Focus: South/Southeast

Logical/Math Intelligence & Visual/Spatial Intelligence

Experiential Learning

Active Work

Integrity and Curiosity

Materials/Criteria

A clear, sunny day

An area with a tall, naturally occurring object such as a tree

Measuring tape

Rocks and a stick

Each student will record findings/observations in a notebook

Suggested Procedure

1. (Northeast: Conception/idea) Outside, ask students to find the shadow of a stationary object nearby, such as a tall tree. Have students' mark where the shadow is with a stone or other object. Tell students to remember which marker was theirs.
2. Tell students a short story (about 10-15 minutes) involving the concept of time, the idea of shadows, the rays of the sun, and circles.
3. Ask students to return to their markers and record any observations/changes in their notebooks. Have students return to the group and ask several to share their observations. Students should observe that the shadow they marked had moved a little bit while they were listening to the story.
4. (East: spark curiosity) Ask students why they think the shadow moved. What moved to make the shadow move? Allow and encourage students to argue and discuss for a moment. Teacher should ask guiding questions only if needed. Students should arrive at the understanding that the earth moves in two ways: it rotates on its own axis and it revolves around the sun. Ask students which of the two movements we are watching when we watch the movement of a shadow. (both, it just depends on how long you are watching!)
5. Ask students to return to their object with a measuring tape. Ask students to measure the distance between their marker and where the shadow is now. Have students round to the nearest $\frac{1}{4}$ inch and record this data in their notebooks.
6. Ask students: "why did I ask you to record this measurement?" "What might this measurement tell you?" Encourage students to discuss among themselves. Through questioning and discussion, students should arrive at the idea that one can measure how much time has passed by marking the shadow's movements.
7. (Southeast: preparation for work) Sundial Project: Divide students into small working groups. Instruct them to collect stones to use as markers, a tall, straight stick, and to place these items in a pile in a sunny spot.
8. (South: Work, work, work!) Ask students to place the tall, straight stick firmly in the ground. Ask students to place one of their stones to mark where the shadow of the stick is now. Instruct them to place another stone marker where they expect the shadow to be by the end of class.
9. Ask students to create a schedule for their group so that each member of the group can be responsible for placing a stone to mark where the shadow is at a different time during the school day for the rest of the week. Students should record the time the stone was placed and measure and record the distance between the new stone and the last stone and the length of the shadow the stick created. Students should also be asked to draw a picture of their sundials in their notebooks every time they visit it. The teacher should demonstrate this process for the

students to show them exactly what their notebooks should look like. Ask students what they expect their notebooks to have in them at the end of the week. (a clock-face)

10. (West: project complete/share) By the last science/math lesson of the week, students should have copied a nearly complete clock in their notebooks and there should be several stones placed around each group's stick in a circle.
11. Identify the parts of their sundials:

Model Script:

"What is the shape of our sundial? (circle) What do we call the place where we put our stick? (the center) Does anyone know why it's called the center? What did we have to do with the stick to get it to stay in place? (we had to stick it in the ground/pierce the ground) Yep, and there's a word in Latin, centrum, and it means "to pierce." What about the line our shadow made, what do we call that? We were measuring the sun's light as it moved, right? What do we call those lines of light that come from the sun? (Rays) There's also a Latin word for "ray", radius. Someone point out to me the radius of their group's sundial. What about the line that goes around our center and that the radius touches, what do we call that? There's a Latin word for "around" too, circumference.

Quick! Someone from each group, tear a sheet of paper out of your notebook and tear it into three pieces; write one word on each piece of paper: center, radius, circumference. Put the label next to the part of your sundial that the word describes. (The teacher should walk around and praise for correct labeling and help correct mistakes)

Now, how do we find out how wide our circle is? Think before you answer! Someone tell me how long their shadow was the first time they measured it. (a student should respond with something like 3 feet, 2 inches) Good, now, how many inches are in a foot (12) so how many inches are in 3 feet, 2 inches? (38) So, now that we know our distance between the center of our circle and the circumference, which is called? (the radius) How do we find out how wide our sundial is? (it's the same as two radii or multiply the radius by 2) Good! So what is 38 times 2? (76) And guess what? We've just measured across our sundial without even getting out the measuring tape! There's a Latin word for "measuring across" diameter. I want everyone to tell me what the diameter of their sundial is without using a measuring tape. (teacher should walk around and assist individual students)

12. (Northwest: reflect & process) Ask students the following set of questions:

Confidence Builders:

- Can someone summarize what we have done here; what have we recorded?
- What movement did we record, the movement of the sun or the earth?
- How did the earth move? In what direction did our shadow move?

- What other important observations did we make?
- Did what we expect to happen actually happen?

Edge of knowledge:

- What does the word “diameter” mean in Latin? How can we find the diameter without using a measuring tape?
- Who can tell me what a radius is? Why is it called a radius?
- Now that we have recorded the sun’s movements using our stones and noted what time we placed the stone, how can we use the sun to help us tell time?
- Beyond the edge of knowledge:
- Which came first, the sun moving or time? Discuss.
- Where does a circle begin and where does it end? Discuss.

13. **(North: integrate into the next cycle)** Inform students that they will keep their sundials and record how the shadow changes thought the school year by coming back every month and marking the shadow again. Students will construct a chart that incorporates data collected and how their whole sundial moves from north to south and back towards the north during the school year.

These sundials can be used in other math lessons, especially as students learn to measure angles.

Evaluation

1. Students will be evaluated based on their level of participation in the process.
2. Teacher will collect notebooks and grade the quality and accuracy of records kept.
3. Accuracy of labeling the parts of the sundial during lesson
4. Accuracy of multiplication of radius to find the diameter during lesson
5. Students will spend 10-15 minutes writing a reflection of their experience of the process and will be asked to describe the things he or she learned and thought about.

8. Certificate of Incorporation for Nonprofit Corporation

Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State.

The Certificate of Incorporation for the Chattahoochee Hills Charter School, Inc. is provided on the following two pages.

STATE OF GEORGIA

Secretary of State
Corporations Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Karen C Handel**, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

CHATTAHOOCHEE HILLS CHARTER SCHOOL, INC. a Domestic Non-Profit Corporation

has been duly incorporated under the laws of the State of Georgia on **11/25/2009** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta
and the State of Georgia on November 25, 2009



A handwritten signature in black ink that reads "Karen C Handel".

Karen C Handel
Secretary of State

Control No: 09081639
Date Filed: 11/25/2009 08:05 AM
Karen C Handel
Secretary of State

Articles Of Incorporation For Georgia Non-Profit

The name of the corporation is:

Chattahoochee Hills Charter School, Inc.

The corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

The principal mailing address of the non-profit:

PO Box 998
Palmetto, GA 30268

The Registered Agent is:

Jon Neiditz
201 17th Street, NW , Suite 1700
Atlanta, GA 30363

County: Fulton

The name and address of each incorporator(s) is:

Jon Neiditz
201 17th Street , Suite 1700
Atlanta, GA 30363

The corporation will not have members.

The optional provisions are:

No optional provisions.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on the date set forth below.

Signature(s):

Incorporator, Jon Neiditz

Date:

11/25/2009

9. By-Laws for Nonprofit Corporation

Attach a copy of the by-laws for the nonprofit corporation.

Please see the By-Laws on the following pages.

CHATTAHOOCHEE HILLS CHARTER SCHOOL, INC.

BYLAWS

For the regulation, except as otherwise provided
by the statute of its Articles of Incorporation,
of

CHATTAHOOCHEE HILLS CHARTER SCHOOL, INC.
A Georgia nonprofit corporation

I. MEMBERSHIP

The corporation shall have no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter referred to as "Trustees") of Chattahoochee Hills Charter School, Inc. (hereinafter "CHCS"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter referred to as "Board" or "Governing Board").

II. BOARD OF TRUSTEES

A. Powers

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of the Georgia Nonprofit Corporation Law, the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Board Members, except as otherwise set forth in these Bylaws.
2. To select and remove officers, agents and employees of the corporation; to prescribe powers and duties for them; and to fix their compensation.
3. To conduct, manage and control the affairs and activities of the corporation, and to make rules and regulations.
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the corporation.
5. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
6. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.

7. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
8. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
9. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Georgia Nonprofit Public Benefit Law and the limitations noted in these Bylaws.

B. Number of Board Members

The number of Trustees of the corporation shall be not less than 5 nor more than 9. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. As soon as CHCS opens its doors to students, the Board shall include as Trustees a minimum of 2 and a maximum of 3 parents of students at CHCS. No more than one person per household may be a Trustee at any given time. CHCS and the Board shall also strive to have at least one local community representative on the Board at all times.

C. Election of Board Members

1. Election.

- a. The Board shall establish and maintain a Board Development Committee. The Board Development Committee shall recruit candidates and present nominations for each open Trustee position. The Board Development Committee shall review each application or nomination, determine whether the individual is qualified to serve as a Trustee, and determine a pool of qualified candidates. Every candidate must be age 25 or older and meet all other conditions set forth in these Bylaws. In recruiting candidates, the Board Development Committee shall search for leaders of the diverse communities that surround the School offering the areas of expertise necessary for the Board to provide high-quality policy guidance and fiduciary oversight for CHCS. Such areas of expertise may include but are not limited to law, finance, non-profit organizations, education administration and policy, and development. The Board Development Committee shall consider candidates who have served on the Advisory Board.
- b. Voting: Each Trustee position shall be elected based upon the vote of each Qualified Household and each full-time employee of CHCS, and each Qualified Household shall receive one vote per available position. Each position will be elected by majority vote. However, if more than one position is available then the recipients with the greatest number of votes corresponding to the number of vacancies will be elected. A "Qualified Household" is any household that has no member employed full-time by the school and has a child attending the school.

- c. Any mid-term vacancies resulting from the resignation, removal, or death of a Trustee shall be filled by the Board until the next full term election.

2. Term of Office

- a. The term of office of all members of the initial Board is 2 years.
- b. At the end of the first year, the Board shall provide for staggered terms of its members, by designating approximately one third of the Trustees to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Trustee shall continue for three years.
- c. No Trustee may serve more than two (2) consecutive terms in office. Any Trustee wishing to serve more than two (2) terms will need to take one (1) year off before serving as a Trustee again. A Trustee may serve a 3rd term only if no one else is running for the position and it will be limited to a 1 year term.
- d. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues:
 - (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or
 - (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- e. A Trustee's term of office shall not be shortened by any reduction in the number of Trustee resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.
- f. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

3. Ex Officio Members of the Board

The Principal of CHCS will be an Ex Officio Member of the Board, and shall be entitled to the privileges of a Trustee, subject to the following:

- a. An Ex Officio Member shall be allowed to sit with the Board and participate in discussions of agenda items, but shall not be allowed to vote on any matter coming before the Board or any committee of the Board, or to make any motion regarding any matter before the Board or any committee of the Board.

- b. An Ex Officio Member may be reimbursed for his or her actual and necessary expenses incurred in the execution of his or her duties as an Ex Officio Member of the Board, subject to the same requirements and restrictions as apply to reimbursement of expenses of Trustees.
- c. An Ex Officio Member shall not be allowed to participate in or attend executive or closed sessions of the Board (or of any committee of the Board), unless otherwise directed by a majority of the Trustees (or of the committee).
- d. An Ex Officio Member may not be elected as an officer of the Board.
- e. An Ex Officio Member shall be allowed to attend and participate in any open meeting discussion at any Board or committee meeting.

5. Time of Elections.

The Board shall elect Trustees whose terms begin on August 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees

Trustees may be removed by a majority vote of the remaining Trustees for such reasons that include, but are not limited to: absence from Governing Board meetings without notice or just cause, not fulfilling duties as defined in these Bylaws, not acting in accordance with the mission and core beliefs of CHCS, acting negligently or against the laws of the state of Georgia when representing CHCS.

E. Resignation by Trustee

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Trustee may not resign if the Trustee's resignation would leave the corporation without a duly elected Trustee in charge of its affairs.

F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting CHCS business.

III. PRINCIPAL OFFICE

The corporation's principal office shall be at 9110 Selborne Lane, Palmetto, GA 30268, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

IV. MEETINGS OF THE BOARD

A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings

An Annual Meeting shall be held in May of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines.

D. Special Meetings

A Special Meeting shall be held at any time called by the Chair or by one half of the Trustees.

E. Adjournment

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

F. Notices

Notices of Board Meetings shall be given and follow Georgia's Open Meetings Act and Georgia Sunshine Laws.

V. ACTION BY THE BOARD

A. Quorum

A quorum consists of a majority of the current number of Trustees.

B. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - a. The election of Trustees.
 - b. Filling vacancies on the Board or any committee which has the authority of the Board.
 - c. The fixing of any Trustee compensation as a result of serving on the Board or on any committee.
 - d. The amendment or repeal of any Board resolution.
 - e. The amendment or repeal of Bylaws or the adoption of new Bylaws.
 - f. The appointment of other committees of the Board, or the members of the committees.
3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

E. Rights of Inspection

Every Trustee has the right to inspect and copy all books, records and documents of CHCS and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, specifically as it relates to all confidential student files, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting

Any Trustee shall be excused from the discussion and not vote on any matter involving:

1. a self-dealing transaction;

2. a conflict of interest,
3. indemnification of that Trustee; or
4. any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences

Every Trustee has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Trustee violating this confidence may be removed from the Board.

VI. OFFICERS

A. Officers

The officers of the corporation consist of a Chief Executive Officer (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office

1. **Election.** The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. **Term of Office.** Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date of specified in the notice.

VII. ADVISORY BOARD

The Board of Trustees will create and appoint an Advisory Board to provide advice and counsel to the Board, as the Board deems necessary. To the extent practical, the Advisory Board shall be constituted to represent all diverse interests in CHCS, including but not limited to community members, staff and parents. Each Advisor shall serve for a two-year term, or until the earlier of his or her death, resignation, incapacity to serve or removal, or until his or her successor has been appointed by the Board of Trustees. Any Advisor may be reappointed at the sole discretion of the Board of Trustees.

VIII. NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the corporation's debts, liabilities or other obligations.

IX. INDEMNIFICATION OF CORPORATE AGENTS

The corporation shall indemnify any Trustee, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, the Georgia Nonprofit Public Benefit Corporation Law.

X. INSURANCE FOR CORPORATE AGENTS

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Trustee, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of the Georgia Nonprofit Public Benefit Corporation Law.

XI. SELF-DEALING TRANSACTIONS

The corporation shall not engage in any self-dealing transactions.

XII. OTHER PROVISIONS

A. Fiscal Year

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair or Treasurer.

D. Conflict of Interest

Any Trustee, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Trustees, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

F. Interpretation of Charter

Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of these Bylaws control.

XIII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

10. Monthly Cash Flow Projection Based on First Two Years of Operations

Attach a monthly cash flow projection detailing revenues and expenditures for the charter school's first two years of operation.

The required spreadsheet is on the next page.

Monthly Cash Flow Based on Two Years of Operations — Year 1

CHCS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Budgeted Revenue												
Total Revenue:	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
Itemized Expenditures												
Instruction	47,904	47,904	47,904	47,904	47,904	47,904	47,904	47,904	47,904	47,904	47,904	47,904
Student Support Services	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300
Instructional Staff Support	-	-	-	-	-	-	-	-	-	-	-	-
Educational Media Services	500	500	500	500	500	500	500	500	500	500	500	500
General Administration	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
School Administration	9,245	9,245	9,245	9,245	9,245	9,245	9,245	9,245	9,245	9,245	9,245	9,245
Business Support Services	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770	2,770
Maintenance and Operations	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Other Support Services	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458
Total Expenditures	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927	\$74,927
Beginning Balance	-	\$73	\$146	\$219	\$292	\$365	\$438	\$512	\$585	\$658	\$731	\$804
Ending Balance	\$73	\$146	\$219	\$292	\$365	\$438	\$512	\$585	\$658	\$731	\$804	\$877

Monthly Cash Flow Based on Two Years of Operations — Year 2

CHCS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Budgeted Revenue												
Total Revenue:	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750	\$93,750
Itemized Expenditures												
Instruction	57,020	57,020	57,020	57,020	57,020	57,020	57,020	57,020	57,020	57,020	57,020	57,020
Student Support Services	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342
Instructional Staff Support	-	-	-	-	-	-	-	-	-	-	-	-
Educational Media Services	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
General Administration	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125
School Administration	9,289	9,289	9,289	9,289	9,289	9,289	9,289	9,289	9,289	9,289	9,289	9,289
Business Support Services	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833	2,833
Maintenance and Operations	14,958	14,958	14,958	14,958	14,958	14,958	14,958	14,958	14,958	14,958	14,958	14,958
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Other Support Services	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583	1,583
Total Expenditures	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401	\$89,401
Beginning Balance	\$877	\$5,226	\$9,576	\$13,925	\$18,274	\$22,624	\$26,973	\$31,322	\$35,672	\$40,021	\$44,370	\$48,720
Ending Balance	\$5,226	\$9,576	\$13,925	\$18,274	\$22,624	\$26,973	\$31,322	\$35,672	\$40,021	\$44,370	\$48,720	\$53,069

11. Alternative Monthly Cash Flow Projection Based on ½ Projected Student Enrollment

Attach alternative monthly cash flow spreadsheets projecting revenues and expenditures that assume one-half (1/2) of the projected student enrollment for the first two (2) years of operation.

The required spreadsheet is on the next page.

CHCS - Monthly Cash Flow Projections Based on $\frac{1}{2}$ Student Enrollment - Year 1

CHCS Budgeted Revenue	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Total Revenue:	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500	\$37,500
Itemized Expenditures												
Instruction	20,222	20,222	20,222	20,222	20,222	20,222	20,222	20,222	20,222	20,222	20,222	20,222
Student Support Services	758	758	758	758	758	758	758	758	758	758	758	758
Instructional Staff Support	-	-	-	-	-	-	-	-	-	-	-	-
Educational Media Services	125	125	125	125	125	125	125	125	125	125	125	125
General Administration	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083	1,083
School Administration	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537	8,537
Business Support Services	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378	2,378
Maintenance and Operations	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542	3,542
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Other Support Services	833	833	833	833	833	833	833	833	833	833	833	833
Total Expenditures	\$37,478											
Beginning Balance	-	\$22	\$45	\$67	\$89	\$112	\$134	\$156	\$179	\$201	\$223	\$246
Ending Balance		\$22	\$45	\$67	\$89	\$112	\$134	\$156	\$179	\$201	\$223	\$246
												\$268

CHCS - Monthly Cash Flow Projections Based on $\frac{1}{2}$ Student Enrollment - Year 2

CHCS Budgeted Revenue	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Total Revenue:	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875	\$46,875
Total Expenditures												
Instruction	25,084	25,084	25,084	25,084	25,084	25,084	25,084	25,084	25,084	25,084	25,084	25,084
Student Support Services	983	983	983	983	983	983	983	983	983	983	983	983
Instructional Staff Support	-	-	-	-	-	-	-	-	-	-	-	-
Educational Media Services	417	417	417	417	417	417	417	417	417	417	417	417
General Administration	542	542	542	542	542	542	542	542	542	542	542	542
School Administration	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873	8,873
Business Support Services	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431	2,431
Maintenance and Operations	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458	4,458
Transportation	-	-	-	-	-	-	-	-	-	-	-	-
Other Support Services	917	917	917	917	917	917	917	917	917	917	917	917
Total Expenditures	\$43,705											
Beginning Balance	\$268	\$3,438	\$6,608	\$9,778	\$12,949	\$16,119	\$19,289	\$22,459	\$25,629	\$28,799	\$31,970	\$35,140
Ending Balance	\$3,438	\$6,608	\$9,778	\$12,949	\$16,119	\$19,289	\$22,459	\$25,629	\$28,799	\$31,970	\$35,140	\$38,310

12. Cash Flow Projections Based on First Five Years of Charter School Term

Attach spreadsheets projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five years of the charter term

Operating Expense The required spreadsheet is on the next page.

CHCS - Summary Income Statement

	Year 1	Year 2	Year 3	Year 4	Year 5	
Number of students	120	150	180	210	240	
Revenue per student	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	
Total Revenue:	\$900,000	\$1,125,000	\$1,350,000	\$1,575,000	\$1,800,000	
<i>Itemized Expenditures</i>						<i>Per Student Expense</i>
	Yr1	Yr2	Yr3	Yr4	Yr5	
Instruction	\$574,843	\$684,243	\$821,990	\$966,677	\$1,117,609	
Student Support Services	15,600	16,100	22,100	23,100	29,100	
Instructional Staff Support	-	-	-	-	-	
Educational Media Services	6,000	15,000	42,736	48,493	51,773	
General Administration	21,000	13,500	13,500	16,000	16,000	
School Administration	110,944	111,472	114,591	120,304	123,613	
Business Support Services	33,236	33,993	34,773	35,576	36,403	
Maintenance and Operations	120,000	179,500	241,500	328,500	390,500	
Transportation	-	-	-	-	-	
Other Support Services	17,500	19,000	22,000	25,000	28,000	
Total Expenditures	\$899,123	\$1,072,808	\$1,313,190	\$1,563,650	\$1,792,998	\$7,471
Beginning Balance	-	\$877	\$53,069	\$89,879	\$101,229	
Projected Ending Balance	\$877	\$53,069	\$89,879	\$101,229	\$108,231	

CHCS - Operating Expenses

CHCS Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
Instruction					
Teacher Compensation (2 per grade + 1 special ed)	385,000	478,200	576,668	680,636	790,346
Employer Contributions to:					
o Health Insurance	71,341	88,610	106,857	126,122	146,451
o F.I.C.A.	23,870	29,648	35,753	42,199	49,001
o Medicare	5,583	6,934	8,362	9,869	11,460
Communications	4,000	5,000	6,000	7,000	7,000
Supplies and Materials	10,000	12,500	15,000	17,500	20,000
Computer Software	3,300	600	600	600	600
Expendable Equipment	10,000	12,500	15,000	17,500	20,000
Textbooks	30,750	38,250	45,750	53,250	60,750
Equipment	20,000	10,000	10,000	10,000	10,000
Computers	11,000	2,000	2,000	2,000	2,000
Total Instruction Function	\$574,843	\$684,243	\$821,990	\$966,677	\$1,117,609
Student Support Services					
Purchased Professional Services - Testing	1,600	2,000	2,400	2,800	3,200
Purchased Professional Services - Counselor	5,000	5,000	7,500	7,500	10,000
Purchased Professional Services - Medical	5,000	5,000	7,500	7,500	10,000
Supplies and Materials - Testing	3,000	3,600	4,200	4,800	5,400
Supplies and Materials - Nursing	1,000	500	500	500	500
Total Student Support Services	\$ 15,600	\$16,100	\$22,100	\$23,100	\$29,100

CHCS Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
Educational Media Services					
Media Specialist Salary	-	20,000	20,600	21,218	
Employer Contributions to:					
○ Health Insurance	-	3,706	3,817	3,932	
○ F.I.C.A.	-	1,240	1,277	1,316	
○ Medicare	-	290	299	308	
Books and Periodicals	5,000	10,000	10,000	12,500	15,000
Equipment	1,000	5,000	7,500	10,000	10,000
Total Educational Media Services	\$6,000	\$15,000	\$42,736	\$48,493	\$51,773
General Administration					
Per Diem, Training and Fees - Advisory Board	3,000	3,000	3,000	3,000	3,000
Purchased Professional Services - Legal	3,000	3,000	3,000	3,000	3,000
Reserve for Closing	10,000				
Other Expenditures	5,000	7,500	7,500	10,000	10,000
Total General Administration	\$21,000	\$13,500	\$13,500	\$16,000	\$16,000
School Administration					
Principal Salary	80,000	82,400	84,872	87,418	90,041
Employer contributions to:					
Health Insurance	14,824	15,269	15,727	16,199	16,685
F.I.C.A.	4,960	5,109	5,262	5,420	5,583
Medicare	1,160	1,195	1,231	1,268	1,306
Supplies and Materials	5,000	7,500	7,500	10,000	10,000
Equipment	5,000				
Total School Administration	\$110,944	\$111,472	\$114,591	\$120,304	\$123,613

CHCS Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
Business Support					
Business Manager Salary	20,000	20,600	21,218	21,855	22,510
Employer contributions to:					
o Health Insurance	3,706	3,817	3,932	4,050	4,171
o F.I.C.A.	1,240	1,277	1,316	1,355	1,396
o Medicare	290	299	308	317	326
Purchased Professional Services - Audit	8,000	8,000	8,000	8,000	8,000
Total Business Support	\$33,236	\$33,993	\$34,773	\$35,576	\$36,403
Maintenance and Operations					
Water, Sewerage, and Cleaning Services	20,000	22,500	25,000	27,500	30,000
Repairs and Maintenance	7,500	10,000	15,000	20,000	25,000
Rents	75,000	125,000	175,000	250,000	300,000
Insurance and Bonding Program	7,500	10,000	12,500	15,000	17,500
Energy	10,000	12,000	14,000	16,000	18,000
Total Maintenance and Operations	\$120,000	\$179,500	\$241,500	\$323,500	\$390,500
Other Support Services					
Supplies	15,000	18,000	21,000	24,000	27,000
Equipment - Athletic	2,500	1,000	1,000	1,000	1,000
Total Other Support Services	\$17,500	\$19,000	\$22,000	\$25,000	\$28,000
Total Expenditures	\$899,123	\$1,072,808	\$1,313,190	\$1,563,650	\$1,792,998

13. Anticipated Revenue from Private Sources

Attach documentation of any sources of revenue appearing in the spreadsheets that are anticipated to come from private sources.

The School budget is constructed for operation based on tax dollars

The budget for the school is predicated on functioning with resources procured as outlined in public charter school funding, from tax dollars and those Federal, state and local grants that are typically afforded to public charter schools. This recognizes the necessity to operate within these parameters to assure that the school delivers the pledge to students as outlined in the mission statement.

We have a development program to secure additional funding

The unique nature of CHCS allows for solicitation of additional funding from key stakeholders including foundations, individuals, and corporate sponsors. A detailed description of our marketing plan is provided in Petition M | Demonstration of Fiscal Feasibility and Controls | Plans for securing additional sources of funding.

The Land for the school is “gifted” at no cost to CHCS

A major portion of the startup cost of any institution is land cost. We have already secured assurance that the land for the school will be donated at no cost to CHCS. The land is valued at \$150,000–\$300,000 depending on final plan.

14. Proposed Timeline for Receiving State and Local Funding

A proposed timeline as to when the charter school will begin to receive state and local funding from the local board in order to begin operations.

CHCS's initial receipt of state and local funding will occur on July 1, 2011, before the school opens. Prior to July 1, FCS will produce a preliminary annual budget based on projected levels of attendance at CHCS. Funding will be transmitted to CHCS from FCS on a monthly basis.

15. Timeline for Obtaining Facilities Lease

Provide documentation of ownership or a copy of the lease of the facility. If unavailable, provide a timeline for obtaining such facilities or providing such documentation.

Proposed timeline for building a new facility

CHCS will facilitate the building of a new environmental facility to house the school. We have one or more landowners that have agreed to donate land.

HOK, a civil engineering company, is donating conceptual design work for the charter school. They are currently conducting public Charrettes to gain community input on the design. Following the design approval by CHCS, HOK will proceed with construction drawings that will then be bid out.

New Construction Timeline

Design Process	6 weeks
Construction Documents	8 weeks
Bidding	2 weeks
Building	44 weeks
Certificate of Occupancy.....	2 weeks
Completion Date	July 1, 2011

Proposed timeline for securing a temporary facility

In the event the building is not completed, we are negotiating with Cochran Mill Nature Center and local churches for classroom and facility space for the first year of operation.

Facility Assessment	4 weeks
Contract Negotiations	2 weeks
Certificate of Occupancy.....	2 weeks
Lease Agreement	2 weeks

16. Timeline for Obtaining a Certificate of Occupancy

Provide a certificate of Occupancy or a timeline for obtaining a Certificate of Occupancy prior to the opening of the school.

CHCS expects to provide a certificate of occupancy two months prior to opening the school. Please see Part D | Attachment 15 for the proposed timelines for building a new facility or alternatively securing lease on a temporary facility for the first year.

17. Description of School's Insurance Coverage

Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof, to include transportation insurance if applicable.

CHCS shall comply with all federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees and visitors; conflict of interest transactions; and the prevention of unlawful conduct. Furthermore, CHCS shall be subject to all laws relating to unlawful conduct in or near a public school; the provisions of Part 3 of Article 2 of Chapter 14 of this title; and all reporting requirement of O.C.G.A. §20-2-320.

Without waiving any protections afforded public school employees under the doctrine of sovereign immunity or as otherwise provided by the law, CHCS shall be insured as provided by law and upon request shall provide Fulton County Schools with copies of all policies, including terms, conditions and amounts thereof proof of insurance or an acceptable self-insurance plan.

CHCS shall indemnify and save and hold Fulton County Schools and the State Board, their partners, employees, officers, directors, subcontractors and agents (collectively referred to as "Board Indemnities") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, including reasonable attorney fees, for injury to property or persons (including but not limited to violations of civil rights) occurring or allegedly occurring in connection with the operation of CHCS from conduct committed by CHCS or by its employees, officers, directors, subcontractors or agents, during the term of this charter or any renewal thereof.

Upon timely written notice Fulton County School and/or the State Board, CHCS shall defend Fulton County School and/or the State Board in any such action or proceedings brought thereon. Each party shall give prompt written notice to the other of the assertion of any claim or the commencement of any litigation for which indemnification is sought and shall cooperate with the indemnifying party in the defense of the claim or litigation.

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

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

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

CHCS has had preliminary non-binding discussions with Wells Fargo Insurance Services USA, Inc. concerning purchase of insurance.

The school plans to purchase the following insurance policies:

- General Liability and Umbrella – not less than \$3,000,000
- The Governing Board carries Errors & Omissions insurance - \$1,000,000 (estimate)
- Auto coverage – not less than \$1,000,000
- Property insurance – not less than \$1,000,000
- Workers' Compensation – statutory or \$100,000 / \$500,000 / \$100,000
- Unemployment (to be determined)

Estimated insurance costs are accounted for in the Operating Budget, see Attachment 12—Cash Flow Projections Based on First Five Years of Charter School Term.

Plans to Purchase and Pay for Insurance

Required insurance will be purchased with start-up funds and will be maintained through regular allotments for premiums. Insurance will be in effect by August 1, 2011.

Crime/fidelity Bond

CHCS administrators and Governing Board will be appropriately bonded. Crime/fidelity bonds will be purchased covering those with fiduciary duties, including, but not limited to, the Treasurer, Principal and Business Manager positions. The amount of the bond will be \$1,000,000.

Duration of Insurance Term

The levels of insurance and bonding described in the petition will remain in effect throughout the term of the charter, unless changed by charter amendment.

Insurance Letter

Please see the letter on the following page from Wells Fargo Insurance Services USA, Inc.

Wells Fargo Insurance Services USA, Inc.
1100 Johnson Ferry Road
Suite 250
Atlanta, GA 30342
Tel 404 531-5400
Fax 404 255-4454
Toll Free 800 241-6633



February 17, 2010

Mr. Steve Nygren
Serenbe Development
9110 Selborne Lane, Suite 210
Palmetto, GA 30268

RE: Chattahoochee Hills Charter School
Charter School Application

To Whom It May Concern:

This is to confirm Wells Fargo Insurance Services has worked for the prior 10+ years with Serenbe Development and related companies in the design and implementation of their various insurance and risk management programs. We are currently working with Serenbe and Chattahoochee Hills Charter School on their Property & Casualty Insurance program and will be able to place and bind coverage for the Chattahoochee Hills Charter School at the appropriate time. Wells Fargo Insurance Services has placed numerous insurance programs for private, public and charter schools.

Coverages could include:

- Builders Risk – during construction
- Comprehensive General Liability
- School Legal Liability/Professional Liability
- Automobile Liability/Transportation Insurance
- Workers' Compensation
- Crime/Employee Dishonesty
- Umbrella Liability
- Directors & Officers/Employment Practices Liability

If any further questions come up during the application phase, we would be happy to discuss and address.

Sincerely,

A handwritten signature in black ink that reads "Mark R. Jagor".

Mark R. Jagor
Vice President
F 17 Nygren_L.MJ.doc



Appendix 1: Aligning CHCS Curriculum

Provide documentation in the appendix that the curriculum is aligned with the State GPS and /or the Fulton County curriculum.

Reading/Language Arts

Our distinct approach to reading begins at the roots of reading ability: pattern recognition and meaning-based association. Based on research on the developmental underpinnings of pattern recognition in the brain that suggest that reading is learned through recognition of orthographic patterns students will learn reading skills through innovative computer-based strategies alongside the outdoor study of animal tracks. Research indicates that, “most literacy learning is accomplished tacitly, without conscious reflection” and through the purveyance of “teachable moments” over direct instruction of word analysis and comprehension. Indeed, “both neurological research on learning and growing recognition of the importance of balanced, holistic reading instruction suggest that analysis—or recognition—and comprehension cannot be separated. Recognition skills are required at all levels of reading from small patterns (such as a letter) to larger patterns (such as an author’s style). Similarly, strategic skills are needed to decode words as well as to make meaning from text.” The work of Meyer, et. al. advises that reading is best taught based on the following three practices:

- highlighting patterns to be learned (recognition systems—learning what); ELAKR1 The student demonstrates knowledge of concepts of print.
- providing opportunities to act on and manipulate patterns (strategic systems—learning how); ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. and
- engaging learners in activities that support pattern learning (affective systems—attention and motivation). ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words.

To this end, students will engage in activities in the classroom, such as innovative, pattern-based reading computer games, that will be supported by the active engagement with pattern-learning that a study of animal tracks in the field can provide. Students will begin to build a connection between the visual cues and patterns found in animal prints and how printed material, words, and grammar are likewise arrangements of cues and patterns that denote complex ideas. The combined use of technology with outdoor study will also provide students with an opportunity to develop necessary computer literacy skills simultaneously with literacy about the natural world.

Compelling research indicates that learning to read and write is an integrated developmental process. As such, literacy skills are best taught through reading and writing together. Writing will be taught in a writer’s workshop setting, allowing for intensive one-on-one time between students and teachers as

well as unstructured time to practice writing and in order for students to develop the self-reflective skills writing offers. This subject area will also be taught in a multiage classroom, allowing for students to teach and learn from each other. It is our goal that students will read and write constantly. Reading and writing will be heavily incorporated into other curricular areas. For example, students will keep an on-going journal that records and reflects upon experiential outside time, students will create annotated maps that document environmental observations and field trips, science experiment reports, social studies readings, and scripts for theatre and media productions. Emphasis will be placed on oral storytelling as a primary pedagogy and method of presentation for teachers. ELA3LSV1 The student uses oral and visual strategies to communicate. Students will be taught oral presentation and storytelling through observation of teachers and frequent public speaking/presentation/sharing within large groups. ELA3W1 The student demonstrates competency in the writing process.

Students will continually read level-appropriate books as well as write their own "books" which will then be used to reinforce their practice of reading. The content of their writings will also extend into theatre and media productions, including school "news" publications, not just of human news, but also of the animals and plants and weather that share the landscape. These books will place earth science and other sciences as key avenues for development of reading and writing skills. ELA3W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. Rudimentary Latin will be taught for the tri-fold purposes of scientific taxonomy, understanding the etymological roots of much of the English language that will assist students reading abilities, and to prepare students for foreign language study in after school programs or in middle and high school. ELA3C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

Mathematics

This subject area will be approached almost exclusively through experiential techniques. The National Council of Teachers of Mathematics has advocated for the use of manipulatives and experiential teaching of mathematics for more than six decades. These methods have been proven to increase student academic performance in an area that usually sees consistently low performance levels. Students will develop their math skills through classroom instruction, immediately followed by a real-world application in the form of a project that employs a particular skill or set of skills. For example, students may learn to use a measuring tape and identification of basic geometric shapes through the building projects such as garden beds or canoes. M1M1. Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit. They may practice counting skills by watching the number of birds that come to a single spot that would lead to a discussion of why birds might frequent one spot more often than another. M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams. Students may attend a community meeting and calculate the percentage of citizens in attendance. Or they may be introduced to the concept of angles through observing and recording the movements of the shadow of a tree, which would lead to a discussion of how we measure time. Through the use of manipulatives, students will develop a contextual understanding of math skills

that will support students' ability to build bridges between concrete and abstract understandings that will be essential as they study mathematics at more and more advanced levels.

In order to further benefit from context-driven methodologies, math will frequently be co-taught and will be fully integrated into other subject areas, science and social studies in particular. For example, in addition to math classes, math skills will be incorporated into social studies through lessons pertaining to economics, currency, and cartography, as well as in lessons on population, immigration, production of goods, etc. M1P4. Students will make connections among mathematical ideas and to other disciplines.

Math and science will be frequently co-taught by the science and math teachers. Students will be introduced to the math concept and will then be given an application of that concept that directly relates to what they are studying in science. Students will regularly take the skills taught in math lessons and have the opportunity to practice them in their hands-on science lessons and projects.

Math will be understood by the student to be a tool that helps to understand and solve social and scientific problems. M1P4. Students will make connections among mathematical ideas and to other disciplines.

Science

The study of science is the cornerstone of CHCS's curriculum. Science, according to the Oxford American Dictionary, can be defined as "the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment." S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

Because our curriculum and educational philosophy revolve around hands-on, experiential engagement with the arts, agriculture, and the environment, students will be constantly using the tools of science in all their studies. Nearly all of the curriculum will be delivered through either a teacher or student generated prompt based on an observation of the natural world. Students will be encouraged and motivated to explore their own curiosity based on observation of nature and will use their skills and capacities in all subject areas as tools for generating understanding. S2CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

Students will learn history of science in order to understand where an idea came from and why it was important in a contextual framework. S2CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will also have a variety of opportunities for learning the Georgia Performance Standards and Quality Core Curriculum through hands-on projects, especially in the areas that relate to botany, agronomy, soil science, and biology. Students will learn about growing plants for food at nearby partner farms and practice cultivating fruits, vegetables, and flowers in our school organic garden; students will learn biological processes through animal science and composting on nearby school partner farms that will inform student-driven projects; students will care for a nearby natural forest area as well as through

our school's local agricultural and forestry partners such as the Cochran Mill Nature Center. Students will develop a tactile relationship with their studies; they will see and feel the difference between depleted and fertile soil and will learn how to restore soil fertility. Students will learn about clay and its local, historical use in making bricks and pottery. Children will plant seeds and observe plants and vegetables grow.

S2L1. Students will investigate the life cycles of different living organisms.

They will learn what is necessary for growth and in what proportions. Students will learn how and when to harvest, how to prepare vegetables and how to cook and present meals. Students will learn responsible forestry practices and plant identification/taxonomy.

Critical to CHCS's approach to science, students will learn how to apply the scientific method to their observational questions.

S2CS7. Students will understand important features of the process of scientific inquiry.

Students will learn the scientific method, not through direct instruction, but through student-teacher and student-peer discourse. For example, a student will make an observation that will generate curiosity. The teacher, with the assistance of dialogue in small peer groups, will then guide the student through the process of finding an answer that will lead the student through all the steps of the scientific method. In this way, the student will understand the process and its value because he or she will have actually experienced the process and seen its value in finding solutions to problems. This method is in-line with CHCS's core philosophy of constructivism. Because, "discourse is used as a resource to collaboratively construct (co-construct) knowledge interpsychologically which can then be appropriated by the individual . . . [in order to create new meanings]," the teacher serves as a facilitator to the student's own innate learning abilities and the natural world is the object, through observation, that will serve to spark curiosity and the students' own desire to learn. The student has total ownership over his or her understanding. Similar experiential, curiosity-based use of the scientific method has been shown to have a positive effect on the long-term logic and reasoning skills in children. Logic and reasoning becomes no longer an isolated, de-contextualized idea, but an imprinted habit that drives a student towards the satisfaction of finding the best answer to a problem.

Science and math teachers will work collaboratively to ensure that the math skills students need for their scientific pursuits are being taught at appropriate times. Science and math will be regularly co-taught to capitalize on the natural inter-relatedness of these two subject areas and to provide opportunities for larger, experiential projects for students that will encourage higher-order analytical and synthesis thinking across the subject areas.

The fundamental goal of CHCS science curriculum is for students to learn that science is a tool for "engaging resilient preconceptions." Teachers will direct students as they begin to grapple with the vast complexity of the natural world in order to develop a sense that things are not always as they seem and therefore questions require rigorous, logic-driven exploration to be rightly understood.

Social Studies

Our model approaches social sciences from the perspective of good citizenship and an exploration of ethical behavior within the student community and how that behavior translates into how one behaves in and participates in the larger community on the city, state, national, and global levels. SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. Students will develop an understanding of society and history that begins on the local level, exploring the geography, culture, and traditions of their own homes that will change throughout the course of the school year to a study of these same aspects of their State and Country. Students will develop the ability to synthesize how what is locally and personally relevant to them affects and is affected by the State, National, and eventually Global levels. Maps and map-making will be an essential component of the social studies curriculum, helping students develop cartography and orienteering skills that will ultimately function as a tool to help students understand their place in the world at the personal level and the global levels simultaneously.

The primary pedagogy of social studies will be storytelling. SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley. Historians have regarded storytelling as an excellent way to assimilate historical events and implications. For historians, the narrative structure “has an inherently temporal thread in that current events are understood as rising out of past happenings and pointing to future outcomes.” Stories help students to organize historical information, facts, and ideas within the broader context of meaning as it applies to the past, present, and future.

This pedagogy will achieve several direct goals. First, consistent practice in historical storytelling will further solidify the development of all literacy skills in students (verbal, writing, and reading). Second, students will gain an understanding of history and society that is grounded in both the acquisition of knowledge about the period as well as through an affective understanding. According to one researcher, “oral stories are a direct expression of a literary and cultural heritage; and through them that heritage is appreciated, understood, and kept alive.” Students will understand and participate in this oral heritage in order to better understand their own heritage. The Georgia Performance Standards and Quality Core Curriculum will be infused into stories and student-led projects. Teachers will dynamically recount regional folktales, and students will write and perform plays about a favorite historical person. Historical storytelling will be used as a primary mode of teaching fundamental concepts of good citizenship and will sharpen students’ interpretive skills as they are asked to relate historical figures, both famous and ordinary, to their own lives. Holidays will be celebrated in classes and their diverse, often multicultural roots will be studied. Students will apply skills in other subject areas to social studies, especially mathematics (map-making, economics, population studies, immigration/emigration) and art (historical representations, historical arts and crafts), in order to emphasize ideas and create the kinds of connections that drive the development of critical thinking skills. Students will be asked to construct and present histories of their own families, learning fundamental research skills as a tool that will help develop personal connections to the past through what life was like for their own ancestors.

In addition, field trips to nearby archeological sites as well as to major historical landmarks will be frequently made. SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

Arts

Students will engage with the arts constantly and across all subject areas. The singing of songs as a group, playing instruments, the drawing of figures, on-going maps of outdoor field experience, and theatrical presentations/storytelling will be fully-integrated features in all academic areas. Research suggests that students who participate in the arts in all subject areas begin to feel immersion in art and learn to use art as a tool for developing the consistent habit of creative self-expression. Various arts disciplines (music, fine art, drama, etc.) will also be specifically studied during the school week in order to increase overall proficiency in the arts.

Specific emphasis will be put on the cultivation of inspired creativity--which can and will strengthen all areas of study and learning. Our arts curriculum will follow the Choice-Based or Teaching for Artistic Behavior Approach (TAB). The legendary painter Pablo Picasso wrote that, "All children are artists. The problem is how to remain an artist once he grows up." In this approach, students are regarded as artists in their own right and creativity in all subjects is praised at all times in order to help students engender and maintain cross-discipline, lifelong creative habits.

The TAB approach aligns directly with CHCS's constructivist philosophy, placing the student as the key element in the construction of knowledge and the teacher as "facilitator" who introduces new forms, materials, and ideas for the student's use. Typical TAB classrooms are set up as small studios that have materials for different areas and tools (a painting area, a sculpture area, printmaking, pottery, sewing, etc.) The TAB approach allows students to become "experts" in certain skills they naturally gravitate towards and excel in. These "expert" students can become peer-teachers, showing other students how to use a material they have not tried before. This method encourages peer learning through student-led dialogue in sharing new discoveries in the use of tools, techniques, and combinations with each other. Students explore their own innate talents and abilities and learn naturally how to make connections and work collaboratively.

TAB allows teachers to easily give individualized mentoring to students. This potential for regular one-on-one attention will help to push students in their creative pursuits based directly on what that particular student needs.

Art Projects will also be a key element. Murals will be a regular project, and school buildings will be built partially as "canvases" for eventual student art. Art using local natural materials will be featured, including wood-carving, stone mosaics, and plant pressings. It is our goal that our students become literate in as many artistic tools as possible. Use of modern media will be central to our arts approach. Methods will focus on use of video, photography, animation, and music production.

Physical Education

Our distinct approach to Physical Education is marked by two key elements: bodily movement, strengthening, and good nutrition.

In keeping with the findings of research, our multicultural side of education will involve the use of music and imagination to motivate children into movement and strengthening of their bodies. Multi-cultural dance, yoga stretches, and martial arts calisthenics will be practiced on a rotating daily basis. These will emphasize flexibility, joyful play, muscle toning and cardiovascular health. The start of each morning will include a physical stretch/warm-up component.

School facilities will include a Physical Education Challenge Course that will round out the other areas of muscle development and cardiovascular exercise. Each station will be tied into and based upon the movements of different animals native to the landscape so that students will simultaneously learn about their environment while exercising. A "badge" system will encourage students to progress through a series of challenges and games within the course and thus develop their bodies in a holistic manner while encouraging a healthy sense of competition. The PE Challenge Course will include many systems and methods that are well researched and documented, such as climbing wall, balance beam, stamina running, and vertical jumping; the distinctive element is that they will also involve the imagination and be tied to local environmental awareness.

Physical education is not limited to physical activity, but must include the foundation of what allows for physical activity: food. Nutrition will be a key component of the PE curriculum. Given the rise in childhood obesity and early onset diabetes, both diet-related illnesses and both preventable, CHCS will help students to develop authentic, healthy eating habits. CHCS plans to develop a farm-to-school nutrition program such as those currently being adopted across the State. Our intention is that students understand and participate in the production of foods through a school garden, trips to nearby farms, opportunities to learn about and practice cooking, and scientific and cultural lessons about the benefits of healthy eating habits.

Team-sports will also be a part of Physical Education, with teamwork and community emphasized to develop a community-based sense of cooperation and involved citizenship

Appendix 2: Personnel

Appendix B supports the following requirement from Part B: K. Personnel:

For each instructional, administrative or other position the charter school expects to employ, please describe the title, function, and qualifications.

Job descriptions

Principal

The principal is responsible for providing the instructional, operational, and administrative leadership necessary to ensure the success of the school. S/he organizes, administers, supervises, and evaluates all aspects of CHCS school design within the school walls and the greater school community. The CHCS principal will be held accountable for the continuous improvement of the school and its staff and for increased student achievement.

The principal is responsible for planning improvements that directly address CHCS's core tenets: student performance, school design, financial management, Parent/Guardian satisfaction, and community involvement. Achieving outcomes in these areas of accountability requires strong leadership. CHCS views leadership in terms of three distinct roles: instructional leader, business manager, and builder of school culture. Accordingly, our performance standards for principals, represented in this job description, are listed in three categories below:

The principal as instructional leader will:

- Set standards for student achievement
- Provide leadership, direction, and support to the implementation of the schools instructional and program plans
- Provide instructional leadership in advancing proven teaching and learning practices
- Provide leadership in the formulation and annual adjustment of the school's instructional and program plans
- Observe—and ensure that teachers observe—instruction regularly
- Monitor—and ensure that teachers monitor—student growth and achievement
- Support the development of a network of student support systems
- Supervise and evaluate staff to ensure quality instruction and student achievement
- Support and monitor the professional development plans of lead teachers, house teams, and curriculum coordinators to continuously improve instruction
- Ensure that continuous improvement is guided by student academic standards, school performance standards, and concrete data from Edison, state, and local assessments
- Ensure that continuous improvement processes address the achievement of all students

The principal as business manager will:

- Develop and manage the school budget
- Supervise all operations involving the management of the school, including school funds, district funds, payroll, purchases, inventories, and office operations
- Maintain complete and accurate records of the entire school program
- Manage student recruitment and enrollment process
- Recruit, select, and hire school staff, including teachers and school-based support staff
- Continually monitor progress on all measures of school and staff performance
- Work with lead teachers and professional development specialists to address team needs
- Ensure a safe and orderly environment
- Ensure compliance with federal, state, and local regulations and policies (unless otherwise waived)
- Establish and maintain close working relationship with the local Board of Education/trustees
- Complete and publicly present the annual progress report to CHCS and school community

The principal as builder of school culture will:

- Communicate the vision that supports the goals of CHCS, articulate the school's values and model those values
- Develop a plan for achieving the school's vision; achieve a common understanding with the school community
- Seek feedback on the progress of the school
- Serve as a spokesperson for CHCS in the community and elsewhere
- Create an effective team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Engage parents and community in planning and implementing programs, including community use of the school site
- Manage and facilitate group planning and problem solving sessions
- Build on the strengths of staff; recognize improvement
- Support and monitor the development of all staff and implementation of program improvements
- Provide leadership to the Board and the school leadership team

Requirements

- Masters degree
- Eight (8) years of appropriate teaching and administrative experience
- Certified (or certifiable) as a school principal in Georgia

School Business Manager

If CHCS hires a separate business manager rather than combine those responsibilities with those of the principal's, the business manager will:

- Manage the financial and budgetary processes of the school to ensure that the school derives maximum benefit from its budget.
- Support the Principal in developing and managing the staff of the school to create a high performing team responsible for, and anticipate, the needs of the school and provides timely and effective support.
- Generate and coordinate new income streams which are supportive of the ethos of the school and work to coordinating their use.
- Coordinate the school's premises strategy and to direct and oversee any new building projects to ensure the best possible environment for teaching, learning and education.
- Take responsibility for and lead the school on risk assessment and the management of health and safety across the school.
- Be responsible for ensuring that financial information and data is provided; that it is timely, comprehensive and accurate, and that it enables the school to plan and take appropriate management action.
- Ensure the school's management information system is developed in line with the school's needs.
- Actively model and promote the values and ethos of the school.

Key responsibilities

- Implement the financial decisions of the CHCS Board of Directors.
- Plan and monitor the financial activity of the school including relevant and agreed elements with Fulton County and the State of Georgia.
- Consult with the Principal and Governing Board to prepare and monitor the school budget, and manage income and expenditure.
- Ensure that correct and robust financial controls and procedures are in place.
- Develop and present strategic financial management reports.
- Lead the school's income-generation, including identifying and developing new funding streams and writing bids to secure extra funding for the school.
- Be responsible for the financial management of any new major projects.
- Ensure that the school meets all statutory and legal requirements concerning information and financial management, and to liaise with external auditors and other external organizations as required.
- Play a significant role in any project management undertaken at the school.

School Counselor

Under direction of the Principal, the CHCS Counselor plans and implements a comprehensive counseling/guidance program designed to meet the needs of all CHCS students.

The CHCS Counselor will observe children during classroom and play activities and confer with their teachers and parents to evaluate each child's strengths, problems, or special needs. In conjunction with teachers and administrators, they make sure that the curriculum addresses both the academic and the developmental needs of students.

The CHCS Counselor helps students to understand and deal with social, behavioral, and personal problems. CHCS will emphasize preventive and developmental counseling to provide students with the life skills needed to proactively manage emotional and character development and enhance students' personal, social, and academic growth.

The CHCS Counselor will also be alert to potential cases of domestic abuse and other problems that can affect a child's development. S/he will consult and collaborate with parents, teachers, school administrators, school psychologists, medical professionals, and social workers to develop and implement strategies to help at-risk students succeed.

Student Support Services

- Through regularly scheduled classroom activities, the CHCS Counselor will implement a comprehensive preventive guidance program, which emphasizes problem solving, self-esteem, conflict resolution and decision-making.
- The CHCS Counselor will provide individual and small group counseling, including support groups with a focus on school adjustment issues.
- The CHCS Counselor will provide crisis intervention and connection to appropriate agencies for any child experiencing a severe crisis.
- The CHCS Counselor will develop school wide activities that promote recognition and motivation.

School Support Assistance

- The CHCS Counselor will be visible and available to students during lunch and recesses.
- The CHCS Counselor will assist in general supervision of campus during school hours and at extracurricular activities sponsored by the school.
- The CHCS Counselor will assist the Principal in planning and implementing programs for students with special needs.
- The CHCS Counselor will coordinate with other schools as needed to transition incoming/outgoing students.
- The CHCS Counselor will facilitate general self esteem-wellness curriculum activities.

Family/Community Support Services

- The CHCS Counselor will facilitate group parent education programs.
- The CHCS Counselor will develop and update reference materials for community resources and services.
- The CHCS Counselor will establish community relations that facilitate referrals to outside agencies and services.

Technology Specialist

The Technology Specialist's primary responsibilities are to: integrate technology that enhances the curriculum; install and maintain computer hardware and software; oversee school server configurations; provide technical support to school administrators, staff, and students; resolve school technology operational issues.

Essential Functions

- Diagnoses malfunctions of computer and network hardware, software applications or electronic equipment for the purpose of identifying repair and replacement needs.
- Configures classroom servers, peripheral and shared devices (e.g. printers, multimedia components, scanners, etc.) for the purpose of ensuring operational use of computer applications.
- Installs computer hardware, peripherals, and application software for the purpose of maintaining overall site operations (classrooms, library, etc.).
- Maintains manual and electronic documents, files and records (e.g. preventive maintenance, purchases, inspections, repair logs, etc.) for the purpose of documenting activities, conveying information and/or providing an up-to-date reference and audit trail.
- Maintains user accounts on classroom servers (e.g. authorization, access, passwords, etc.) for the purpose of regulating access to files and folders.
- Performs network troubleshooting for the purpose of maintaining critical site operations.
- Prepares status reports, user guides and related materials for the purpose of documenting activities and providing written reference.
- Recommends hardware and software acquisitions (e.g. assessing needs, justifying purchases, etc.) for the purpose of ensuring availability of required technology.
- Responds to a variety of questions from site staff, parents and students.
- Trains school site staff on a variety of software applications and hardware operations (e.g. email, student grading, word processing, spread sheet applications, etc.) for the purpose of providing ongoing support and maximizing the capabilities of assigned staff.

Job Requirements

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: utilizing diagnostic and application software; adhering to safety practices; and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge required to satisfactorily perform the functions of the job includes: electronics including AC/DC troubleshooting; multiplatform personal computers and peripheral equipment; appropriate information security; associated peripheral equipment; server configurations; and troubleshooting methodologies.

ABILITY is required to schedule activities; gather and/or collate data; and use job related equipment. Flexibility is required to work with a wide diversity of individuals in a wide variety of circumstances and operate equipment using a variety of standardized methods. Specific abilities required to satisfactorily perform the functions of the job include: adapting to changing work priorities; establishing effective working relationships; displaying mechanical aptitude; communicating with technologically diverse groups; being attentive to detail; and working under time constraints.

Responsibility

Responsibilities include: working under limited supervision following standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget.

Utilization of some resources from other departments may be required to perform the job's functions.

Experience

Job-related education is a strong plus, but sufficient experience may take the place of related education.

School Nurse

The CHCS Nurse will perform health appraisals, and detection; encourage correction of health problems, help control and prevent disease and accidental injury, provide emergency services for injury and sudden illness; provide health education programs according to Georgia State law and standards for professional nursing.

Essential Job Functions

- The CHCS Nurse will appraise, promote, and protect the optimal health status of students and staff; obtain a health and developmental history; develop and maintain linkages with community resources; uncover health problems through screening observations, and interview and makes appropriate referrals and follow-up.
- The CHCS Nurse will give relevant health instruction and information to individual students and staff.
- The CHCS Nurse will liaise between the student, staff, families, and community health sources; assist students and parents in obtaining adequate medical, dental, and mental health care; utilize student contacts to teach positive health concepts and attitudes; model healthful behaviors.
- The CHCS Nurse will perform initial Special Education health appraisals and parent interviews, contact physicians to obtain health impairment statements; provide for the health needs of medically fragile children in accordance with IEP requirements; develop student health care plans as needed.
- The CHCS Nurse will administer first aid care in accordance within established guidelines for ill, medically fragile, and injured students; follow-up with parents and school personnel regarding school emergencies.
- The CHCS Nurse will develop protocol and monitors safe administration of medication as mandated by state law and district policy; present training for administration of medication.
- The CHCS Nurse will maintain up-to-date cumulative health records for all students; prepare reports necessary to carry out the activities of the school health program; assist in maintaining all student immunization information; appraise and monitor immunization status of each student; maintain confidentiality.
- The CHCS Nurse will identify students showing evidence of abuse and/or neglect and reports to the administration and proper law enforcement agencies as required by district policy and state law.
- The CHCS Nurse will requisition, repair, and replace health supplies and equipment; oversee maintenance of a sanitary and safe environment in the health room; assist in maintaining order and discipline in the health room.
- The CHCS Nurse will participate in the development of objectives, standards, and procedures in the school health program and in planning, implementing, and evaluating health services to be provided in each school.

The CHCS Nurse will maintain professional competence through continuing education activities; will maintain nursing license, and keep all applicable Georgia State and Fulton County schools certification up-to-date. The CHCS Nurse will also maintain first aid and CPR certifications; keep apprised of current

legislation pertaining to School Nurse Practice; maintain membership in professional organizations; and attend employee meetings.

Qualifications

Education and Experience

Bachelor's degree in nursing from an accredited college or university and School Nurse Certification; pediatric, community health nursing, health education, nurse practitioner, or school based nursing experience preferred; or any combination of experience and training which provides the applicant with the knowledge, skills, and ability required to perform the work.

- Knowledge of basic first aid and health care practices and procedures, basic symptoms of communicable and other childhood diseases.
- Knowledge of basic principles of growth and development.
- Knowledge of state and federal regulations regarding students in special education.
- Skill in identifying student health problems and ability to interpret these problems to parents and school staff.
- Ability to act as a liaison with health care professionals and community agencies.
- Ability to model healthful practices.
- Ability to maintain confidentiality.
- Ability to perform duties in accordance with established guidelines, local, state, and federal laws.
- Ability to plan and organize work.
- Ability to physically transfer students according to proper procedures.
- Ability to monitor and control student behavior.
- Ability to understand and address students with special needs.
- Ability to establish and maintain effective working relationships with a variety of people in a multi-cultural setting.
- Ability to participate as part of a team.

Kindergarten Teacher

The CHCS holds high expectations for teachers. Here we provide a description of qualities that successful CHCS kindergarten teachers embody.

Curriculum: Kindergarten teachers are knowledgeable in the core processes, skills, and content of all curriculum areas.

Reading-Language Arts: Teachers understand that listening, speaking, reading, and writing are inherently connected. They understand that language development is a primary emphasis of all learning experiences in the kindergarten classroom. Teachers understand that the development of basic receptive and expressive language skills is accomplished through appropriate direct instruction within a language-rich learning environment.

Thematic units will be organized around science and social studies topics that integrate the development of oral language, literacy skills, and listening skills. Early Learning components are related to selected themes and include structured storytelling, shared book experiences, phonemic awareness, phonetic instruction, emergent writing, learning centers, and home learning activities.

Math: Teachers understand math through high school algebra. They understand that math is more than just rules and procedures. Teachers understand broad concepts, number relationships, and problem solving processes and teach through a non-traditional, exploratory, manipulative-based math curriculum.

Science: Teachers understand the processes that embody life, earth, and physical science. They understand that science is more than methodology or a collection of facts and phenomena. Teachers understand processes for questioning, predicting, exploring, experimenting, interpreting results, and communicating. They embrace discovery learning and constructivism. Teachers involve students in active explorations, giving them the opportunity to work as scientists – collecting data, making predictions, looking for cause and effect, testing hypotheses, and drawing inferences.

Social Science: Teachers understand the basic processes and vocabulary of the four social sciences: history, geography, civics, and economics. They are eager to master new content and skills where gaps exist. Teachers respond to students' interests and needs to meet the educational goals of CHCS's student academic standards in the social sciences.

CHCS Core Values: Teachers know and support, through instruction and modeling, the CHCS core values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Teachers teach character and ethics using best in class methods and materials and individually crafted lessons.

Teachers know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

Instruction: Kindergarten Teachers

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school.
- Differentiate instruction with the understanding that children come to school with a variety of experiences and developmental and cultural differences.
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ESL, special education, and gifted.
- Meet children where they are, both cognitively and socially, and facilitate their continued development.
- Understand, implement, and support an inclusion model for students identified as having special needs.
- Establish, nurture and, manage student-directed classrooms in which students are working together, conversing, using materials, and participating in learning centers.

- Integrate activities that motivate the emergent writer across all disciplines.
- Demonstrate the ability to teach math concepts with manipulatives.
- Use cooperative-learning strategies for both instruction and classroom management.
- Develop and use rubrics for instruction as well as assessment.
- Use technology tools for instruction, planning, and communication.
- Are eager to learn new uses and applications of technology tools.

Assessment: Kindergarten Teachers

- Invest time and thought in writing individual quarterly evaluations about each student, with focused comments on important aspects of a student's progress and clearly identified goals for further progress.
- Develop and use rubrics for evaluating student products.
- Establish and involve students in the development of their portfolios.

Classroom Management: Kindergarten Teachers

- Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate.
- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.

Professional Responsibilities: Kindergarten Teachers

- Write, implement, and evaluate their own professional development plans.
- Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction.
- Support the professional development plans of colleagues.

Professional Relationships: Kindergarten Teachers

- Work in teams to plan, problem-solve, and support one another on a daily basis.
- Understand the CHCS design of local governance and actively participate in school activities and committees.
- Openly and eagerly share expertise at the house, academy, school, and project levels.

Family Involvement: Kindergarten Teachers

- Develop family-school relationships that foster the academic and social development of the child.
- Invite parents/guardians to be partners in their child's education.
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email, where appropriate.

School Community: Kindergarten Teachers

- Create a sense of community and belonging for the students in their school.
- Establish connections and relationships among their students and the larger community that support the academic and social development of the child and contribute to achievement of overall school goal.

Primary Teacher

The CHCS holds high expectations for teachers. Here we provide a description of qualities that successful CHCS Primary teachers embody.

Curriculum: CHCS Primary teachers are knowledgeable in the core processes, skills, and content of all curriculum areas.

Reading: Teachers understand the reading process, particularly comprehension, decoding, strategic reading, and the application of these skills. Teachers teach reading using a balanced reading curriculum that requires students to master rudimentary phonetic skills prior to making the transition into a literature-based program.

Writing: Teachers teach and integrate writing with all disciplines. Writing occurs in all content areas in a variety of forms (expressive, literary, informative, and persuasive) and is integrated throughout the day. Teachers understand and articulate the writing process from prewriting activities through publishing.

Math: Teachers understand math through high school algebra. They understand that math is more than just rules and procedures. Teachers understand broad concepts, number relationships, and problem solving processes.

Science: Teachers understand the processes that embody life, earth, and physical science. Teachers understand processes for questioning, predicting, exploring, experimenting, interpreting results, and communicating. They embrace collaborative learning and involve students in active explorations, giving them the opportunity to work as scientists – collecting data, making predictions, looking for cause and effect, testing hypotheses, and drawing inferences.

History-Social Science: Teachers understand the basic processes and vocabulary of the four social sciences: history, geography, civics, and economics. They are eager to master new content and skills where gaps exist. Teachers create and teach history-social science units that use trade books in a theme-based, interdisciplinary curriculum that combines the interests and needs of students and teachers with the educational goals of the CHCS curriculum.

CHCS Core Values: Teachers know and support, through instruction and modeling, the CHCS core values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. Teachers teach character and ethics using the Heartwood program kits, trade books, and individually crafted lessons. Teachers know and can explain the difference between values that are essentially universal, such as honesty and responsibility, and those that are personal and/or religious, such as political conservatism/liberalism, or Catholicism/Hinduism/atheism, etc.

Instruction: Primary teachers

- Use instructional and corrective language that is positive and behaviorally descriptive to support the character education goals of the school.
- Understand, implement, and support an inclusion model for students who are identified as having special needs.
- Differentiate instruction to accommodate the needs of the student populations represented in each classroom, including ESL, special education, and gifted.
- Establish, nurture, and manage student-directed classrooms in which students are working together, conversing, using materials, and participating in exploration centers.
- Integrate a process approach to writing across all disciplines.
- Demonstrate the ability to teach math concepts with manipulatives.
- Use cooperative-learning strategies for both instruction and classroom management.
- Develop and use rubrics for instruction as well as assessment.
- Use technology tools for instruction, planning, and communication.
- Are eager to learn new uses and applications of technology tools.

Assessment: Primary teachers

- Invest time and thought in writing individual quarterly evaluations about each student, with focused comments on important aspects of a student's progress and clearly identified goals for further progress.
- Administer and evaluate performance assessments in all disciplines.
- Develop and use rubrics for evaluating student products.
- Establish and involve students in the development of their portfolios.

Classroom Management: Primary teachers

Are character educators, maintaining classrooms that are safe, nurturing, and productive, where the teacher models the behavior expected of students, and where the school's values are the focus of instruction and discussion wherever appropriate.

- Create and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.
- Explicitly teach and have students rehearse procedures until they become routine.
- Design a physical environment that uses classroom spaces, walls, and room arrangements as learning resources to contribute to effective learning and communication.
- Design classroom procedures that mediate conflict and teach problem solving skills.

Professional Responsibilities: Primary teachers

- Write, implement, and evaluate their professional development plans.
- Solicit constructive feedback from lead teachers, curriculum coordinators, and others who are observing instruction.

- Support the professional development plans of colleagues.

Professional Relationships: Primary teachers

- Work in teams to plan, problem-solve, and support one another on a daily basis.
- Understand the CHCS design of community involvement and actively participate in school activities and committees.
- Openly and eagerly share expertise at the school and community levels.

Family Involvement: Primary teachers

- Develop family-school relationships that foster the academic and social development of the child.
- Invite parent/guardians to be partners in their child's education.
- Encourage parents to participate in the daily life of the school and reach out to families in their homes through home visits, telephone contacts, and email, where appropriate.

School Community: Primary teachers

- Create a sense of community and belonging for the students in their school.
- Establish connections and relationships among their students and the larger community that support the academic and social development of the child and contribute to achievement of overall school goals.

Senior Teacher

As one of the more experienced teachers on the team, the senior teacher will work closely with the lead teacher in coordinating the day-to-day management of the teachers and students in the house. Senior teachers will use their expertise to play a supportive role in the mentoring and professional development of their teammates. In addition, they will take responsibility for directing the development of new curriculum in their area of expertise and will work with the lead teacher to facilitate communication between parents and other team members.

Senior teachers serve as curriculum coordinators in specific areas. As a curriculum coordinator, the senior teacher will participate in additional training and assume responsibilities for curricular support for the building staff. This person will become a leader and resource in the identified area.

As a member of a teaching team, the senior teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students.

The senior teacher will share common planning, professional development, curriculum design, and teaching responsibilities with other members of the teaching team. Senior teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. Senior teachers will work to integrate technology into their teaching and professional activities.

The senior teacher will:

- Serve as curriculum coordinator for the school or academy (see appropriate curriculum coordinator job description) and take on other coordinating roles as needed.
- Meet CHCS school performance standards.
- Implement school and district policies and procedures.
- Maintain ongoing communication with parents, staff, and community.
- Collaborate with house team on curriculum and student needs.
- Integrate technology in instructional program and be proficient in its use.
- Take a leadership role on at least one building-level committee.
- Assist with coordination of the professional development program.
- Assist lead teacher with organizational management of team.

Requirements

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.).
- Appropriate teacher certification.
- At least two years of successful teaching experience with performance ratings that indicate a high level of proficiency, with one year at CHCS.
- Evidence of educational experiences after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.).
- Willingness to specialize in a subject area.
- Positive recommendations from several individuals who know the candidate well.
- A coherent, high-quality essay.
- Positive ratings by three interviewers during the selection process: the principal, the lead teacher on the team, and other teachers in the school. Interviewers will look for subject area knowledge, ability to work as a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the CHCS design.
- Successful demonstration of teaching techniques and classroom management skills (i.e., creative instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation.
- Leadership ability (as evidenced by previous leadership roles in school or community activities).
- Peer mentoring and/or peer supervision.
- Creation of professional development opportunities for others (i.e., leading workshops).
- Development of both integrated curriculum units and curricula in different subject areas.
- Development of appropriate and/or embedded assessments.
- Activity in the school community.
- Involvement of parents in the classroom.

- Participation as a member of a team (demonstrated by involvement in team projects, grant writing, committees, etc.).

Job description: Lead Teacher (Needs to be determined based on enrollment)

The lead teacher in particular will take initial responsibility for the organizational management of a teaching team. Lead teachers will play a significant supporting role in the professional development of their teammates. In addition, they will take responsibility for directing the development of new curriculum and facilitating communication between parents and other team members.

As a member of a teaching team, the lead teacher will be responsible for communicating knowledge to students in an interesting, stimulating, and effective manner. He or she will use a variety of instructional methodologies and curriculum resources to present material to students. The lead teacher will work as a team member, sharing common planning, professional development, curriculum design, and teaching responsibilities. Lead teachers will administer different forms of student assessments, communicate with parents and other team members about student progress, and plan for further instruction. They will work to integrate technology into their teaching and professional activities.

The lead teacher will:

- Meet CHCS school performance standards.
- Implement school and district policies and procedures.
- Manage the teaching team.
- Develop team strategies for building a learning environment consistent with CHCS standards and guidelines.
- Model implementation of curriculum for the teaching team.
- Ensure the implementation of school performance standards for teaching teams.
- Facilitate the team's annual assessment of CHCS design, including plans for continued improvement.
- Establish a culture of professionalism among team members.
- Observe instruction and facilitate opportunities for team members to observe each other.
- Lead, coordinate, and support the implementation of peer coaching.
- Lead and support the development of professional growth plans and a team professional development plan.
- Monitor academic progress of students.
- Ensure ongoing communication with parents, staff, and community.
- Integrate technology into the instructional program and be proficient in its use.
- Serve on more than one committee, having a leadership role in at least one committee.
- Serve on school Leadership Team.
- Supervise and mentor resident teacher.
- Collaborate and assist the senior teacher with team mentoring; act as a resource to other mentors.

- Work closely with the resident teacher.
- Serve as a professional development resource for team members.
- Coach team members as needed.
- Demonstrate effective instructional and classroom management techniques.
- Assist principal/academy director in the performance appraisal process.

Requirements

- BA, BS degree, preferably in a subject area (i.e., mathematics, chemistry, literature, history, etc.).
- Master's degree (or, within 5 years).
- Appropriate teacher certification.
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.).
- 3-5 years of successful teaching experience with performance ratings that indicate a high level of proficiency, with one year at CHCS (start-up year excluded).
- Previous experience as senior teacher desirable.
- Positive references from all places of employment.
- Willingness to specialize in a subject area.
- A coherent, high-quality essay.
- Successful demonstration of teaching techniques and classroom management skills (i.e., effective instructional strategies, articulate communication of information, positive interactions with students, and overall organization of learning environment), as seen during a classroom observation by a partnership principal.
- Positive ratings during the selection process by three interviewers: the principal and, if available, other teachers in the school. Interviewers will look for subject area knowledge, ability to work on a team, familiarity with different instructional approaches and philosophies of learning, interest or expertise in technology, enthusiasm for the CHCS design.
- Evidence of frequent participation in or demonstration of Leadership ability (evidenced in previous leadership roles in school or Community activities).
 - Peer mentoring
 - Creation of professional development opportunities for others (i.e., leading workshops)
- Development of both integrated curriculum units and curricula in different subject areas.
- Development of appropriate and/or embedded assessments.
- Engagement in the school community.
- Involvement of parents and community in the classroom.
- Participation as a member of a team (demonstrated by involvement in team projects, grant writing, committees, etc.).

Appendix 3: Governing Board Members

CHCS Governing Board

John Reid – Chairman

John has devoted much of the last 20 years of his 36-year career to education. He has led five start-up businesses, three of which were in education, and has led two companies dedicated to building national school systems where he assembled a team of educational professionals who successfully built and operated more than 60 charter schools. John is currently Vice President of Corporate Social Responsibility for the Coca-Cola Company. Prior to this assignment, he has served as the Global Director of Coca-Cola University; the Chief Environmental Officer of Coca-Cola; the Chief Administrative Officer of the City of Atlanta; Assistant Secretary for Education of New York State, and Deputy Director of State Operations of New York State. John is a graduate of MIT and Brandeis University.

Bonnie Goode

Bonnie Melear Goode is a fifth generation resident of the Rico community of Chattahoochee Hills. She is a retired school teacher with 33 years of experience working in her own community at Western High School, Campbell High School, Palmetto High School, and Creekside High School. Bonnie holds a B.S. in Education and a Masters of Business Education from the University of Georgia.

Shamona Harrell

Shamona is a certified school counselor with six years experience teaching in the public school systems of Miami Dade County and Fulton County. She is a dedicated community leader and currently serves on the Cedar Gove Community Association Board of Directors and as its education chair.

Willie J. Lovett, Jr.

Willie currently serves as the Director of the Fulton County Child Attorney's Office. Prior to this appointment, Mr. Lovett served as Deputy County Attorney for the Fulton County Attorney's Office. Willie is a graduate of Yale University, Harvard Law School, and Emory Law School. He currently serves as Immediate Past President of the Gate City Bar Association.

Lindsey Mosby

Lindsey has 10 years experience in organizational management, with a focus on using strategy and design to bring change and innovation to businesses. She was instrumental in helping the Chattahoochee Hills community develop its vision. Lindsey holds a B.A. in English from University of Georgia and a M.S. in information design from Georgia Tech.

Jon Neiditz

Jon is a lawyer, consultant, and community leader with a focus on cost-effective solutions to complex problems and on establishing innovative relationships of trust and transparency. He is a partner in Nelson Mullins Riley & Scarborough's Atlanta office and founder of the firm's Information Management Practice. He is a graduate of Yale Law School and Dartmouth College.

Monica Olsen

Monica is an 18-year veteran of media strategy, public relations and brand marketing, and a partner in the media consulting firm BrandCottage. Monica has a deep knowledge of communications and a keen ability to assess situations quickly, listen carefully, and above all, reach out to others.

Advisory Board

- Golden Anderson, Founder and CEO of Fulton Leadership Academy
- Lisa Babb, Professor of Graphic Design, SCAD Atlanta
- Carl Bouckaert, Co owner of Beaulieu Carpet and major land owner in Chattahoochee Hills
- Judy Henderson, Founder of Community Brickworks
- Steve Hurwitz, CHCS Planning Committee, Development Chair
- Russ Kiefer, CHCS Planning Committee, Planning Chair
- Chip Kohlweiler, HCS Planning Committee, Finance Chair. Chief Financial Officer for CHCS
- Evan McGown, Executive Director, Institute for Wild Intelligence
- Steve Nygren, CHCS Planning Committee, Facilities Chair. Managing Partner of Serenbe
- Stacy Patton, Environmental Coordinator for Minerva Development
- Christina Pardue, CHCS Planning Committee, Applications Committee Co-Chair
- Rodney Peek, Chattahoochee Hills City Council Representative, District 5
- Waynette Peek, Founder of Race for Riley, a fundraising event for Mitochondrial Disease
- Jennifer Rippner, CHCS Planning Committee, Technical Review Committee
- Laurie Searle, CHCS Planning Committee, Application Chair
- David Shaginaw, Main Street Academy Founder
- Shelton Stanfill, Former President and CEO, Woodruff Arts Center
- Tamara Toth, CHCS Planning Committee, Outreach Committee
- Darla Vetter, CHCS Planning Committee, Education Committee
- Maribeth Wansley, Executive Director, Cochran Mill Nature Center
- Rebecca Williams, CHCS Planning Committee, Curriculum Chair

Appendix 4: Community Support

This appendix includes letters of interest and support from parent and guardians, residents, civic leaders, public officials, and business owners.

Appendix 5: End Notes

Endnotes are listed by section.

[CHCS Petition] A. Overview of Start Up School

¹ South Fulton Parkway Historic Context. 2007. Fulton County Department of Environment and Community.

² Data is from the Fulton County Environment and Community Development Department.

³ GADOE Report Card 2007-2008. Fulton County Schools Mobility Reports.

[CHCS Petition] B. Curriculum and Instruction

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- ¹⁴ Bear, D. R. (1991).
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