

# System Charter Petition Cover Pages

## Part I. Charter System Information

Check one:  New Petition  Renewal Petition

School System Applicant Morgan County School System

Address Morgan County Board of Education 1065 East Avenue Madison, GA 30650

Petition contact person Dr. Stanley W. DeJarnett, Superintendent

Name

Title

Address of petition contact Morgan County Board of Education 1065 East Avenue Madison, GA 30650

Telephone number of petition contact 706.752.4619

Fax number of petition contact 706.342.0505

E-mail address of petition contact [stan.dejarnett@morgan.k12.ga.us](mailto:stan.dejarnett@morgan.k12.ga.us)

Proposed Opening/Renewal Date August, 2011

Proposed Charter Term 5 years, August 2011 through June, 2016

*Please complete this form for each school that will be converted to a charter system school.*

**Name of Proposed Charter System School** Morgan County Primary Charter School

**School contact person** Dr. Betsy Short, Principal

Name Title

**Address of school** 993 East Avenue Madison, GA 30650

**Telephone number of school** 706.342.3475

**Fax number of school** 706.342.9184

**E-mail address of school contact** [betsy.short@morgan.k12.ga.us](mailto:betsy.short@morgan.k12.ga.us)

**Is this school:**

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

**Grade Levels Served** K-2

**Ages Served** 5-9

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1	265	239	248											752
Yr 2	270	265	240											775
Yr 3	270	270	265											805
Yr 4	270	270	270											810
Yr 5	270	270	270											810
Yr 6	275	275	275											825
Yr 7	275	275	275											825
Yr 8	275	275	275											825
Yr 9	280	280	280											840
Yr 10	280	280	280											840

*Please complete this form for each school that will be converted to a charter system school.*

**Name of Proposed Charter System School** Morgan County Elementary Charter School

**School contact person** Mrs. Jean Triplett, Principal

Name Title

**Address of school** 1640 Buckhead Road Madison, GA 30650

**Telephone number of school** 706.342.5039

**Fax number of school** 706.342.5050

**E-mail address of school contact** jean.triplett@morgan.k12.ga.us

**Is this school:**

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

**Grade Levels Served** 3-5

**Ages Served** 8-11

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1				235	219	280								734
Yr 2				253	245	245								743
Yr 3				247	253	245								753
Yr 4				259	257	253								769
Yr 5				255	264	247								766
Yr 6				255	265	265								785
Yr 7				250	260	275								785
Yr 8				250	260	270								780
Yr 9				265	265	265								795
Yr 10				265	265	265								795

*Please complete this form for each school that will be converted to a charter system school.*

**Name of Proposed Charter System School** Morgan County Middle Charter School

**School contact person** Dr. Joe Hutcheson, Principal

Name Title

**Address of school** 920 Pearl Street Madison, GA 30650

**Telephone number of school** 706.342.0556

**Fax number of school** 706.342.5048

**E-mail address of school contact** [joe.hutcheson@morgan.k12.ga.us](mailto:joe.hutcheson@morgan.k12.ga.us)

**Is this school:**

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

**Grade Levels Served** 6-8

**Ages Served** 11-13

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1							265	265	265					
Yr 2							289	265	265					
Yr 3							265	289	265					
Yr 4							265	265	289					
Yr 5							265	265	265					
Yr 6							265	265	265					
Yr 7							265	265	265					
Yr 8							265	265	265					
Yr 9							265	265	265					
Yr 10							265	265	265					

## Part II. Assurances and Signatures

1. This charter system petition was approved by the Morgan County

Board of Education on May 9, 2011.

Date

2. If a Charter is granted, all Petitioners assure that the proposed charter system will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Stanley D. Farmer 5/9/11  
Superintendent Date

John Doe 5/9/11  
Chair, Local Board of Education Date

## Part III. Executive Summary

The executive summary should be no more than **five pages** in length. The executive summary for a renewal charter system petition should be no longer than eight pages.

### **Basic Information**

Charter system name: Morgan County Charter System

Number of charter system schools: three (3)

School year in which system will convert to a charter system: 2011-2012

Approved by the Morgan County Board of Education on October 28, 2010.

### **Mission**

The mission of the Morgan County School System is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized educational program encompassing advanced technology; extensive community and parental involvement; quality resources; an exemplary staff; and, a safe and caring environment. This will continue as the mission of the Morgan County Charter System. This mission serves to address the legislation intent to “increase student achievement through academic and organizational innovation” by:

- A. Increasing the **instructional and curricular challenge** of the learning provided to students.
- B. Increasing and utilizing opportunities for virtual learning to more effectively **optimize the school system’s technology resources**.
- C. Utilizing flexibility of instructional delivery and funding to **personalize learning** for individual and groups of students.

### **Academic Program**

The Morgan County Charter System will be characterized by the following distinctive instructional techniques and educational programs:

- A. To increase the instructional and curricular challenge for learning, the charter system will implement the *International Baccalaureate Primary and Middle Years Programs*. Morgan County High School, which currently holds conversion charter status, is an authorized *International Baccalaureate World School*. With the authorization of Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools as *International Baccalaureate World Schools*, the Morgan County Charter System would be the only school system in the state to have all schools authorized as *International Baccalaureate World Schools*.

To better engage students in their learning, the charter system will also implement *Working on the Work*, a framework of ten lesson design qualities based on the research on student engagement. This framework provides the protocols for teachers and building administrators to more effectively plan for student learning and to more effectively analyze student learning in light of the plan.

B. To optimize the system's technology resources, the charter system will offer students and parents a virtual learning system in an ongoing effort to create a more flexible and engaging teaching and learning platform.

C. To better personalize instruction for all students, the charter system will implement *Differentiated Instruction*, a working framework to provide the structure for individualized instruction. The Morgan County Charter System will also modify the school day and calendar, as needed, to best meet the needs of students.

Charter system status will allow the Morgan County Charter System to pursue its ambitious goal of becoming one of the best rural small school systems in the nation and be defined by the following:

A. Ensuring that all students are successful in their learning and personal development through a system characterized by:

- 1) High levels of performance and achievement by all students (e.g., using instructional and operational flexibility and local control to meet the needs of all students, employing additional uses of technology, ensuring increased teacher efficacy);
- 2) Closing the achievement gap between sub-populations of students;
- 3) Improving the graduation rate (e.g., providing alternative means for students to learn and earn credit, employing additional uses of technology); and
- 4) Providing a challenging educational program (e.g., providing more rigorous curricular and instructional opportunities for all students).

B. An exemplary staff supported by effective leadership through a system characterized by:

- 1) Strategically aligned professional learning (e.g., employing additional uses of technology, ensuring increased teacher efficacy)
- 2) Enhanced leadership capacity; and,
- 3) Enhanced instructional capacity (e.g., ensuring increased teacher efficacy).

C. Extensive student, parent and community engagement through a system characterized by:

- 1) Enhanced student engagement;
- 2) Enhanced parent engagement; and,
- 3) Enhanced community engagement.

D. A safe and caring environment through a system characterized by:

- 1) A climate that feels safe; and
- 2) A climate the feels caring.

As a charter system, Morgan County intends to build on the system's strengths and continue on the path laid out in the system's strategic plan and measured in the system's balanced scorecard.

## **Organization**

The Morgan County Charter System shall implement, but not be limited to, the following innovations:

- A. Utilize flexibility of instructional scheduling to meet the differing needs of individual students.
- B. Utilize a modified calendar designed to remediate and accelerate student learning by extending learning time beyond the regular school day.
- C. Utilize professional learning communities of educators to enhance professional learning and delivery of instruction to students.
- D. Utilize small student learning communities to personalize curriculum and instruction.

It shall be the function of the System Governance Council to maximize school level governance, uphold the Charter System's mission and vision, set policy and procedures for the System Charter School, ensure effective organizational planning, and ensure that performance-based goals and objectives set forth in this Charter are met. Each School Governance Council has the responsibility for and decision-making authority related to:

- A. Developing local school actions consistent with BOE policies, goals, objectives and budgets;
- B. Approving the selection process for any open staff positions;
- C. Endorsing the principal's recommendations for all instructional staff including assistant principal;
- D. Approving recommendations for hiring instructional staff;
- E. Approving school budget recommendations to the superintendent;
- F. Approving school curriculum for recommendation to the superintendent;
- G. Ensuring school resource allocation consistent with the approved school budget; and,
- H. Endorsing and monitoring the school improvement goals and the school balanced scorecard.

The petitioning process started at the building level in the three schools that will be a part of the charter system: Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools. All three schools had previously been through the charter process when all three successfully applied for conversion charter status beginning in 2004, so the system process was handled similarly. In addition, all three schools went through the charter renewal process simultaneous to the initial system application process. When the three schools' charters expired in the summer of 2010, the three schools began the renewal process. It was at this time that the decision was made to also apply for charter system status. The Superintendent submitted a Letter of Intent to apply for charter system status to the Morgan County Board of Education which was approved during the September 13, 2010 Board of Education regular meeting.

System and school personnel began the Charter System Application in collaboration with the building leadership teams, School Councils, and PTO Executive Councils. After the petition application was completed, the first draft was made available to faculty, staff, and parents. Copies of the petition were placed in the Conference Room and in the Main Office and the petition was posted on the school web-site for administrators, faculty, staff, parents/guardians and community members to review beginning October 4, 2010. Copies of the application were also placed in the Conference Room at Morgan County Elementary Charter School and Morgan County Middle Charter School for parents to review. The petition was available to all

stakeholders for more than two weeks. Meetings with School Councils and with PTO Executive Councils were held in September to review and to discuss the charter petition application. Meetings were also held in October for all parents to review and discuss the petition. Each meeting included voting by secret ballot. All administrators, faculty, staff, and parents/guardians were invited to participate in the renewal process. After these stakeholders voted on the petition, the petition was presented to the Board of Education.

## Part IV. Charter System Petition Requirements

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

### DESCRIPTION OF THE EDUCATIONAL PROGRAM

1. Page 14 Summarize any and all policies, procedures, and practices that will materially distinguish the charter system and individual charter system schools from the system's pre-conversion model. Such practices/policies might include, *e.g.*, open enrollment policies or differential pay within the charter system.
2. Page 14 Describe fully any and all system and/or school level organizational innovations proposed that would not otherwise be possible without the flexibility of chartering (*e.g.*, governing board, personnel, leadership).
3. Page 15 Describe fully any and all system and/or school level academic innovations proposed that would not otherwise be possible without the flexibility of chartering (*e.g.*, innovative programs, curriculum/ instructional methods used).
4. Page 15 Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.
5. Page 16 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page 16 Specify how the charter system will meet the needs of students identified as gifted and talented.
7. Page 18 For high schools within the charter system, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

### STATE AND FEDERALLY MANDATED SERVICES

8. Page 18 For students with disabilities, describe any changes in how the charter system will provide state and federally mandated services.
9. Page 19 For English Language Learners (ESOL), describe any changes in how the charter system will provide state and federally mandated services.
10. Page 19 Describe any changes in how the charter system will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
11. Page 19 Describe any changes in how the charter system will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

### PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

12. Page 20 List the charter system's annual performance-based goals and measurable objectives.
13. Page 20 List the annual performance-based goals and measurable objectives for each charter system school.

14. Page 36 Highlight the differences between the system's current goals and those described above. Describe whether, and to what extent, these charter system goals are more rigorous.
15. Page 37 Describe any organizational performance-based goals and measureable objectives for the charter system. Organizational goals could describe and measure the effectiveness and competency of the system, which may include, for example, financial management and operational management, and/or satisfaction of a range of stakeholders.
16. Page 37 Identify any schools within the charter system that are currently in Needs Improvement status, and explain how this charter system petition will enable these schools to make Adequate Yearly Progress. Describe any practices, policies and procedures that will materially distinguish the charter system school from the pre-conversion model. Such practices/policies might include, *e.g.*, a change in leadership, differentiated and targeted professional development, replacement and/or recruitment of new school staff.

#### DESCRIPTION OF ASSESSMENT METHODS

17. Page 36 Describe how the charter system will measure student improvement and its connection to the academic and organizational performance-based goals and measurable objectives stated above.
18. Page 38 Describe how the charter system will use this assessment data to monitor and improve student achievement.

#### WAIVERS

19. Page 40 State whether the charter system will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter system will implement the flexibility to meet or exceed the performance-based goals and increase student achievement.
20. Page 41 If the system will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the system meet or exceed the performance-based goals and increase student achievement.

#### DESCRIPTION OF CHARTER SYSTEM OPERATIONS

21. Page 41 Describe how students will be assigned to schools in the charter system (*e.g.*, will the charter system be open enrollment, use existing attendance zones, create new attendance zones/policies).
22. Page 41 Describe whether any charter system schools will use enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
23. Page 41 Describe any changes to the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).
24. Page 41 Describe any changes to the rules and procedures concerning how the charter system will address grievances and complaints from students, parents, and teachers.
25. Page 42 Describe any changes to the charter system's employment procedures and policies.

26. Page 42 State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
27. Page 42 Describe whether the charter system will use the state salary schedule, and if another schedule will be used, provide that schedule.

#### PARENT AND COMMUNITY INVOLVEMENT

28. Page 42 Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the charter system, including involvement with the school level governing body.

#### DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

29. Page 43 Describe how federal, state, and local funds will be distributed to each charter system school in order to maximize spending and governance at the school level.
30. Page 44 Describe the fiscal history of the system, including whether the system is currently operating, or has ever operated, under a fiscal deficit plan over the previous five year period, and if so, state the system's plan to correct the fiscal deficit.

#### DESCRIPTION OF GOVERNANCE STRUCTURE

*\*Charter system petitions must provide a detailed explanation of the system's governance structure and school-level governance that highlights the differences between the current structure of the system and the proposed charter system.*

31. Page 44 Describe the organizational structure of the charter system, including the general areas of responsibility for the principal of each charter system school, the governance council of each charter system school, and the local board of education.
32. Page 47 Describe the composition of each school's governance council, including how and when members will be selected, how long they will serve, how they can be removed from office, and how they will avoid conflicts of interest.
33. Page 48 Describe in detail the decision-making authority of the principal at each charter system school.
34. Page 48 Describe in detail the decision-making authority of the governance council at each charter system school.
35. Page 49 Describe in detail the decision-making authority of the local board of education.
36. Page 50 Describe in detail any other elements of the system charter that meet the objective of maximizing school-level governance and school choice, including but not limited to, open enrollment policies within the charter system or any distinguishing features to be implemented through the use of waivers.
37. Page 50 Describe the training that will be provided for principals and for members of the governance councils that will allow them to implement the school-level decision-making. This description shall include training timelines and topics to be covered.
38. Page 50 Describe in detail how the parents, teachers and community members, outside of each school's governance council, will be involved in implementing the school-level

decision-making described in this paragraph.

39. Page 51 List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
40. Page 51 Describe the method that the local board and the system charter school and or school level governance council plan to utilize for resolving conflicts.
41. Page 51 State if the charter system intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency.
42. Page 52 List the criteria, if any, by which the charter system's charter may be revoked, in addition to those provided for in O.C.G.A. § 20-2-2065.

### FACILITIES

43. Page 52 Describe any changes in school facilities.

### REQUIRED APPENDICES

44. App. A, Page 53 The Morgan County Charter System's proposed annual calendar.
45. App. B, Page 55 Copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition before local board approval.
46. App. C, Page 59 Copy of the local board resolution approving the proposed charter system petition.
47. App. D, Page 61 The Morgan County Charter System's Balanced Scorecard
48. App. E, Page 71 The Morgan County Charter System Student Code of Conduct

## DESCRIPTION OF THE EDUCATIONAL PROGRAM

*1. Summarize any and all policies, procedures, and practices that will materially distinguish the charter system and individual charter system schools from the system's pre-conversion model.*

Charter system status will allow the Morgan County Charter System to pursue its ambitious goal of becoming one of the best rural small school systems in the nation and be defined by the following:

- A. Ensuring that all students are successful in their learning and personal development through a system characterized by:
  - 1. High levels of performance and achievement by all students (e.g., using instructional and operational flexibility and local control to meet the needs of all students, employing additional uses of technology, ensuring increased teacher efficacy);
  - 2. Closing the achievement gap between sub-populations of students;
  - 3. Improving the graduation rate (e.g., providing alternative means for students to learn and earn credit, employing additional uses of technology); and
  - 4. Providing a challenging educational program (e.g., providing more rigorous curricular and instructional opportunities for all students).
- B. An exemplary staff supported by effective leadership through a system characterized by:
  - 1. Strategically aligned professional learning (e.g., employing additional uses of technology, ensuring increased teacher efficacy)
  - 2. Enhanced leadership capacity; and,
  - 3. Enhanced instructional capacity (e.g., ensuring increased teacher efficacy).
- C. Extensive student, parent and community engagement through a system characterized by:
  - 1. Enhanced student engagement;
  - 2. Enhanced parent engagement; and,
  - 3. Enhanced community engagement.
- D. A safe and caring environment through a system characterized by:
  - 1. A climate that feels safe; and
  - 2. A climate the feels caring.

As a charter system, Morgan County intends to build on the system's strengths and continue on the path laid out in the system's strategic plan and measured in the system's balanced scorecard

*2. Describe fully any and all system and/or school level organizational innovations proposed that would not otherwise be possible without the flexibility of chartering.*

The Morgan County Charter System shall implement, but not be limited to, the following innovations:

- A. Utilize flexibility of instructional scheduling to meet the differing needs of individual students.
- B. Utilize a modified calendar designed to remediate and accelerate student learning by extending learning time beyond the regular school day.

- C. Utilize professional learning communities of educators to enhance professional learning and delivery of instruction to students.
- D. Utilize small student learning communities to personalize curriculum and instruction.

3. Describe fully any and all system and/or school level academic innovations proposed that would not otherwise be possible without the flexibility of chartering.

The Morgan County Charter System will implement, but not be limited to, the following academic innovations:

- A. Increasing the **instructional and curricular challenge** of the learning provided to students.
- B. Increasing and utilizing opportunities for virtual learning to more effectively **optimize the school system's technology resources**.
- C. Utilizing flexibility of instructional delivery and funding to **personalize learning** for individual and groups of students.

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

The Morgan County Charter System will be characterized by the following distinctive instructional techniques and educational programs:

- A. To increase the instructional and curricular rigor of learning the charter system will implement the *International Baccalaureate Primary and Middle Years Programs*. Since Morgan County High School already has an International Baccalaureate Diploma Program, authorization of Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools would make the Morgan County Charter System one of the few, if not the only, school systems in the state where all schools are IB authorized.
- B. To increase the instructional and curricular rigor of learning the charter system will implement criteria required to make application for *STEM (Science, Technology, Engineering and Mathematics)* school/program designation status from the Georgia Department of Education, in the event that the schools in the charter system are not authorized as *IB World* schools.
- C. To optimize the system's technology resources the charter system will offer students and parents a virtual learning system in an ongoing effort to create a more flexible and engaging teaching and learning platform.
- D. To better individualize instruction for all students the charter system will implement *Differentiated Instruction*, a working framework to provide the structure for personalized instruction.
- E. To better engage students in their learning, the charter system will implement *Working on the Work*, a framework of ten lesson design qualities based on the research on student engagement.

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

The Morgan County School System has committed to class size targets below the state requirements for a number of years. Even with the flexibility on class sizes currently allowed by state board rules, the school system has strived to maintain optimal class sizes. The current class average teacher-to-student ratios for core academic classes are:

Kindergarten- 1:21 (with a paraprofessional)

1<sup>st</sup> Grade = 1:21

2<sup>nd</sup> Grade = 1:21

3<sup>rd</sup> Grade = 1:18

4<sup>th</sup> Grade = 1:24

5<sup>th</sup> Grade = 1:25

6<sup>th</sup> Grade = 1:22

7<sup>th</sup> Grade = 1:22

8<sup>th</sup> Grade = 1:21

Grades K-8 = 1:22

The anticipated teacher-to-student ratio for the Morgan County Charter System will be 1:22 or less. While these are current average class sizes, one of the distinctive organizational characteristics of the charter system will be to focus on smaller student learning communities to personalize instruction. Learning communities focused on student needs will allow for smaller teacher-to-student ratios where appropriate.

6. Specify how the charter system will meet the needs of students identified as gifted and talented.

The Morgan County School System adopted eligibility criteria consistent with the SBOE Rule. SBOE Rule 160-4-2-.38, Section 2 (d) Eligibility. The Morgan County School System offers Enrichment programs for students meeting state eligibility requirements for the Program for the Gifted/Talented (G/T). In addition, gifted and talented students could benefit from the charter system's offering of the *International Baccalaureate Primary and Middle Grades Programs*.

In order to be eligible for the Program for the Gifted/Talented, students must meet qualifying factors in at least three out of four of these tested areas or meet criteria in the areas of intelligence and achievement. A student must either (a) score at the 99<sup>th</sup> percentile (for grades K-2) or the 96<sup>th</sup> percentile (for grades 3-12) on the composite or full scale score of a standardized test of mental ability and meet one of the achievement criteria or (b) qualify through a multiple-criteria assessment process by meeting the criteria in any three of the following four areas: mental ability (intelligence), achievement, creativity, and motivation.

K-2 students are eligible for this program. G/T students are served every day through a variety of approved delivery models, including collaborative classrooms with a gifted teacher and a regular education teacher and pull-out.

G/T students will attend a regular education reading class of above grade-level readers. The G/T teacher will work collaboratively with the reading teacher to support G/T students as well as co-teach the reading class. G/T students will be served in the area of math with a pull-out model and will daily attend an enrichment math class that extends beyond the grade-level curriculum.

Table 1: Eligibility Criteria

<p>Category One: Mental Ability*</p> <p>This category uses:</p> <ul style="list-style-type: none"> <li>➤ Standardized Mental Ability Tests</li> </ul>	<p>Eligibility criteria:</p> <ul style="list-style-type: none"> <li>➤ At the 99<sup>th</sup> % on the composite or full scale score of a standardized test of mental ability (Grades k-2)</li> <li>➤ At or above the 96% on composite or full scale score or appropriate component score (Grades 3-12)</li> </ul>
<p>Category Two: Achievement</p> <p>This category uses:</p> <ul style="list-style-type: none"> <li>➤ Standardized achievement tests</li> <li>➤ Product or Performance</li> </ul>	<p>Eligibility criteria:</p> <ul style="list-style-type: none"> <li>➤ At or above the 90% on total battery or total math or total reading (to include comprehension) score</li> <li>➤ Production of a superior student-generated product or performance (produced within the two years prior to evaluation), where the superior performance is one that can be translated into a numerical score <math>\geq 90</math> on a scale of 1-100, as evaluated by a panel of three or more qualified judges</li> </ul>
<p>Category Three: Creativity</p> <p>This category uses:</p> <ul style="list-style-type: none"> <li>➤ Standardized creativity tests or rating scales</li> <li>➤ Product or Performance</li> </ul>	<p>Eligibility criteria:</p> <ul style="list-style-type: none"> <li>➤ At or above the 90% on total battery score</li> <li>➤ Products or evidence of outstanding performances (completed during the two calendar years prior to evaluation), where the creative products and/or performances can be translated into a numerical score <math>\geq 90</math> on a scale of 1-100, as evaluated by a panel of three or more qualified judges</li> </ul>
<p>Category Four: Motivation</p> <p>This category uses:</p> <ul style="list-style-type: none"> <li>➤ Standardized motivational rating scales</li> <li>➤ Grades from academic courses (last school year and current grading period)</li> <li>➤ Product or Performance</li> </ul>	<p>Eligibility criteria:</p> <ul style="list-style-type: none"> <li>➤ An average of 90% or higher on a scale of 1-100 on standardized motivational rating scales completed by two of the student's teachers (Grades K-8)</li> <li>➤ Minimum numerical average of 95; however, if a higher average is</li> </ul>

	<p>achieved by more than 10% of the students in each grade level, that average will be used to determine placement.(Grades 9-12)</p> <ul style="list-style-type: none"> <li>➤ Student will receive from a panel of three or more qualified evaluators a score <math>\geq 90</math> on a scale of 1-100 on a structured observation/evaluation of student generated products and/or performances</li> </ul>
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\*An additional mental ability test will be administered if the student scores within one Standard Error of Measurement, but does not meet eligibility criteria in this area.

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

Morgan County High School, the only high school within the geographic and attendance boundaries of the Morgan County Charter School System, currently holds a 10-year charter and will not be considered a part of the charter system application.

STATE AND FEDERALLY MANDATED SERVICES

*8. For students with disabilities, describe any changes in how the charter system will provide state and federally mandated services.*

The Morgan County Charter System will comply with all federal, state, and local statutes; rules, regulations, and court orders relating to the provision of services to students with disabilities. Special education services for qualifying students will continue as documented in each child’s Individualized Education Plan (IEP). The school system currently operates in complete compliance with state and federal (Individuals with Disabilities Education Act) law, as evidenced by no findings during the system’s post-compliance state monitoring during the 2009-2010 school year.

The discipline of students with disabilities meets all requirements set forth in IDEA. At each IEP meeting, the behavior of the student is documented in the Present Level of Performance. If behavior is found to interfere with the child’s learning or the learning of other students, annual goals are developed to help the child learn alternate behaviors. A Functional Behavioral Assessment and a Behavior Intervention Plan are also individually developed as needed and are followed by teachers, staff, and administrators. These plans are reviewed often and adjusted as the child progresses. Frequent parental contact is made with all students at MCPCS, but parents are especially involved as these discipline plans are developed and put into action.

The Morgan County Charter System will comply with all federal regulations as set forth in the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, and the Americans with Disabilities Act. In accordance with Section 504, the system

provides “free appropriate public education” to each qualified student with a disability who is in the district’s jurisdiction, regardless of the nature or severity of the disability. The school system complies with Section 504 to provide regular or special education and related aids and services designed to meet the student’s individual educational needs as adequately as the needs of non-disabled students are met.

*9. For English Language Learners (ESOL), describe any changes in how the charter system will provide state and federally mandated services.*

The Morgan County Charter System will comply with all rules and regulations provided for in Title III of the *Elementary and Secondary Education Act (ESEA)*. ESOL students are identified by the Home Language Survey included in our registration/back to school packets. If a student’s primary language is any language other than English, the student is then screened for eligibility for ESOL services. Our ESOL students are served for 225 minutes a week in 45 minute segments per day by an ELL certified teacher. Students are served in collaborative classrooms with an ELL certified teacher and a general education teacher for Reading/ELA and/or Math. Our school adheres to Georgia School Law 20-2-156 Program for limited-English-proficient students.

ESOL students are identified by the Home Language Survey. If a student’s primary language is any language other than English, the student is screened for eligibility for ESOL services. We serve our ELL students with the Push-in model within the academic block. Students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ELL teacher. This model requires 2 teachers: the general ed. content teacher and the ELL-endorsed or ELL-certified teacher. The ELL teacher is not responsible for content mastery but is responsible for academic and social language proficiency based on the WIDA standards.

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

The Morgan County Charter System will offer such supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 as deemed necessary and expedient by the Local Board of Education, in consideration of the focus on the instructional programs in the school system.

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

The Morgan County Charter System will offer such remediation in required cases pursuant to SBOE Rule 160-4-5-.01 as deemed necessary and expedient by the Local Board of Education, in consideration of the focus on the instructional program at the Morgan County Primary School. Remediation offered in the school system includes before, after, and during school tutoring, extended learning opportunities (i.e., after school programs, intersessions programs and summer programs), computer-assisted remedial and acceleration programs, and EIP. The Early Intervention Program (EIP) is offered at Morgan County Primary and Morgan County

Elementary Schools. EIP is designed to serve students who are at risk of not reaching or maintaining academic grade level in reading and/or math. The purpose of EIP is to provide additional instructional resources and remediation to help students who are performing below grade level to obtain the necessary academic skills to reach grade level performance in the shortest possible time. EIP services are a part of Tier II on the Pyramid of Interventions. EIP students receive additional instruction and support in addition to the regular grade level classroom instruction. CRCT data analysis is used to pinpoint areas of need.

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

12. List the charter system’s annual performance-based goals and measurable objectives.

The academic performance-based goals and measurable objectives for the Morgan County Charter System are documented in the system’s balanced scorecard under *Strategic Goal I, Student Performance and Achievement*. The *Morgan County Charter System Balanced Scorecard* is included in the charter application as Appendix D.

13. List the annual performance-based goals and measurable objectives for each charter system school.

Morgan County Primary School

GA CRCT will not be administered to First and Second Grade students in the foreseeable future. Therefore, the Morgan County Primary School will measure student achievement using local criteria as described below. If GA DOE reinstates the administration of CRCT for First and Second Grade during the period of the charter, performance-based goals will be adjusted to reflect high expectations of student performance on CRCT. In addition, goals for 2016-2020 will be reviewed and revised during 2015 to align with current trends, initiatives, and student academic achievement. Please note that “proficient” on local GPS-based report card is comparable to “exceeds” on GA CRCT. Students achieving 90% and above on Class Works custom benchmark unit assessments at the end of each nine weeks is also comparable to “exceeds” on CRCT. Data will be disaggregated by subgroups, i.e., ethnicity, economic status and special student program status.

Goal 1: Students will become more proficient and will continue to demonstrate improvement in reading and language arts skills.

Kindergarten Students

Goal Date	% of students meets/exceeds language skills on GKIDS	% of students will achieve Level 3 (Proficient) in Written Exp. On GPS-based report card	Mastery % on 9 weeks skills assessment – Class Works	% of all subgroups achieving same goals

May 2011	94	94	70	94
May 2012	96	96	75	96
May 2013	98	98	80	98
May 2014	100	100	90	100
May 2015	100	100	90	100
May 2016	100	100	95	100

#### First Grade Students

Goal Date	% of students achieving Level 16 on DRA	% of students will achieve Level 3 (Proficient) in Written Exp. On GPS-based report card	Mastery % on 9 weeks skills assessment – Class Works	% of all subgroups achieving same goals
May 2011	94	94	70	94
May 2012	96	96	75	96
May 2013	98	98	80	98
May 2014	100	100	90	100
May 2015	100	100	90	100
May 2016	100	100	95	100

#### Second Grade Students

Goal Date	% of students achieving Level 28 on DRA	% of students will achieve Level 3 (Proficient) in Written Exp. On GPS-based report card	Mastery % on 9 weeks skills assessment – Class Works	% of all subgroups achieving same goals
May 2011	94	94	70	94
May 2012	96	96	75	96
May 2013	98	98	80	98
May 2014	100	100	90	100
May 2015	100	100	90	100
May 2016	100	100	95	100

Objective 1: 94% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 94% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2011. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all Kindergarten subgroups will achieve the same goals.

94% of First Grade students will achieve Level 16 on Pearson Developmental Reading Assessment (DRA) and will achieve Level 3 (Proficient) on GPS-based report card by May 2011. 94% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2011. All First Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all First Grade subgroups will achieve the same goals.

94% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2011. 94% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2011. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all Second Grade subgroups will achieve the same goals.

Objective 2: 96% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 96% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2012. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 75% mastery on Nine Weeks Skills Summary Report. 96% of all Kindergarten subgroups will achieve the same goals.

96% of First Grade students will achieve Level 16 on Pearson Development Reading Assessment (DRA) and will achieve Level 3 (Proficient) on GPS-based report card by May 2012. 96% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2012. All First Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 75% mastery on Nine Weeks Skills Summary Report. 96% of all First Grade subgroups will achieve the same goals.

96% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2012. 96% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2012. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 75% mastery on Nine Weeks Skills Summary Report. 96% of all Second Grade subgroups will achieve the same goals.

Objective 3: 98% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 98% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2013. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 80% mastery on Nine

Weeks Skills Summary Report. 98% of all Kindergarten subgroups will achieve the same goals.

98% of First Grade students will achieve Level 16 on Pearson Development Reading Assessment (DRA) and will achieve Level 3 (Proficient) on GPS-based report card by May 2013. 98% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2013. All First Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 80% mastery on Nine Weeks Skills Summary Report. 98% of all First Grade subgroups will achieve the same goals.

98% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2013. 98% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2013. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 80% mastery on Nine Weeks Skills Summary Report. 98% of all Second Grade subgroups will achieve the same goals.

Objective 4: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2014. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

100% of First Grade students will achieve Level 16 on Pearson Development Reading Assessment (DRA) and will achieve Level 3 (Proficient) on GPS-based report card by May 2014. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2014. All First Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all First Grade subgroups will achieve the same goals.

100% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2014. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2014. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Objective 5: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2015. All Kindergarten students

will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

100% of First Grade students will achieve Level 16 on Pearson Development Reading Assessment (DRA) and will achieve Level 3 (Proficient) on GPS-based report card by May 2015. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2015. All First Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all First Grade subgroups will achieve the same goals.

100% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2015. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2015. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Objective 6: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2016. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 95% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

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100% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2016. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2016. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 95% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Objective 7: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2017. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

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100% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2017. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2017. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Objective 8: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2018. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

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100% of Second Grade students will achieve level 28 on DRA and will achieve Level 3 (Proficient) on GPS-based report card by May 2019. 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2019. All Second Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark

skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Objective 9: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2020. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

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Objective 10: 100% of Kindergarten students will meet or exceed the language arts skills on GA Inventory of Developing Skills (GKIDS). 100% will achieve Level 3 (Proficient) in Written Expression on GPS-based report card by May 2020. All Kindergarten students will increase their achievement in language arts skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goals.

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Grade students will increase their achievement in language arts and reading skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goals.

Goal 2: Students will become more proficient and will continue to demonstrate improvement in math skills.

**Kindergarten Students**

Goal Date	% of students meets/exceeds math skills on GKIDS	% of students will achieve Level 3 (Proficient) in Math on GPS-based report card	Mastery % on 9 weeks skills assessment - Class Works	% all subgroups achieving same goals
May 2011	94	94	70	94
May 2012	96	96	75	96
May 2013	98	98	80	98
May 2014	100	100	90	100
May 2015	100	100	90	100
May 2016	100	100	95	100

**First and Second Grade Students**

Goal Date	% of students will achieve Level 3 (Proficient) in Math on GPS-based report card	Mastery % on 9 weeks skills assessment - Class Works	% of all subgroups achieving same goals
May 2011	94	70	94
May 2012	96	75	96
May 2013	98	80	98
May 2014	100	90	100
May 2015	100	90	100
May 2016	100	95	100

Objective 1: 94% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2011. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all Kindergarten subgroups will achieve the same goal.

94% of First Grade students will achieve Level 3 (Proficient) on GPS-based report card by May 2011. All First Grade students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark

skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all First Grade subgroups will achieve the same goal.

94% of Second Grade students will achieve Level 3 (Proficient) on GPS-based report card by May 2011. All Second Grade students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 70% mastery on Nine Weeks Skills Summary Report. 94% of all Second Grade subgroups will achieve the same goal.

Objective 2: 96% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2012. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 75% mastery on Nine Weeks Skills Summary Report. 96% of all Kindergarten subgroups will achieve the same goal.

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Objective 3: 98% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2013. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 80% mastery on Nine Weeks Skills Summary Report. 98% of all Kindergarten subgroups will achieve the same goal.

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Objective 4: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2014. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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Objective 5: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2015. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 90% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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Objective 6: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2016. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 95% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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Objective 7: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2017. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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Objective 8: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2018. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goal.

Objective 9: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2019. 100% of all Kindergarten subgroups will achieve the same goal. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report.

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Objective 10: 100% of Kindergarten students will meet or exceed the math skills on GA Inventory of Developing Skills (GKIDS) and will achieve Level 3 (Proficient) on GPS-based report card by May 2020. All Kindergarten students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Kindergarten subgroups will achieve the same goal.

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100% of Second Grade students will Level 3 (Proficient) on GPS-based report card by May 2020. All Second Grade students will increase their achievement in math skills by completing Class Works custom benchmark units aligned with nine week benchmark skills with 100% mastery on Nine Weeks Skills Summary Report. 100% of all Second Grade subgroups will achieve the same goal.

Goal 3: Grade level K-2 retention rates for students not meeting promotion and placement criteria will be reduced to 0% by the end of Second Grade. The majority of students that need to be retained in a grade level will be retained early in Kindergarten or First Grade.

K-2 Students Retained 2008-2010

Retained May of:	# of K Students	# of First Grade Students	# of Second Grade Students
2008	16	13	2
2009	0	0	3
2010	22	16	2

Retention Rate Reduction

Goal Date	% Retention Rate for Kindergarten and First Grade Students	% Retention Rate for Second Grade Students
May 2011	6	0
May 2012	3	0
May 2013	1	0
May 2014	0	0
May 2015	0	0
May 2016	0	0

Objective 1: Retention rate of Kindergarten and First Grade students will be reduced to 6% by May 2011. Retention rate of Second Grade students will be reduced to 0% by May 2011.

Objective 2: Retention rate of Kindergarten and First Grade students will be reduced to 3% by May 2012. Retention rate of Second Grade students will be maintained at 0% for 2012.

Objective 3: Retention rate of Kindergarten and First Grade students will be reduced to 1% by May 2013. Retention rate of Second Grade students will be maintained at 0%.

Objective 4: Retention rate of Kindergarten, First and Second Grade students will be maintained at 0% for 2014.

Objective 5: Retention rate of Kindergarten, First and Second Grade students will be maintained at 0% for 2015.

Objective 6: Retention rate of Kindergarten, First and Second Grade students will be maintained at 0% for 2016.

Morgan County Elementary School

Goal 1: Students in grades 3-5 will continue to demonstrate improvement in reading skills.

Percent of Students Exceeding Standards in Reading						
YEAR:	2011	2012	2013	2014	2015	2016
	38%	39%	41%	42%	44%	45%

Objective 1: To increase the percentage of students who exceed the Criterion Referenced Competency Tests (CRCT) reading standards in grades three through five. The baseline on the 2010 CRCT indicated 37% of students in grades 3-5 exceeded reading standards. 38% of students in grades 3-5 will exceed the standards in reading on the 2011 CRCT.

Objective 2: 39% of students in grades 3-5 will exceed the standards in reading on the 2012 CRCT.

Objective 3: 41% of students in grades 3-5 will exceed the standards in reading on the 2013 CRCT.

Objective 4: 42% of students in grades 3-5 will exceed the standards in reading on the 2014 CRCT.

Objective 5: 44% of students in grades 3-5 will exceed the standards in reading on the 2015 CRCT.

Objective 6: 45% of students in grades 3-5 will exceed the standards in reading on the 2016 CRCT.

Goal 2: We will improve reading skills in grades 3, 4, and 5 for all students.

Percent of Students Meeting/Exceeding Standards in Reading						
YEAR:	2011	2012	2013	2014	2015	2016
	95%	95%	96%	100%	100%	100%

Objective 1: To increase the percentage of students meeting or exceeding the Criterion Referenced Competency Tests (CRCT) reading standards in grades three through five. On the 2010 CRCT, 94% of students met or exceeded reading standards. On the 2011 CRCT, 95% of students will meet or exceed the standards.

Objective 2: On the 2012 CRCT, 95% of students will meet or exceed the reading standards.

Objective 3: On the 2013 CRCT, 96% of students will meet or exceed the reading standards.

Objective 4: On the 2014 CRCT, 100% of students will meet or exceed the reading standards.

Objective 5: On the 2015 CRCT, 100% of students will meet or exceed the reading standards.

Objective 6: On the 2016 CRCT, 100% of students will meet or exceed the reading standards.

Goal 3: Improve math skills in grades 3, 4, and 5.

Percent of Students Exceeding Standards in Math						
YEAR:	2011	2012	2013	2014	2015	2016
	44%	45%	46%	47%	48%	49%

Objective 1: To increase the percentage of students who exceed the Criterion Referenced Competency Tests (CRCT) math standards in grades three through five. On the 2010 CRCT, 43% of students exceeded math standards. On the 2011 CRCT, 44% of students will exceed the math standards.

Objective 2: 45% of students will exceed the math standards in 2012.

Objective 3: 46% of students will exceed the math standards in 2013.

Objective 4: 47% of students will exceed the math standards in 2014.

Objective 5: 48% of students will exceed the math standards in 2015.

Objective 6: 49% of students will exceed the math standards in 2016.

Goal 4: Improve math skills in grades 3, 4, and 5 for all students.

Percent of Students Meeting/Exceeding Standards in Math						
YEAR:	2011	2012	2013	2014	2015	2016
	89%	90%	91%	100%	100%	100%

Objective 1: To increase the percentage of students meeting or exceeding the Criterion Referenced Competency Tests (CRCT) math standards in grades three through five. On the 2010 CRCT, 88% of students met or exceeded math standards. On the 2011 CRCT, 89% will meet or exceed the standards.

Objective 2: 90% of students will meet or exceed the standards on the CRCT in 2012.

Objective 3: 91% of students will meet or exceed the standards on the CRCT in 2013.

Objective 4: 100% of students will meet or exceed the standards on the CRCT in 2014.

Objective 5: 100% of students will meet or exceed the standards on the CRCT in 2015.

Objective 6: 100% of students will meet or exceed the standards on the CRCT in 2016.

Goal 5: Improve writing skills of students in grades 3-5.

Percent of Students Meeting/Exceeding Standards in Writing						
YEAR:	2011	2012	2013	2014	2015	2016
	80%	82%	83%	84%	85%	86%

Objective 1: Seventy eight percent of fifth grade students scored in the meets/exceeds categories on the Georgia Writing Test at the end of 2010. In 2011, 80% will meet or exceed the standards.

Objective 2: 82% of students in 5<sup>th</sup> grade will meet or exceed the standards on the Georgia Writing Test in 2012.

Objective 3: 83% of students in 5<sup>th</sup> grade will meet or exceed the standards on the Georgia Writing Test in 2013.

Objective 4: 84% of students in 5<sup>th</sup> grade will meet or exceed the standards on the Georgia Writing Test in 2014.

Objective 5: 85% of students in 5<sup>th</sup> grade will meet or exceed the standards on the Georgia Writing Test in 2015.

Objective 6: 86% of students in 5<sup>th</sup> grade will meet or exceed the standards on the Georgia Writing Test in 2016.

Goal 6: Develop and implement standards based evaluation rubrics and portfolios as another way to communicate student progress in meeting standards.

Objective 1: Teachers at each grade level will collaboratively develop evaluation rubrics for all subject areas and parent keys to understanding in all subject areas.

Objective 2: Students will set goals for learning and use evaluation rubrics for self-assessment in reading and math.

Objective 3: Students will set goals for learning and use evaluation rubrics for self-assessment in science and social studies.

Objective 4: Students will use rubrics and be involved in student-led conferences to communicate their progress in meeting learning goals.

Objective 5: Revise the reporting system to include standards based grading.

Objective 6: Implement standards based reporting as another way to show progress in meeting standards.

Morgan County Middle School

Goal 1: Reduce the number of students that need remediation in reading through smaller learning communities. This would be measured utilizing the CRI (informal reading inventory) score that is equivalent to one year’s growth.

2011	2012	2013	2014	2015	2016
22% of all students	20% of all students	16% of all students	13% of all students	10% of all students	8% of all students

Goal 2: Increase the number of “all students” that “exceeds” on the reading portion of the CRCT. Goals for each year are as follows:

	2011	2012	2013	2014	2015	2016
6 <sup>th</sup> Grade	48%	49%	50%	51%	52%	53%
7 <sup>th</sup> Grade	35%	37%	39%	41%	43%	45%
8 <sup>th</sup> Grade	38%	40%	42%	44%	46%	48%

Goal 3: Reduce the number of academic failures in math through the use of extended learning opportunities and smaller learning communities to eliminate the need for academic summer school. Goals to reduce academic failures are as follows:

2011	2012	2013	2014
8%	6%	4%	0%

Goal 4: Increase the number of “all students” that “exceeds” on the Math of the CRCT.

	2011	2012	2013	2014	2015	2016
6 <sup>th</sup> Grade	23%	25%	27%	29%	31%	33%
7 <sup>th</sup> Grade	33%	35%	37%	39%	41%	43%
8 <sup>th</sup> Grade	25%	27%	29%	31%	33%	35%

Goal 5: Increase the number of smaller learning communities for all stakeholders.

- a. Community Extended Learning Center
- b. Experiential learning

*14. Highlight the differences between the system's current goals and those described above. Describe whether, and to what extent, these charter system goals are more rigorous.*

The current goals of the Morgan County School System Strategic Plan will remain in place:

- A. Improve academic achievement for all students by providing the highest quality instruction for every student.
- B. Close the achievement gap between subgroups of students based on state and national test criteria.
- C. Develop a systemic approach to providing a challenging and quality educational experience for all students.
- D. Improve internal processes while maintaining educational quality.
- E. Expand student, parental and community engagement with the school system.

The charter system goals seek to extend the current system goals and ensure that:

- A. All students will meet academic standards by 2013-2014.
- B. All students will experience work they consider to be engaging.
- C. All students will have access to challenging, rigorous curriculum and instruction.
- D. All students will have access to alternative modes of instruction, including but not limited virtual learning opportunities.
- E. The racial achievement gap will be closed by 2013-2014.

*15. Describe any organizational performance-based goals and measurable objectives for the charter system.*

The organizational performance-based goals and measurable objectives for the Morgan County Charter System are documented in the system's balanced scorecard under *Strategic Goal Area III, Internal Processes*. The *Morgan County Charter System Balanced Scorecard* is included in the charter application as Appendix D.

*16. Identify any schools within the charter system that are currently in Needs Improvement status, and explain how this charter system petition will enable these schools to make Adequate Yearly Progress. Describe any practices, policies and procedures that will materially distinguish the charter system school from the pre-conversion model.*

No schools currently in the proposed charter system (Morgan County Primary School, Morgan County Elementary School or Morgan County Middle School) are in Needs Improvement status.

#### DESCRIPTION OF ASSESSMENT METHODS

*17. Describe how the charter system will measure student improvement and its connection to the academic and organizational performance-based goals and measurable objectives stated above.*

The charter system will adhere to all accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

The Morgan County Charter System will engage in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments will include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKAP-R, Writing Assessments, DRA). In addition, local schools will have the option to use a variety of instruments to monitor student learning. District curriculum will be aligned with assessments.

The Morgan County School System and its schools work to build capacity in faculty and staff to be effective in two uses of assessment. Assessment *for* student learning provides information to guide instruction. Assessment *of* student learning provides data for monitoring student progress. Selected teachers from Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools have participated as members in the Northeast Georgia Regional Educational Services Agency (NEGA RESA) Assessment Consortium. The primary goal of the consortium is to build capacity in teachers to more effectively assess student learning. These teachers in turn work as leads in each of their schools

Teachers and district curriculum staff members will work to develop benchmark tests to monitor the learning of students throughout the school year. A comprehensive reporting system will be established to provide current data that will include a profile of student performance, community characteristics, system characteristics, and staff and stakeholder perceptions of the system.

As required by the Single Statewide Accountability System, the Morgan County Charter System will participate in the CRCT to report Adequate Yearly Progress. In addition to those tests, the Morgan County Charter System will also participate in the GKIDS, and writing assessments. The system employs a system coordinator who will train and monitor building test coordinators. Over the duration of the charter, the Morgan County Charter System may remove state assessments that are released through a revised Single Statewide Accountability System.

At the student level, individual assessment results will be distributed to families as soon as they are received in the district. The reports will include overall scores and more specific areas of strength and challenge, for example, domain or strand scores. During conferences, teachers will share information with parents about the performance of students, along with ideas for improvement.

At the school level, a variety of reports and presentations will be provided to schools, with grade and classroom-specific data. Each school will prepare and present a board presentation on CRCT data. CRCT data will be processed at the school level by faculties, leadership teams and school councils. Each school will be required to conduct sessions and training on annual test utilization with staff members throughout the year. The system's Instructional Leadership Council will support building data teams in their work with assessment data. Schools typically will include achievement results in communications and share the results of standardized testing with their School Councils and leadership teams as a part of the school improvement effort.

At the district level, data releases will be prepared to share the highlights of assessment results with Board members and the broader community. Data tables and visuals will be prepared that include system-level and school-level data. These releases will first be presented to the Board and then released generally to the public through the press and websites.

The assessment system provides data to stakeholders at the Board, central administrative, school, and classroom levels for decision-making. Board members, School Councils, and school leadership teams will be provided ongoing information on key indicators through annual reports from the Superintendent, as well as periodic reports from staff members. Classroom teachers will have access to assessment data from standardized testing via *Infinite Campus*, the system student information system and the state's *Longitudinal Data System*. A Microsoft Excel spreadsheet will be provided by the charter system to expedite the process of data disaggregation. This tool will allow teachers to devise flexible groups based on strand-based performance on the CRCT. In addition, all struggling students will be considered for appropriate Tier 2 interventions on the school system's Pyramid of Interventions, which details the interventions in place to support the students' successes.

The Board will have one fall retreat solely dedicated to the system balanced scorecard and school improvement plans. Balanced scorecard performance measure targets will be compared to actual performance. Reviews of actions taken to achieve targets will be conducted. Ensuing performance measure targets will be re-evaluated based on current actual performance. Building administration will present the modifications to their three-year continuous improvement plan and connect improvement plans to the system/school balanced scorecards. Suggestions for refinement of plans and scorecards will be solicited from participants.

*18. Describe how the charter system will use this assessment data to monitor and improve student achievement.*

The primary use of this data is for the teachers and administrators to identify areas of strengths and weaknesses in an individual student's mastery of skills, a class's mastery of skills and a grade level's mastery of skills. This data allows a teacher to target instruction to both the individual student's needs and his/her class needs. The assessments allow a teacher to change instructional strategies if the data indicates that students are not mastering the material. This constant measurement also allows for ability-based groupings to be flexible. Students can be placed, based on these assessments, in the group that best meets their needs.

Students identified as not meeting building or system standards are considered for placement on the system's Pyramid of Interventions. The Pyramid details interventions and actions to be taken in consideration of students' responses to these interventions. Students move up levels, or tiers, in the Pyramid as interventions become more intense and focused. Tier 1 should serve the needs of 80%-90% of students in a classroom or school. In Tier 1, all students in any given classroom receive standards-based differentiated instruction using research-based strategies. Universal screeners in reading and math are utilized to identify students who may need further assessment.

Students, who are not experiencing success (i.e., meeting standards) and those identified by universal screening/additional assessment, move to Tier 2 in the Pyramid. Assuming Tier 1 is being implemented effectively, about 20% of students are served in Tier 2. Tier 2 is characterized by small group support and supplemental instruction focused on particular skills. Since Tier 2 support is provided in addition to Tier 1 instruction, students are served in pull out classes (other than core academic classes), before- and after-school settings, or within the regular classroom. Student growth is tracked through systematic progress monitoring.

Tier 3 is characterized by more intense and frequent support. Individual students with sustained needs, about 5-10% of the student population, are served in Tier 3. Individualized interventions with differentiated instruction are provided to these students. Additional engaged time may replace other subjects. Tier 3 support may be provided within or outside of the regular classroom. Systematic progress monitoring continues. Students who continue to be unsuccessful are referred to a Student Support Team (SST) and consideration for Tier 4, or special student services.

In an effort to move toward the implementation of true standards-based classrooms, select teachers participated in an on-going Assessment Consortium sponsored by Northeast Georgia RESA. The goals of the institute were to help teachers:

- A. Become committed to meeting key quality standards in classroom assessments.
- B. Understand the relationship between classroom assessment and standardized tests.
- C. Learn to use assessment to inform instructional decisions and motivate students to strive for excellence.
- D. Understand how examining student work can inform both assessment and instructional decisions.
- E. Apply standards of sound grading and reporting practices to students, administrators, parents and the school community regarding student achievement.
- F. Determine school-based needs and develop an action plan for implementation or enhancement of standards-based reporting.

Participation in the institute was a long-range experience for school teams who were responsible for extending their learning into the school setting and assisting colleagues in gaining higher levels of classroom assessment expertise. The work of the Assessment TEAM was focused on sustainable monitoring of participant learning in order to observe and measure the positive impact on student achievement.

- A. Revise Curriculum Maps to align with the Georgia Performance Standards.
- B. Revise instructional units and unit assessments to align with GPS.
- C. Develop assessment rubrics to align with curriculum maps and units.
- D. Develop common lesson plans to align with curriculum maps and units.
- E. Identify common rubric evidence to demonstrate mastery of standards for student portfolios (varied types of assessments in addition to unit assessments).
- F. Develop student self-assessment instrument.
- G. Develop a parent letter to align with each unit. The purpose of the parent letter was to communicate student proficiency for each standard taught and assessed.

H. Develop benchmark reports to allow each teacher to report student mastery of standards as a class. Class data is used to report grade level mastery of standards. As a result, re-teaching, enrichment and reassessing take place.

Teachers analyze data annually to determine strengths and weaknesses of their students to plan engaging instruction. Below are the steps followed for analyzing data:

- A. Complete class domain analysis.
- B. Record % of students who did not meet standards.
- C. As a grade level, identify areas of weaknesses and write an action plan to address these areas.
- D. Team Leaders – Benchmark data analysis by grade level. List standards taught. Compute the percentage of students who met the standards.

## WAIVERS

*19. State whether the charter system will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter system will implement the flexibility to meet or exceed the performance-based goals and increase student achievement.*

The Morgan County Charter System will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). Examples of how the charter system will implement the flexibility to meet or exceed the performance-based goals and increase student achievement include, but are not limited to:

- A. Flexibility in course requirements particularly in the middle grades. Students needing additional instruction in reading and/or math would be scheduled for additional classes in those areas in place of science, social studies, and/or Connections. Students needing additional classes in both reading and math would take reading in the content area classes. In other words, students would receive reading instruction while reading content area text with a focus on content vocabulary.
- B. Flexibility in maximum class size requirements in courses other than core academics. Flexibility from class size requirements which are still in place (i.e., Gifted, ELL, special education, etc.) could facilitate enhanced services to those and other students.
- C. Flexibility to provide Gifted/Enrichment students instruction in all academic areas needed beyond two segments a day.
- D. Flexibility in the use of personnel (K-2 regular education, collaborative, special education, and EIP classes).
- E. Flexibility in EIP eligibility. EIP eligibility requirements limit the students that can be served in the program.
- F. Flexibility in requirement to report numerical grades. Requirements to report numerical grades limit the opportunities for standards-based instruction and reporting.

20. *If the system will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the system meet or exceed the performance-based goals and increase student achievement.*

This section is not applicable to the Morgan County Charter System.

#### DESCRIPTION OF CHARTER SYSTEM OPERATIONS

21. *Describe how students will be assigned to schools in the charter system.*

The Morgan County Charter System will serve all students who are residents within the geographic boundaries of Morgan County. The attendance zone for students of the Morgan County Charter System includes all students who are residents of Morgan County, Georgia, and those students whose parents are employees of the Morgan County Board of Education regardless of residency.

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

This section is not applicable to the Morgan County Charter System.

23. *Describe any changes to the rules and procedures concerning student discipline and student dismissal.*

No changes will be made to the rules and procedures concerning student discipline and student dismissal as described in the *Morgan County School System Code of Conduct* (see Appendix E). The Morgan County Charter System will continue to follow the practices reflected in the *Morgan County School System Code of Conduct*, which is progressive in nature and includes student and parent due process procedures. Disciplinary consequences will be correlated to the seriousness of the offense, the student's age and grade level, the effect of the misconduct on the school environment, and statutory requirements, if applicable. 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.

24. *Describe any changes to the rules and procedures concerning how the charter system will address grievances and complaints from students, parents and teachers.*

The Board policy on the complaint procedure to be followed by students and parents is included in the Morgan County School System Policy Manual (Policy *JCE: Student Complaints and Grievances*). As required by Georgia law, the grievance procedure for teachers is included in the Morgan County School System Policy Manual (Policy *GAE: Complaints and Grievances*) and in

the *Morgan County Employee Handbook*. These policies will continue to be applicable under the charter system.

25. *Describe any changes to the charter system's employment procedures and policies.*

The Morgan County Charter System will follow best practices regarding employment procedures. The personnel section (Section G) of the Board policy manual will remain in effect. Online applications have been established for all positions, and all positions are advertised on the school system website. The Morgan County Charter System will make every effort to recruit and hire diverse and highly qualified candidates. Strategies to reach this goal will include attendance at job fairs and postings on *Teach Georgia*.

26. *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.*

The Morgan County Charter System will continue to require certification by the Georgia Professional Standards Commission for teachers of core areas and paraprofessionals. Qualifications for other staff will be set forth in job descriptions.

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

The Morgan County Charter System will continue to use the state salary scale with a local supplement for certified staff. All other administrative and support staff salary scales are competitive with Georgia school districts. Benefits offered under the charter system will continue to include: participation in the State of Georgia Teachers' Retirement System, FICA, the state health benefit plan, dental insurance, and life insurance. Other benefits such as annuities, flexible spending accounts, and short- and long-term disability benefits are available as employee deductions.

## PARENT AND COMMUNITY INVOLVEMENT

28. *Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the charter system, including involvement with the school level governance body.*

The petitioning process started at the building level in the three schools that will be a part of the charter system: Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools. All three schools had previously been through the charter process when all three successfully applied for conversion charter status beginning in 2004, so the system process

was handled similarly. In addition, all three schools went through the charter renewal process simultaneous to the initial system application process. When the three schools' charters expired in the summer of 2010, the three schools began the renewal process. In was at this time that the decision was made to also apply for charter system status. The Superintendent submitted a Letter of Intent to apply for charter system status to the Morgan County Board of Education which was approved during the September 13, 2010 Board of Education regular meeting.

System and school personnel began the Charter System Application in collaboration with the building leadership teams, School Councils, and PTO Executive Councils. After the petition application was completed, the first draft was made available to faculty, staff, and parents. Copies of the petition were placed in the Conference Room and in the Main Office and the petition was posted on the school web-site for administrators, faculty, staff, parents/guardians and community members to review beginning October 4, 2010. Copies of the application were also placed in the Conference Room at Morgan County Elementary Charter School and Morgan County Middle Charter School for parents to review. The petition was available to all stakeholders for more than two weeks. Meetings with School Councils and with PTO Executive Councils were held in September to review and to discuss the charter petition application. Meetings were also held in October for all parents to review and discuss the petition. Each meeting included voting by secret ballot. All administrators, faculty, staff, and parents/guardians were invited to participate in the renewal process. After these stakeholders voted on the petition, the petition was presented to the Board of Education.

## DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

*29. Describe how federal, state, and local funds will be distributed to each charter system school in order to maximize spending and governance at the school level.*

Schools will receive an allotment of funds for staff, materials, supplies, and professional learning. School allotments will be based on the enrollment of the building, the number of faculty/staff in the building and/or the particular educational needs of students within that building. Within that allotment, School Councils will have autonomy to direct money within the school as they deem appropriate. In addition, the School Leadership Teams may request additional funds for particular projects and goals by petitioning the Superintendent

Schools will have autonomy to budget and spend funds to address their needs. School budget requests will be reviewed from a systemic standpoint to ensure that staff, programs and materials are in line with the district's philosophy and are equitable across schools. Systemic budget review will also ensure consistency and equity among all schools. Financial reports will be submitted to the Board monthly for review. The Board will approve financial reports after expenditures have occurred.

*30. Describe the fiscal history of the system, including whether the system is currently operating, or has ever operated, under a fiscal deficit plan over the previous five year period, and if so, state the system's plan to correct the fiscal deficit.*

The Charter System and each System Charter School shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts as required by law.

Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.

In the event the Charter System and/or Charter System School(s) seeks grant funds under the federal Charter School Program, the Charter System and/or the Charter System School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.

Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.

#### DESCRIPTION OF GOVERNANCE STRUCTURE

*31. Describe the organizational structure of the charter system, including the general areas of responsibility for the principal of each charter system school, the governance council of each charter system school, and the local board of education.*

Each Charter System School shall utilize a Governing Council as its governing body which shall operate in accordance with its bylaws with the intent to maximize school level decision-making. Each Governing Council shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of this charter, the Governing Council shall be called the School Governance Council.

The School Governance Council at each Charter System School shall be subject to the control and management of the Local Board of Education.

It shall be the function of the School Governing Council to uphold the Charter System's mission and vision, to set policy and procedures for the System Charter System School, to ensure effective organizational planning, and to ensure that performance-based goals and objectives set forth in this Charter are met.

The school principal has the responsibility for and decision-making authority related to:

- A. Overseeing the implementation of all school actions consistent with BOE policies, goals, objectives, budget and School Governance Council actions;
- B. Ensuring that the state curriculum is being taught and the instructional model employed by the school is being implemented;
- C. Supervising and evaluating instruction;

- D. Managing instructional technology;
- E. Conducting assessments of his/her staff in concert with system guidelines and any applicable laws;
- F. Reviewing the applications for employment and reviewing the certification of candidates for teaching positions
- G. Establishing and supervising personnel selection process;
- H. Developing and supervising an inclusive personnel selection process to fill positions. A seat is available for a School Governance Council member on any interview team;
- I. Preparing a personnel report which includes hires, transfers, and terminations, for each School Governance Council meeting;
- J. Developing personnel by providing appropriate professional learning opportunities and writing professional learning plans when necessary;
- K. Ensuring adherence to the system's Strategic Plan;
- L. Developing the school budget, in collaboration with the School Governance Council, consistent all system and school goals and objectives;
- M. Ensuring alignment between the school improvement goals, plans and budget;
- N. Developing, in collaboration with the School Governance Council, a school balanced scorecard aligned to the system mission, goals and balanced scorecard;
- O. Reporting school status to the superintendent, the School Governing Council, and the local Board of Education; and,
- P. All tasks contained in the Principal Job Description for the Morgan County School System.

The individual schools will develop their school improvement plans using specific data and needs demonstrated in concert with student assessment results and results collected from annual surveys of families. These plans will align with the district Strategic Plan. Building needs will also be developed at the school level and in communication with the Director of Maintenance and Facilities. Every plan will meet the overarching vision, mission, and goals of the school system as set forth in the beginning of this document. In this way, the charter system will ensure that the Board retains its oversight responsibility, while allowing each school the flexibility to meet the vision, mission, and goals in the manner most suited to its student body, teachers, and parents.

The School Governance Council has the responsibility for and decision-making authority related to:

- A. Recommend personnel for submission to the Superintendent for hire;
- B. Determine use of funding (as per formula based on enrollment) in technology and instructional materials;
- C. Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development);
- D. Review assessment data and use it for decision-making purposes;
- E. Assist with school accreditation and improvement reviews and assessments, such as SACS; and,
- F. Recommend school needs to the Board during the annual budget process.

Annually, each school will receive its operational budget based on enrollment. During the months of budget construction, the schools, with the assistance of their School Governance Councils, will determine necessary staff member units, professional learning activities, technological needs, building repair issues and instructional material requests. During this time, the principal and representatives of the School Governance Council will meet with the Superintendent to present their budget and its connections to the school improvement plan. As secretary of the Board of Education, the Superintendent will present for action any recommendations requiring board approval per Morgan County Board of Education policy.

The School Governance Council is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.* The School Governance Council shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the System Charter School. The School Governance Council is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.* The School Governance Council shall maintain its adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.

In considering governance structure and models for the Morgan County Charter System, care has been taken to avoid creating a system that isolated schools by providing autonomy without the defining parameters of a systemic focus and shared system goals. In order to address this concern, a System Charter Leadership Team will be formed. The goals of the System Charter Leadership Team will be to provide feedback, continuity, and communication between and across School Governance Councils; provide community involvement in system charter oversight at the systemic level; and review and recommend changes to the system charter to the Superintendent.

The following are the primary functions of the System Charter Leadership Team:

- A. Assess the effectiveness of the system charter;
- B. Share information and innovations from each school;
- C. Focus on system goals and outcomes;
- D. Provide oversight for the systemic nature of the School Leadership Teams;
- E. Develop an Administrator appraisal process;
- F. Mediate between School Governance Councils and other entities;
- G. Discuss possible charter revisions; and
- H. Provide oversight and recommendations to the Superintendent on issues submitted by the School Leadership Teams with a scope and impact beyond the local school.

Two members from each School Governance Council, preferably the principal and one other member, will participate on the System Charter Leadership Team. The meeting will be initiated and organized by the Superintendent. Additional system-level staff will participate as requested by the Superintendent and attendance may vary at each meeting depending on the needs of the group. The System Charter Leadership Team will meet at least four times each year. The Superintendent will provide a report to the Board following each System Charter Leadership Team meeting.

The Morgan County Board of Education will continue to make decisions and have final jurisdiction over the following areas:

- A. Overall fiscal management (including but not limited to purchasing and contracting)
- B. Final development and approval of the annual system budget
- C. Fiscal expenditures beyond the school's allocations
- D. Legal oversight
- E. Fair/non-discriminatory personnel practices
- F. System Strategic Plan, including overall goals and objectives of the charter system
- G. Final approval regarding school improvement plans
- H. Calendar
- I. Curriculum, assessment, and testing
- J. Overall safety/maintenance of buildings
- K. School Nutrition
- L. Transportation
- M. Decisions related to one school that will impact another school
- N. Existing and future Board policy
- O. Final approval regarding personnel, including hiring and termination
- P. Attendance zones
- Q. Appeals
- R. Facilities
- S. Hiring and evaluation of the Superintendent
- T. Other areas as necessary

School Governance Councils can provide recommendations related to the areas outlined above, and in such cases, a School Governance Council shall submit items to the Superintendent, who serves as the secretary for the Board, for inclusion on the monthly Board agenda for information or action.

*32. Describe the composition of each school's governance council, including how and when members will be selected, how long they will serve, how they can be removed from office, and how they will avoid conflicts of interest.*

Parent or legal guardian members of the School Governance Council will be elected by a majority of votes of parents and legal guardians of students that will be enrolled in the school at the onset of the member's term. Candidates for parent or legal guardian seats must have a child who will be enrolled at the school during the term for which the member will serve on the team. Teacher members of the School Governance Council will be elected by a majority vote of staff who work at the school at the time of the election. Students and community or business leaders who serve on School Governance Council will be appointed by the elected members of the team. Each School Council will develop bylaws, which will address the School Council's internal governance procedures. The School Governance Council will not incorporate or form any other business entity.

The School Governance Council shall establish a formal policy to prevent and disclose conflicts of interest. Members of the School Council and Charter School employees shall abide by such conflicts of interest policy.

The Local Board assures that each System Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the System Charter Schools shall not be home based.

33. Describe in detail the decision-making authority of the principal at each charter system school.

The school principal has the responsibility for and decision-making authority related to:

- A. Overseeing the implementation of all school actions consistent with BOE policies, goals, objectives, budget and School Governance Council actions;
- B. Ensuring that the state curriculum is being taught and the instructional model employed by the school is being implemented;
- C. Supervising and evaluating instruction;
- D. Managing instructional technology;
- E. Conducting assessments of his/her staff in concert with system guidelines and any applicable laws;
- F. Reviewing the applications for employment and reviewing the certification of candidates for teaching positions
- G. Establishing and supervising personnel selection process;
- H. Developing and supervising an inclusive personnel selection process to fill positions. A seat is available for a School Governance Council member on any interview team;
- I. Preparing a personnel report which includes hires, transfers, and terminations, for each School Governance Council meeting;
- J. Developing personnel by providing appropriate professional learning opportunities and writing professional learning plans when necessary;
- K. Ensuring adherence to the system's Strategic Plan;
- L. Developing the school budget, in collaboration with the School Governance Council, consistent all system and school goals and objectives;
- M. Ensuring alignment between the school improvement goals, plans and budget;
- N. Developing, in collaboration with the School Governance Council, a school balanced scorecard aligned to the system mission, goals and balanced scorecard;
- O. Reporting school status to the superintendent, the School Governing Council, and the local Board of Education; and,
- P. All tasks contained in the Principal Job Description for the Morgan County School System.

34. Describe in detail the decision-making authority of the governance council at each charter system school.

The School Governance Council has the responsibility for and decision-making authority related to:

- A. Recommend personnel for submission to the Superintendent for hire;

- B. Determine use of funding (as per formula based on enrollment) in technology and instructional materials;
- C. Develop, approve, and monitor the continuous school improvement planning process (three year plan with annual reviews and updates that includes plans to foster student and teacher development);
- D. Review assessment data and use it for decision-making purposes;
- E. Assist with school accreditation and improvement reviews and assessments, such as SACS; and,
- F. Recommend school needs to the Board during the annual budget process.

Annually, each school will receive its operational budget based on enrollment. During the months of budget construction, the schools, with the assistance of their School Governance Councils, will determine necessary staff member units, professional learning activities, technological needs, building repair issues and instructional material requests. During this time, the principal and representatives of the School Governance Council will meet with the Superintendent to present their budget and its connections to the school improvement plan. As secretary of the Board of Education, the Superintendent will present for action any recommendations requiring board approval per Morgan County Board of Education policy.

35. Describe in detail the decision-making authority of the local board of education.

The Morgan County School System is a public school system subject to the state constitution and legislation created by the General Assembly. The five-member elected local Board is a body corporate and politic that is empowered to engage in legal process and to enact such policies, bylaws, rules and regulations, not inconsistent with the laws of the State of Georgia or the United States, for the government of the Board, the Superintendent, teachers and students of the school system, as the Board may deem proper. Because the Board is the legally created body corporate and politic and is vested with the power and authority to bind and contract for the school system, it will retain its rights and responsibilities under the system charter and neither individual system charter schools, nor their School Governance Councils or principals, will have authority to bind the system or to contract or assume debts or obligations on behalf of the individual schools or the system.

The Morgan County Board of Education will continue to make decisions and have final jurisdiction over the following areas:

- A. Overall fiscal management (including but not limited to purchasing and contracting)
- B. Final development and approval of the annual system budget
- C. Fiscal expenditures beyond the school's allocations
- D. Legal oversight
- E. Fair/non-discriminatory personnel practices
- F. System Strategic Plan, including overall goals and objectives of the charter system
- G. Final approval regarding school improvement plans
- H. Calendar
- I. Curriculum, assessment, and testing
- J. Overall safety/maintenance of buildings
- K. School Nutrition

- L. Transportation
- M. Decisions related to one school that will impact another school
- N. Existing and future Board policy
- O. Final approval regarding personnel, including hiring and termination
- P. Attendance zones
- Q. Appeals
- R. Facilities
- S. Hiring and evaluation of the Superintendent
- T. Other areas as necessary

*36. Describe in detail any other elements of the system charter that meet the objective of maximizing school-level governance and school choice, including but not limited to, open enrollment policies within the charter system or any distinguishing features to be implemented through the use of waivers.*

This section is not applicable to the Morgan County Charter System.

*37. Describe the training that will be provided for principals and for members of the governance councils that will allow them to implement the school-level decision-making. This description shall include training timelines and topics to be covered.*

The professional learning for School Governance Council members will include, but not be limited to, discussion around the following topics:

- A. The School Leadership Team’s authority, duties and responsibilities;
- B. Boundaries;
- C. Delegation;
- D. Trust and equity;
- E. Decision-making processes;
- F. Accountability;
- G. Communication; and,
- H. Conflict Resolution and negotiation.

The professional learning may be conducted by internal trainers or an outside agency, such as NEGARESA. Since School Councils are intended to be decision-making bodies training timelines and topics covered should fall within the purview of their decision-making responsibilities.

*38. Describe in detail how the parents, teachers and community members, outside of each school’s governance council, will be involved in implementing the school-level decision-making described in this paragraph.*

Parents, teachers and community members, outside each School Council, will be involved in implementing school-level decision-making in the following ways:

- A. Parents, community members, and other interested parties may run for School Council office.
- B. In addition, parents, in particular, are encouraged to participate in the voting process to elect School Council members they deem appropriate representatives.
- C. They may participate as business partners with an individual school or with the school district. Interested individuals may join the PTA/PTO/PTSA and assume leadership roles within that organization.
- D. The School Council chair will make regular reports to parent organizations and solicit input on pending decisions.
- E. Regular school and system surveys provide parents, teachers and community members with opportunities to offer input.

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

The Morgan County Charter System enjoys partnerships with the following organizations and businesses:

- A. Morgan County Boys' and Girls' Club;
- B. Morgan County Family Connections;
- C. Morgan County Health Department;
- D. Madison-Morgan County Chamber of Commerce Partners in Education;
- E. Morgan County Sheriff's Department;
- F. Morgan County Recreation Department;
- G. Morgan County System of Care; and,
- H. Morgan County Foundation.

*40. Describe the method that the local board and the system charter school and or school level governance council plan to utilize for resolving conflicts.*

In the event of a local conflict, the Superintendent will convene the Superintendent's Parent and Teacher Advisory Councils to problem-solve the situation. The Superintendent will consider the Advisory Councils' recommendation(s) and either act on that recommendation or request a special listening session or special session with the Board. An opportunity will be provided for the School Governance Council to be heard and the Board will take up the matter after listening to the Superintendent's recommendation.

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

The Morgan County Charter System does not intend, nor has it contracted for, the services of a for-profit entity or any other educational management agency.

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

The Morgan County School System recognizes that pursuant to O.C.G.A. § 20-2-2068(a)(2) (A)-(F) the state board may terminate a system charter if it finds:

- A. A failure to comply with any recommendation or direction of the state board with respect to O.C.G.A. § 20-14-41;
- B. A failure to adhere to any material term of the charter, including, but not limited to performance goals set forth in the charter;
- C. A failure to meet generally accepted standards of fiscal management;
- D. A violation of applicable federal, state or local law or court orders;
- E. The existence of competent substantial evidence that the continued operation of the charter school or charter system would be contrary to the best interests of the students or the community; or
- F. A failure to comply with any provision of Code Section 20-2-2065.

In addition, the state board and the Board agree that the Board may, in its own discretion and by its own action, terminate the system charter if the Board finds that the continuation of the charter is not in the best interest of the system as a whole, or the students, employees or community.

## FACILITIES

43. *Describe any changes in school facilities.*

The Morgan County School System maintains a five-year facilities plan as required by the state. The Morgan County Charter System will continue to follow this plan and review on an annual basis. No changes to facilities or to the plan are anticipated as a result of the school system being granted charter status.

*Appendix A: Morgan County Charter System proposed annual calendar.*

**MORGAN COUNTY SCHOOLS**  
**Calendar 2011-2012**

<b>First Day of School for Students</b>	<b>August 10</b>
<b>Labor Day Holiday</b>	<b>September 5</b>
<b>Fall Break</b>	<b>October 17-21</b>
<b>Thanksgiving Holidays</b>	<b>November 23-25</b>
<b>Winter Holidays</b>	<b>December 21-January 3</b>
<b>Teacher Contract Day</b>	<b>January 3</b>
<b>Students Return</b>	<b>January 4</b>
<b>Martin Luther King, Jr. Holiday</b>	<b>January 16</b>
<b>President's Day</b>	<b>February 20</b>
<b>Mid-Term Break</b>	<b>March 12-16</b>
<b>Spring Break</b>	<b>April 6-9</b>
<b>Last Day of School for Students</b>	<b>May 25</b>

***Each school will determine 9 Teacher Contract Days for Pre- and Post-Planning activities.***

*Appendix B: Board agenda where revised petition was approved.*

# Morgan County Schools

Regular Monthly Meeting  
5/9/2011 6:00:00 PM  
Morgan County Board of Education  
1065 East Avenue  
Madison, Georgia 30650

## Meeting Minutes

Created : 5/10/2011 3:01 PM EST

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### Attendees - voting members

Mr. Nelson Hale            Chair  
Mr. K. E. Howard        Vice Chair  
Mr. Andrew Ainslie III   Board Member  
Mr. Dave Belton        Board Member  
Mrs. Minnie Peek        Board Member

### Attendees - other

Dr. Stanley DeJarnett    Superintendent

#### **I. Call to Order**

Mr. Hale called the meeting to order then led the Pledge of Allegiance to the Flag.

#### **II. Pledge of Allegiance**

#### **III. Approval of Agenda**

It is recommended that the agenda be approved.

Motion made by: Mr. K. E. Howard

Motion seconded by: Mrs. Minnie Peek

#### Voting

Unanimously Approved

#### **IV. Approval of Minutes**

It is recommended that the minutes of the April 11, 2011 meeting be approved.

Motion made by: Mr. Dave Belton

Motion seconded by: Mr. Andrew Ainslie III

#### Voting

Unanimously Approved

#### **V. Approval of Financial Report**

It is recommended that the financial report be approved.

Motion made by: Mrs. Minnie Peek

Motion seconded by: Mr. K. E. Howard

#### Voting

Unanimously Approved

#### **VI. Public Request to Waive Policy IHF: Graduation Requirements**

#### **VII. Information Items**

A. School Report: Morgan County CrossRoads School

B. Staff Reports

i. Student Services

1. Enrollment

2. Calendar Task Force

ii. Operations

iii. Teaching and Learning

C. Superintendent's Report

i. FY12 Budget Update

ii. Report from ELOST IV Committee

iii. Called Meeting Scheduled for Thursday, May 19, 2011 at 6:00 p.m.

## VIII. Action Items

- A. Recommendation to Approve Request Submitted by Jeff Rogers of Summit Baptist Church to Extend Use of Facilities through July 2011  
Motion made by: Mr. Dave Belton  
Motion seconded by: Mr. K. E. Howard  
Voting  
Unanimously Approved
- B. Recommendation to Set ELOST IV Priorities as Submitted by ELIV Committee  
Motion made by: Mr. K. E. Howard  
Motion seconded by: Mr. Dave Belton  
Voting  
Unanimously Approved
- C. Recommendation to Waive Board Policy BD: Policy Development  
Motion made by: Mrs. Minnie Peek  
Motion seconded by: Mr. Andrew Ainslie III  
Voting  
Unanimously Approved
- D. Recommendation to Approve New Board Policy: BHA Board Member Conflict of Interest  
Motion made by: Mr. K. E. Howard  
Motion seconded by: Mrs. Minnie Peek  
Voting  
Unanimously Approved
- E. Recommendation to Approve Request to Forgive Weather Day for Students Taken February 10, 2011  
Motion made by: Mrs. Minnie Peek  
Motion seconded by: Mr. K. E. Howard  
Voting  
Unanimously Approved
- F. Recommendation to Declare Buses 95-1, 95-2, 95-3, and 97-1 as Surplus  
Motion made by: Mr. Andrew Ainslie III  
Motion seconded by: Mrs. Minnie Peek  
Voting  
Unanimously Approved
- G. Recommendation to Approve Revisions to System Charter Petition and Accompanying Resolution  
Motion made by: Mr. Dave Belton  
Motion seconded by: Mr. Andrew Ainslie III  
Voting  
Unanimously Approved
- H. Recommendation to Approve Resolution Requesting GaDOE Assistance to Develop Five-Year Facilities Plan  
Motion made by: Mr. Dave Belton  
Motion seconded by: Mr. K. E. Howard  
Voting  
Unanimously Approved
- I. Recommendation to Approve Letter of Agreement between MCBOE and Boys & Girls Clubs of North Central Georgia  
Motion made by: Mrs. Minnie Peek  
Motion seconded by: Mr. Dave Belton  
Voting

Mr. Nelson Hale - Yes  
Mr. K. E. Howard - Abstain  
Mr. Andrew Ainslie III - Yes  
Mr. Dave Belton - Yes  
Mrs. Minnie Peek - Yes

J. Executive Session, if needed

Motion made by: Mr. Dave Belton

Motion seconded by: Mrs. Minnie Peek

Voting

Unanimously Approved

K. Personnel List

**IX. Adjourn**

Mr. Hale adjourned the meeting at 8:45 p.m.

*Appendix C: Local board resolution approving the proposed charter system petition.*

**Morgan County Board of Education  
Resolution for Revised System Charter Application**

WHEREAS, the Morgan County Board of Education ("the Board") desires to establish an exemplary charter system pursuant to O.C.G.A. §20-2-2060 *et seq.* the Charter Schools Act of 1998 ("the Charter Schools Act") and;

WHEREAS, the Board desires to create a model school system founded on exemplary teaching, a strong, balanced curriculum, effective leadership, unwavering community support, high expectations for student success, and;

WHEREAS, the Board, superintendent, school staff and community believe that maximum flexibility in school governance and operation is necessary to achieve our goals, and;

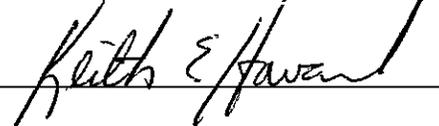
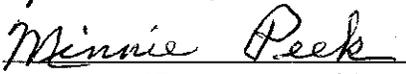
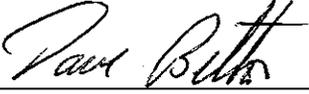
WHEREAS, this Board and staff readily accept the responsibility of higher accountability for this flexibility;

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein, The Morgan County Board of Education approves this Charter System Petition for the Morgan County Schools for submission to the Georgia State Board of Education for review and approval.

System Charter Schools. The Charter System shall consist of the following schools:

- a. Morgan County Primary School
- b. Morgan County Elementary School
- c. Morgan County Middle School

This resolution approved in a regular meeting of the Morgan County Board of Education on **May 9, 2011.**

 _____	Nelson Hale, Chair, District 2
 _____	Keith Howard, Vice Chair, District 3
 _____	Minnie Peek, Member, District 1
 _____	Dave Belton, Member, District 5
 _____	Andrew Ainslie III, Member, District 4
 _____	Dr. Stanley W. DeJarnett, Superintendent

*Appendix D: Morgan County School System Balanced Scorecard*

Goal Area I, Student Performance and Achievement

Strategic Objective	Performance Measure	Unit of Measure	2010-11		2011-2012		2012-2013		2013-2014		2014-2015	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>A. Performance and Achievement</b>	1. CRCT Math, Grade 8, All Students	% Meets and Exceeds	80%		86%		93%		100%		100%	
	2. Grade 5 Writing, All Students	% Meets and Exceeds	80%		86%		93%		100%		100%	
	3. Grade 8 Writing, All Students	% Meets and Exceeds	87%		91%		95%		100%		100%	
	4. Grade Level Standards	% of students meeting grade level criteria at end of 2nd grade	99%		99%		99%		100%		100%	
	5. GHSWT, All 1st Time 11th Grade Test Takers	% Meets and Exceeds	87%		91%		95%		100%		100%	
	6. GHSGT ELA, All 1st Time 11th Grade Test Takers	% Meets and Exceeds	90%		93%		96%		100%		100%	
	7. GHSGT Math, All 1st Time 11th Grade Test Takers	% Pass and Pass Plus	85%		90%		95%		100%		100%	
	8. GHSGT Science, All 1st Time 11th Grade Test Takers	% Meets and Exceeds	85%		90%		95%		100%		100%	
	9. GHSGT Social Studies, All 1st Time	% Meets and Exceeds	80%		86%		93%		100%		100%	

	11th Grade Test Takers											
	10. Schools Making AYP	# of Schools	4		4		4		4		4	

Strategic Objective	Performance Measure	Unit of Measure	2010-11		2011-2012		2012-2013		2013-2014		2014-2015	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>B. Closing the Achievement Gap</b>	1. CRCT Reading, Grade 5, Ethnicity	% difference by subgroup	≤ 2%		≤ 2%		≤ 1%		≤ 0%		≤ 0%	
	2. CRCT Reading, Grade 8, Ethnicity	% difference by subgroup	≤ 2%		≤ 2%		≤ 1%		≤ 0%		≤ 0%	
	3. CRCT Math, Grade 5, Ethnicity	% difference by subgroup	≤ 11%		≤ 8%		≤ 4%		≤ 0%		≤ 0%	
	4. CRCT Math, Grade 8, Ethnicity	% difference by subgroup	≤ 12%		≤ 8%		≤ 4%		≤ 0%		≤ 0%	
	5. CRCT ELA, Grade 5, Ethnicity	% difference by subgroup	≤ 3%		≤ 2%		≤ 1%		≤ 0%		≤ 0%	
	6. CRCT ELA, Grade 8, Ethnicity	% difference by subgroup	≤ 4%		≤ 3%		≤ 2%		≤ 0%		≤ 0%	
	7. GHS GT ELA, Ethnicity, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 15%		≤ 10%		≤ 5%		≤ 0%		≤ 0%	
	8. GHS GT ELA, Econ. Disadvantaged, 1st Time 11th Grade Test	% difference by subgroup	≤ 15%		≤ 10%		≤ 5%		≤ 0%		≤ 0%	

	Takers											
	9. GHS GT Math, Ethnicity, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 20%	≤ 14%	≤ 8%	≤ 0%	≤ 0%					
	10. GHS GT Math, Econ. Disadvantaged, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 15%	≤ 10%	≤ 5%	≤ 0%	≤ 0%					
	11. GHS GT Science, Ethnicity, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 15%	≤ 10%	≤ 5%	≤ 0%	≤ 0%					
	12. GHS GT Science, Econ. Disadvantaged, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 7%	≤ 5%	≤ 3%	≤ 0%	≤ 0%					
	13. GHS GT Social Studies, Ethnicity, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 25%	≤ 17%	≤ 9%	≤ 0%	≤ 0%					
	14. GHS GT Social Studies, Econ. Disadvantaged, 1st Time 11th Grade Test Takers	% difference by subgroup	≤ 20%	≤ 14%	≤ 8%	≤ 0%	≤ 0%					

Strategic Objective	Performance Measure	Unit of Measure	2010-11		2011-2012		2012-2013		2013-2014		2014-2015	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>C. Improve the Graduation Rate</b>	1. Graduation Rate, All Regular Diplomas	% of Total	85%		90%		95%		100%		100%	
	2. Graduation Rate, All Diploma Types	% of Total	90%		93%		96%		100%		100%	
	2. Graduation Rate, White	% of Total	90%		93%		96%		100%		100%	
	3. Graduation Rate, Ethnicity	% of Total	74%		82%		91%		100%		100%	
	4. Graduation Rate, Sp Ed	% of Total	48%		65%		82%		100%		100%	
	5. Graduation Rate, ELL	% of Total	100%		100%		100%		100%		100%	
	6. Graduation Rate, Econ. Disadvantaged	% of Total	75%		83%		91%		100%		100%	

Strategic Objective	Performance Measure	Unit of Measure	2010-11		2011-2012		2012-2013		2013-2014		2014-2015	
			Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
<b>D. Provide a Challenging Educational Program</b>	1. CRCT Reading, Grade 5, All Students	% Exceeds	38%		50%		62%		75%		80%	
	2. CRCT Reading, Grade 8, All Students	% Exceeds	40%		51%		62%		75%		80%	
	3. CRCT Math, Grade 5, All	% Exceeds	50%		58%		66%		75%		80%	

	Students											
	4. CRCT Math, Grade 8, All Students	% Exceeds	<b>27%</b>		<b>43%</b>		<b>59%</b>		<b>75%</b>		<b>80%</b>	
	5. CRCT ELA, Grade 5, All Students	% Exceeds	<b>43%</b>		<b>53%</b>		<b>63%</b>		<b>75%</b>		<b>80%</b>	
	6. CRCT ELA, Grade 8, All Students	% Exceeds	<b>51%</b>		<b>59%</b>		<b>67%</b>		<b>75%</b>		<b>80%</b>	
	7. AP Enrollment	# of Students in Grades 9-12	<b>387</b>		<b>425</b>		<b>463</b>		<b>500</b>		<b>538</b>	
	8. AP Performance	# of Scores of 3 or Higher	<b>120</b>		<b>132</b>		<b>144</b>		<b>155</b>		<b>167</b>	
	9. IB Enrollment	# of Students in Grades 11-12	<b>75</b>		<b>77</b>		<b>79</b>		<b>81</b>		<b>83</b>	
	10. IB Performance	# of Scores of 4 or Higher	<b>100</b>		<b>102</b>		<b>105</b>		<b>108</b>		<b>110</b>	
	11. IB Diplomas	# of Students	<b>10</b>		<b>11</b>		<b>12</b>		<b>13</b>		<b>14</b>	
	12. SAT Participation Rate	% of Seniors Participating	<b>50%</b>		<b>51%</b>		<b>52%</b>		<b>53%</b>		<b>54%</b>	
	13. SAT- Total	Avg. (of Highest) Scale Score	<b>1455</b>		<b>1460</b>		<b>1465</b>		<b>1470</b>		<b>1475</b>	
	14. CTAE core indicator 1S1 Academic attainment-reading/ Language Arts	% of CTAE concentrators who have met GHSGT standards and left secondary education in the reporting year	<b>90%</b>		<b>93%</b>		<b>96%</b>		<b>100%</b>		<b>100%</b>	
	15. CTAE core indicator 1S2- Academic Attainment-Math	% of CTAE concentrators who have met GHSGT standards and left secondary	<b>72%</b>		<b>81%</b>		<b>90%</b>		<b>100%</b>		<b>100%</b>	

		education in the reporting year										
	16. CTAE core indicator-2S1-Technical Skill Attainment	% of CTAE pathway completers who passed technical skills assessment.	<b>67%</b>		<b>78%</b>		<b>89%</b>		<b>100%</b>		<b>100%</b>	
	17. CTAE Core Indicator-4S1-Student Graduation Rate	% of CTAE concentrators who, in the reporting year, were included in the state's computation of its graduation rate.	<b>94%</b>		<b>96%</b>		<b>98%</b>		<b>100%</b>		<b>100%</b>	
	18. CTAE Core Indicator-6S1-Nontraditional Participation	% of CTAE participants from the underrepresented groups in identified programs	<b>49%</b>		<b>66%</b>		<b>83%</b>		<b>100%</b>		<b>100%</b>	

Goal Area III, Internal Processes

Performance Objective	Performance Measure	Unit of Measure	2010-11		2011-2012		2012-2013		2013-2014		2014-2015	
			Target	Actual								
<b>A. Effective Operational (Transportation and Facilities) Processes</b>	1. Transportation costs per FTE equal to or less than the state average	Measured by F/Y data on the GADOE web-site	\$400		\$395		\$390		\$390		\$390	
	2. Bus discipline.	Avg, number of discipline referrals each month equal to or less than 5% of total passengers.	76		75		74		73		72	
	3. Transportation performance.	Performance vs. required "best practices" achieved at a level of 90% or higher for all categories. This will be measured annually by state transportation auditors.	33 areas of audit		33 areas of audit		34 areas of audit		34 areas of audit		35 areas of audit	
	4. M & O costs per FTE equal to or less than the state average	Measured by F/Y data on the GADOE web-site.	\$700		\$695		\$690		\$685		\$680	
<b>B. Effective School Nutrition Processes</b>	1. Breakfast participation	School nutrition average daily breakfast participation (≥25%)	26%		27%		28%		29%		30%	

	2. Lunch participation	School nutrition average daily lunch participation ( $\geq 70\%$ )	<b>70%</b>		<b>72%</b>		<b>75%</b>		<b>77%</b>		<b>80%</b>	
	3. Sanitation	School nutrition health and sanitation scores ( $\geq 95$ )	<b>100</b>									
<b>C. Effective Financial Processes</b>	1. Audit Results	Low Risk Auditee Status	<b>Yes</b>									
	2. Resource utilizations efficiency	Direct Instruction costs > 70% of total budget	<b>72%</b>		<b>72%</b>		<b>73%</b>		<b>73%</b>		<b>74%</b>	
	3. Budget accuracy	Actual expenditures not to exceed budget by function	<b>&lt; 5% variance</b>									
<b>D. Effective Technology Program Processes</b>	1. Service and repairs	Average days to complete service requests	<b>5</b>		<b>5</b>		<b>4</b>		<b>4</b>		<b>3</b>	
	2. Professional development and training	Average hours of training per staff member	<b>10</b>		<b>12</b>		<b>14</b>		<b>15</b>		<b>15</b>	
	3.a. Infinite Campus utilization	Number of modules in Infinite Campus being utilized-Full	<b>12</b>									
	3.b. Infinite Campus utilization	Number of modules in Infinite Campus being utilized-Partial	<b>16</b>									
	3.c. Infinite Campus utilization	Number of modules in Infinite Campus being utilized-Unused	<b>3</b>									

<b>E. Effective Human Resources Processes</b>	1. Teacher retention	% of teachers retained	<b>96%</b>		<b>96%</b>		<b>97%</b>		<b>97%</b>		<b>97%</b>	
	2. Instructional Vacancy	Number of vacant teaching positions at the beginning of the school year	<b>0</b>									
	3. HiQ Status	Percentage of teachers who are HiQ	<b>100%</b>									
<b>F. Effective Continuous Improvement Processes</b>	1. System Continuous Improvement Planning	Draft of FY12 System Improvement Plan by June, 2011 and reviewed annually	<b>Yes</b>									
	2. School Balanced Scorecards	Draft of school balanced scorecards developed by June, 2011 and reviewed annually	<b>Yes</b>									

Appendix E: *Morgan County School System Code of Conduct*

CODE OF CONDUCT  
(BEHAVIOR CODE)

Date: June, 2006

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Student Conduct Code and Consequences

The Morgan County Board of Education set forth their expectations for student behavior in a conduct code (Policy JCDA). Though the ideal situation would be for all students to meet those expectations, the nature of childhood and adolescence results in inevitable violations of those rules by some students. Teaching students that there are consequences for the choices anyone makes regarding behavior is an important part of their education.

Therefore, the following guidelines have been provided for the teachers and administrators to use in assigning consequences for violation of the rules set forth by the Board of Education. Of course, each case is different in circumstances and in the previous conduct record of the student, as well as the age of the student. Teachers and administrators will take each of those things into consideration as they find appropriate consequences among the ranges specified here. Teachers are expected to deal with conduct issues in their classrooms unless the matter cannot be solved there, or if the offense requires referral to the principal's office.

There may be instances when a primary or elementary school-aged child commits an offense that does not have specific consequences listed for that age level in the code itself. Should that happen, the principal will determine if the consequences listed for the older child are appropriate for the younger child. The principal may confer with the superintendent regarding appropriate disciplinary actions in regard to the offender.

All rules apply to students on school property at any time; off school grounds at a school activity, function or event; en route to and from school; ~~or~~ on a school bus or other vehicle transporting students to school or school activities; or at school bus stops.

**Major offenses, including, but not limited to, drugs and weapon offenses, can lead to a school being named an unsafe school.**

**Rule 1. Disruption of and Interference with School**

No student shall:

- A. Occupy any school property with intent to deprive others of its use; block any entrances or exits of school property to deprive access thereto

**Range of Consequences: Teacher-parent conference to a disciplinary tribunal with a recommendation to suspend long term or expel (middle and high only)**

- B. Set fire to or otherwise damage any school property

**Range of Consequences: Replacement cost and a disciplinary tribunal with a recommendation to suspend long term or expel (primary, elementary, middle and high)**

- C. Prevent another student from attending a class or school activity

**Range of Consequences: Teacher consequences within the confines of the classroom for initial or minor offenses, to referral to a disciplinary tribunal with a recommendation to suspend long term or expel (primary, elementary, middle and high)**

- D. Prevent or attempt to prevent the normal functioning of school, a class activity or lawful assembly on the school campus.

**Range of Consequences: Short-term out-of-school suspension if the act was a prank to a disciplinary tribunal with a recommendation to suspend long term or expel if the act was a threat to safety (primary, elementary, middle and high)**

- E. Block normal pedestrian or vehicular traffic on campus or adjacent grounds.

**Range of Consequences: Referral to the principal's office for discipline if the act was a prank to a tribunal hearing with a recommendation ranging from alternative program placement (short-term) to expulsion if the act was a threat to safety (middle and high only)**

- F. Continuously and intentionally make noises and act in any manner so as to disrupt class and interfere with the teacher's ability to properly conduct his/her class or any other persistent violation of the code of conduct.

**Range of Consequences: Teacher consequences within the confines of the classroom, to referral to principal's office if a repeated offender, to referral to a disciplinary tribunal if a chronic offender. (primary, elementary, middle and high)**

G. Refuse to identify or falsely identify him/herself upon request of any teacher, principal, superintendent, school bus driver, or other authorized school personnel

**Range of Consequences: Teacher consequences within the confines of the classroom, to referral to principal's office if occurs repeatedly or maliciously to avoid punishment, to referral to a disciplinary tribunal if occurs concurrently with an act of excessive violence (middle and high only)**

H. Urge, encourage or counsel other students to violate any school rule.

**Range of Consequences: Teacher conference with the student to referral to principal's office for possible short-term alternative program assignment, to referral to tribunal hearing (primary, elementary, middle and high)**

I. Display, possess, discharge (or threaten to discharge) any explosive on school property

**Range of Consequences: Automatic disciplinary tribunal hearing with recommendation to expel (primary, elementary, middle and high)**

J. Use any electronic devices while inside a school facility or during the process of an instructional activity. Electronic devices that might interfere with school bus communication equipment or the bus driver's operation of the school bus may not be used.

"Electronic devices" includes cellular telephones and pagers, radios, tape or compact disc players, or any other communication and/or entertainment equipment.

At the bus driver's discretion, he/she may allow use of radios, tape or compact disc players WITH HEADPHONES ONLY.

The only exception would be a parent placing on file in the principal's office a statement of a licensed

physician certifying that such a device is necessary for the health of the student.

**Range of Consequences: Referral to the principal's office for consequences to include confiscation of the device until parents retrieve it, possible short term alternative program placement, or possible out-of school suspension**

K. Distribute materials that would cause substantial disruption of the educational setting or any school activity. Such prohibited materials include, but are not limited to: materials which are obscene; materials which incite students to violate a federal, state or local law, or a state or local school board policy; pornographic materials; materials degrading to any specific individual; materials designed for commercial purposes.

**Range of Consequences: Teacher conference with the student with confiscation of the item for primary and elementary students, to referral to the principal's office for consequences, to referral to a disciplinary tribunal with a recommendation to suspend long term or to expel for middle and high students**

L. Perform any other act that in any way disrupts or obstructs any lawful mission, process or function of the school.

**Range of Consequences: Teacher consequences for minor acts, to referral to the principal's office if the disruption affects the entire school, to referral to a disciplinary tribunal if the act poses a threat of any kind (primary, elementary, middle or high)**

## **Rule 2. Damage or Destruction of School Property**

A. A student shall not intentionally cause or attempt to cause damage to school property, including but not limited to marking, defacing or destroying said property.

**Range of Consequences: Restitution costs in every case; teacher consequences to include a conference with the parent if damage is a matter requiring cleaning; referral to principal's office with parent conference if damage is a matter requiring repair; and referral to a tribunal hearing if damage is substantial and requires replacement (primary, elementary, middle and high)**

- B. A student shall not steal or attempt to steal school property.

**Range of Consequences:** Restitution costs in every case; teacher consequences to include a parent conference if the matter involves school materials/supplies; referral to principal's office with parent conference if the matter involves equipment or money; and referral to a tribunal hearing with a recommendation for long-term suspension or expulsion if the matter involves a substantial amount or value in the opinion of the principal (primary, elementary, middle and high)

**Rule 3. Damage or Destruction of Private Property**

- A. A student shall not intentionally cause or attempt to cause damage to private property, to include but not be limited to marking, defacing or destroying said property.

**Range of Consequences:** Restitution costs in every case; teacher consequences to include a conference with the parent if damage is a matter requiring cleaning; referral to principal's office with parent conference if damage is a matter requiring repair; and referral to a tribunal hearing if damage is substantial and requires replacement (primary, elementary, middle and high)

- B. A student shall not steal or attempt to steal private property.

**Range of Consequences:** Restitution costs in every case; teacher consequences to include a parent conference if the matter involves school materials/supplies; referral to principal's office with parent conference if the matter involves money or valuable possessions; and referral to a tribunal hearing with a recommendation for long-term suspension or expulsion if the matter involves a substantial amount or value in the opinion of the principal (primary, elementary, middle and high)

- C. A student shall not conspire to steal or damage private property.

**Range of Consequences:** Restitution costs in every case; teacher consequences for primary and elementary students; referral to the principal's office for middle and high school students with possible referral to disciplinary tribunal if the matter involves a substantial amount or value in the opinion of the principal

**Rule 4. Assault on, Battery or Disrespect to a School Employee**

- A. A student shall not verbally or physically threaten physical violence to a school employee or any person attending a school-related function.

**Range of Consequences:** Report to law enforcement and notification of parents of a disciplinary tribunal hearing with a recommendation to expel for a minimum of the remainder of the school year with the opportunity to apply to the alternative education program the subsequent year. Notification of law enforcement as required by law is the responsibility of the principal.

- B. A student shall not commit any act of physical violence toward any school employee or behave in such a way that physical injury to any school employee or any person attending a school related function could result.

**Range of Consequences:** In the case of irresponsible actions or physical violence that does not result in harm, referral to the principal's office (or Director of Operations if a bus incident) for consequences including a parent conference (to write a bus behavior contract if incident occurred on bus) to referral to a disciplinary tribunal hearing (primary, elementary, middle and high)

When, in the judgement of the principal (or Director of Operations in a bus incident), a case of an actual act of physical violence against a teacher, school bus driver, or other school official or employee, the student will be suspended from school for a period of up to 10 school days pending a tribunal hearing.

If the tribunal finds the student has committed an act of physical violence against a teacher, school bus driver, school official or school employee, the student shall be expelled from the public school system for the remainder of the student's eligibility to attend public school pursuant to Code Section 20-2-150. The Board of Education, at its discretion, may permit the student to attend an alternative education program for the period of the student's expulsion. If such an act is committed by a student in grades K-8, then the Board of Education, at its discretion and with the recommendation of the tribunal, may permit such a student to reenroll in the regular public school program for grades nine through 12. If the student is in

grades K-5, the Board, at its discretion and with the recommendation of the tribunal, may allow the student to reenroll in the public school system at a date determined by them. The student will be referred to juvenile court as required by law.

- C. A student shall not through physical actions, gestures or verbal abuse, such as profane and obscene language, show disrespect to any school employee or any person attending a school related function.

**Range of Consequences: Teacher consequences for initial or minor infractions; referral to the principal's office if repeated or substantial in nature; referral to a disciplinary tribunal if chronic (primary, elementary, middle and high)**

- D. A student shall not intentionally fail to obey any teacher, substitute teacher, student teacher, paraprofessional, administrator, or other authorized school personnel's lawful and reasonable request.

**Range of Consequences: Teacher consequences for initial or minor infractions; referral to the principal's office if repeated or substantial in nature; referral to a disciplinary tribunal if chronic (primary, elementary, middle and high)**

**Rule 5. Physical and Verbal Abuse by a Student to Another Student or Person not Employed by the School**

- A. A student shall not through physical actions, gestures or verbal abuse, such as profane and obscene language, show disrespect to any other student or person not employed by the school at school related functions.

**Range of Consequences: Teacher consequences for initial or minor infractions; referral to the principal's office if repeated or substantial in nature; referral to a disciplinary tribunal if chronic (primary, elementary, middle and high)**

- B. A student shall not threaten, cause or attempt to cause bodily injury to any other student or person not employed by the school at school related functions.

**Range of Consequences: Referral to the principal's office for consequences including a parent conference for all grade levels, to a referral to a disciplinary tribunal hearing for violence or threats of violence of a serious**

nature for middle and high school students. Report to law enforcement required if assault is of an aggravated nature. *In compliance with O.C.G.A. § 40-5-22, a student may lose his/her driver's license, or be prohibited from obtaining such a license, if he/she has violated this rule.*

C. A student shall not threaten another student or person not employed by the school at any school related function with sexual harassment as defined pursuant to Title IX of the Education Amendments of 1972. (Refer to Rule #13).

#### **Rule 6. Weapons and Dangerous Instruments**

A student shall not possess, handle or transmit an object that can reasonably be considered a weapon, including those defined in state law and Morgan County Board of Education Policy JCDAE and all knives. Exceptions to the rule are also noted in state law and Morgan County Board of Education Policy JCDAE.

A student shall not use self-defense sprays such as mace or pepper gas to threaten, intimidate or injure any person or to otherwise cause fear for the safety of any person.

##### **Range of Consequences:**

1) Possession of a knife with a blade less than 2": Conference with Parents to Suspension from School at Principal's discretion (all levels)

2) Possession of any weapon as defined in federal or state law and/or Morgan County Schools Board Policy, or use of any knife of any size to threaten or harm another: Automatic disciplinary tribunal hearing with recommendation to expel for a full calendar year, according to requirements of the law. Law enforcement will be notified. (primary, elementary, middle and high)

If the tribunal allows, an expelled student may enroll in the CrossRoads Alternative School or another appropriate alternative setting. Each case is subject to review by the superintendent, who has the authority to modify the expulsion requirement in unusual circumstances.

#### **Rule 7. Narcotics, Tobacco, Alcoholic Beverages and Drugs**

A. A student shall not possess, sell, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate,

marijuana, inhalant, alcoholic beverage or intoxicant of any kind.

**Range of Consequences:** Automatic disciplinary tribunal hearing with recommendation to range from out-of-school suspension to expulsion with referral to law enforcement if required by law (primary, elementary, middle and high).

B. A student shall not possess, sell, use, or transmit any tobacco product.

**Range of Consequences:** Referral to the principal's office for consequences that range from five days out-of-school suspension to a disciplinary tribunal hearing for repeat offenders, where the maximum consequence is long-term suspension for the remainder of the semester (middle and high).

C. A student shall not possess, sell or transmit any substance under the pretense that it is, in fact, a prohibited substance.

**Range of Consequences:** Referral to the principal's office for consequences that range from five days out-of-school suspension to a disciplinary tribunal hearing for repeat offenders, where the maximum consequence is long-term suspension for the remainder of the semester (middle and high)

D. A student with an illness or condition that requires a medical prescription or the use of an over-the-counter medication must leave that medication in the school office with a note from the parent or the doctor regarding the proper dispensing of the medication. No medications are to be carried on a student's person or left in a locker with the one exception of asthma medication that may be self-administered.

**Range of Consequences:** Referral to the principal's office for consequences that range from a parental conference to In-School Suspension to Out-of-School Suspension.

## **Rule 8. Indecency**

A student shall conform to established local mores of decency. They should refrain from:

1. Use of vulgar or profane language,
2. public display of affection,
3. indecent exposure ,or
4. other acts considered indecent

Range of Consequences: For items 1 and 2 listed above, teacher consequences are appropriate for minor infractions at all grade levels. For 3 and 4 listed above, referral to the principal's office is appropriate for consequences that range from parental conference to referral to a disciplinary tribunal hearing for cases of a shocking or serious nature committed by middle and high school students.

**Rule 9. Inappropriate Sexual Behavior**

A student shall not engage in acts that are inappropriate sexual behavior, including, but not limited to:

1. Improper touching
2. Crude and unacceptable language
3. Crude and unacceptable gestures.

Range of consequences: Referral to principal's office with consequences ranging from a parent conference to referral to a disciplinary tribunal hearing for cases of a serious nature in the judgment of the principal or principal's designee—Notification of law enforcement or DFACS may be required, based on act (middle and high). *In light of O.C.G.A. § 40-5-22, a student may lose his/her driver's license or be prohibited from obtaining such a license if he/she has committed any sexual offense prohibited under Chapter 6 of Title 16 of the Georgia Code of Law.*

**Rule 10. Truancy**

Failure to comply with compulsory attendance as required under O.C.G.A. Section 20-2-690.1, including deception about an absence or tardy to school authorities, parents or both is prohibited. No student shall encourage, urge or counsel other students to be truant.

Range of Consequences: Referral to principal's office for consequences that range from a conference with the student to referral to the school social worker (primary, elementary, middle and high). *In light of O.C.G.A. § 40-5-22, a student may lose his/her driver's license, or be prohibited from obtaining such a license if he/she has accumulated 10 or more unexcused absences in the previous school year and/or the current school year (not cumulative).*

**Rule 11. Felony Offenses and Off-Campus Acts that Impact Schools**

- A. A student who has been arrested, charged or convicted in a court with a felony or an offense which would be considered to be a felony if the student were an adult may be disciplined or excluded from school.

**Range of Consequences: Short-term out-of-school suspension to referral to a disciplinary tribunal hearing with a recommendation to expel (middle and high); all teachers to whom the student is assigned will be notified of the student's status and given an opportunity to review the student's file.**

- B. A student who is charged with an assault on another student, a violation of the drug laws or sexual misconduct of a serious nature and whose presence at school is likely to endanger other students or staff or cause substantial disruption to the educational climate may be disciplined or excluded from school.

**Range of Consequences: From short-term out-of-school suspension to referral to a disciplinary tribunal hearing with a recommendation to expel (middle and high); all teachers to whom the student is assigned will be notified of the student's status and given an opportunity to review the student's file.**

**Rule 12. Gambling**

Gambling on school property or at any school function is prohibited.

**Range of consequences: Teacher consequences for minor offenses or incidents occurring in all schools; referral to principal's office with consequences ranging from a parent conference to referral to a disciplinary tribunal hearing for cases involving an organized "business" operation for students at the middle or high schools**

**Rule 13. Harassment**

A student shall not violate Board Policy JGIA: Sexual Harassment or JGIB: Racial Harassment.

**Range of Consequences: Referral to the principal's office with consequences ranging from out of school suspension to referral to a disciplinary tribunal hearing with a**

**recommendation to expel and notification of law enforcement when required (elementary, middle and high)**

**Rule 14. Bullying**

A student must not attempt to use, nor threaten to use, force to inflict injury on another student when there is an apparent ability to do so. A student must not exhibit an intentional display of force that would cause the victim to fear or expect bodily harm.

**Range of Consequences: Referral to the principal's office for consequences that range from short-term assignment to an alternative educational setting to automatic assignment to alternative school upon the third offense (middle and high)**

**Rule 15. Cheating and/or Forgery**

A student must not use the work of others nor represent it as his or her own.

**Range of Consequences: Teacher consequences in the confines of the classroom to referral to the principal's office for consequences ranging from parental conference to loss of credit (primary, elementary, middle and high)**

**Rule 16. Bus Transportation**

All rules in the regular Code of Conduct (JCDA-R) apply to behavior on a school bus or at a school bus stop. The Morgan County School System operates bus service for all pupils. A student is expected to act in a quiet and orderly manner when loading, riding, and unloading the bus. This service is a privilege and may be denied for undesirable behavior. The bus driver must be obeyed at all times. If a student feels an order from the driver is unjust, it should be obeyed nonetheless and then the incident reported to the transportation director. Students who come to school on the bus should return home on the bus unless he or she has a note from the parent or guardian and signed by the principal or designee. All bus discipline cases of safety violation are viewed as serious violations. Bus conduct rules are listed in Policy JCDAD-R/EDCB-R.

Drivers will make the final decision as to whether or not to file a report on a student for any rule violation. If a report is filed on a student, the consequences are:

Grades PK-5:

1<sup>st</sup> Offense, Grades PK-5: Warning sent to parents

2<sup>nd</sup> Offense for PK-5: Off bus five (5) days

3<sup>rd</sup> Offense for PK-5: Off bus ten (10) days

4<sup>th</sup> Offense for PK-5: Off bus rest of the school year

Grades 6-12:

1<sup>st</sup> Offense: Off bus five (5) days, with parent conference

2<sup>nd</sup> Offense: Off bus rest of the school year

Please note there is **not an official warning** in writing from a driver or the Director of Operations in grades 6-12. The rules are communicated, the consequences are communicated and these students know what they are.

Physical violence (or language that leads to physical violence) of any kind **will** result in suspension from the bus for the balance of the year and some offenses are so bad that a more severe penalty may occur. Physical violence within the last 45 days of school may have consequences that carry into the next school year. See Policy JCDA-R/EDCB-R (Sent home with students at the beginning of the year or upon enrollment).

Adopted: January 14, 1997

Revised: July 1999; May 2000;

November 2000; July 2002;

March 2003; October 2003, December 2003; Sept, 2004

**Board of Education of Morgan County**