

Charter Petition

Cover Sheets

**For Private Individuals, Private
Organizations, State, or Local Public
Entities Starting a Charter School**

**Georgia Department of Education
Charter Petition Cover Sheets**

This form is for use by private individuals, private organizations, state, or local public entities only.

Charter petitions should address the requirements contained in the Charter Schools Act of 1998 (O.C.G.A. §§ 20-2-2060 through 20-2-2071) and State Board of Education Rule 160-4-9-.04 CHARTER SCHOOLS and any applicable local board rules and regulations. Petitioners are encouraged to be clear and concise in addressing the petition requirements. These petition cover sheets should be attached to the petition.

Check one: new petition renewal petition

This charter school petition is being submitted by a (check one)

Private Individual(s)

Private Organization

Name of Organization:

State Public Entity

Name of Entity

Local Public Entity

Name of Entity **Webster County Board of Education**

Name of Proposed Charter School: **Webster County High School**

Contact person: Dr. James W. "Kip" Stevens

Name Title: Superintendent/Principal

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School district in which charter school will be located: Webster County

Grade Levels Served 9-12 Ages Served 13-21

Proposed Opening Date 7/27/07 Charter Term: Five Years- 7/01/07 – 7/31/12

Please indicate the number of pupils you plan to serve in the table below. Please include for each year of the proposed charter term.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1									39	44			73
Yr 2									50	39	44		123
Yr 3									40	50	39	44	163
Yr 4									50	40	50	39	179
Yr 5									52	50	40	50	192
Yr 6													
Yr 7													
Yr 8													
Yr 9													
Yr 10													

ASSURANCE

Petitioner(s) assure(s) that the proposed charter school programs, services and activities will operate in accordance with the terms of the charter and all applicable federal, state, and local laws, rules and regulations.

SIGNATURES

Charter Petitioner

Date

James W. Stevens Ed.D.

The original charter school petition was approved by the Webster County Board of Education on December 11, 2006.

This revised charter school petition was approved by the Webster County Board of Education on April 23, 2007.

School District Superintendent

Date

James W. Stevens Ed.D.

Submit:

One-two page executive summary of the petition (see format below),

Two (2) charter school petitions and cover sheets (original and 1 copy), and

One (1) petition on CD, in Microsoft Word format

To: Charter Schools Office

Georgia Department of Education

1766 Twin Towers East

Atlanta, Georgia 30334

Webster County Charter High School Executive Summary

School Name: Webster County Charter High School

Type: LEA Start Up

Approved by the Webster County Board of Education on December 11, 2006

Revised edition requested by DOE approved by the WC BOE on April 23, 2007

Mission

The mission of Webster County Charter High School will be to provide a quality education, thus empowering individuals to become caring, competent, responsible citizens who value education as a lifelong process.

Academic Program:

The Georgia Quality Core Curriculum (QCC) along with Georgia Performance Standards (GPS) phase in will be the foundation of the charter school curriculum. Our accountability will be measured as other high schools in Georgia by the Georgia State Board of Education requirements of the Georgia High School Graduation Tests, Georgia High School Writing Assessment, and End of Course Tests. Where we will differ is in our approach to meeting the expectation of the No Child Left Behind legislation and the Georgia State Board of Education from that of a 'traditional high school.'

We will accomplish our mission through research driven 'out of the box' thinking with a 'No excuses' attitude to turn our small size and limited resources into our greatest assets. Webster County High School will be a school where small class size and caring teachers overcome the obstacles to learning for each individual student (this includes the inclusion of students with disabilities in the regular program).

Through the flexibility provided by a charter we will implement innovative programs such as: Advisee/ Individual Education Plan (Path to Academic and Social Success-PASS); "Four Schools in One."; interdisciplinary curriculum; place-based education, flexible scheduling; Gainesville City Pre-Post test Model; peer tutoring, and mentoring..

Technology will play a key role in our charter school. Through the use of Nova-net, Georgia Virtual High School, Test-Gate, Accelerated Reading, and other programs we will be able to maximize our teaching resources. For example a math teacher through the use of computers could effectively provide instruction to students working on Algebra I, II, Geometry, Trigonometry and Calculus in the same room at the same time.

The keystone of our charter will be the requirement of forty hours of community service for graduation. This requirement serves the community through the various projects, it promotes public relations and awareness by getting our high school students out into the community, and it is our belief that it will instill in our students an intrinsic need to give back to their community. We hope that over time this requirement will arouse the pride, commitment, and very heart and soul of the community that has slowly eroded since the loss of the high school thirty-one years ago.

Organization

Webster County High School will be under the control and management of the Webster County Board of Education consistent with this charter and the Georgia Constitution. Webster County High School will serve as the only high school in the Webster County school district and will accept all students who reside in Webster

County. Any student who resides outside of the county who wishes to enroll will be required to pay tuition.

The school council of Webster County High School will serve as the governing board. The council will consist of the principal, two parents, two teachers, and two business leaders from the community. The council will abide by all laws as prescribed by the State of Georgia regarding school councils. The academic team will meet with the school council no less than once per quarter. Members of the school council will have no legal authority over school matters or employees.

The motivating factor that drives the decision making process for the Webster County Board of Education is, “What is best for the students of Webster County?” Thirty-one years ago the answer to that question was to join Marion and Schley Counties in forming Tri-County High School. The answer to that question has changed over time. A review of the current facts revealed that: students are forced to endure an hour and forty-five minute bus route; the citizens of Webster County have no representation on the governing board that decides how their high school students are educated; the name of the High School was changed from Tri-County High School to Marion County High School giving no recognition to Webster County students; graduation data show that Webster County students attending Marion County High School have over a 50% dropout rate; and by closing the high school thirty-one years ago, the anchor that was the heart and soul of the community was lost.

Webster County continues to suffer as it did thirty-one years ago from the limitations of being a low wealth county preventing the establishment of a traditional high school. Small high schools cost more up front, but there is no shortage of data showing that funding a completed education is much more cost-effective than dealing with poverty, unwanted pregnancies, crime, and unemployment that too often accompany life on the margins. Upon review of the data the Board chose to reframe their thinking from “cost per student” to “cost per graduate” and the cost to our community if the high drop out rate continues. When viewed from this perspective the Board found the current relationship was not fiscally or civically responsive to the needs of the students, community, state, and country. With the support and encouragement of the community the Board voted to repatriate our high school students.

By taking advantage of our size, community support, and the flexibility offered by chartering we can improve the learning that goes on within and without our walls in terms of intellectual standards and the development of caring, competent, responsible citizens who value education as a lifelong process

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Why a Charter School?

Thirty-one years ago Marion, Schley, and Webster Counties, with assistance and financial support from the state, closed their local high schools and combined to form Tri-County High School located in Marion County. The fundamental question facing the three Boards of Education was the same then as it is today, “What is best for the students of our county?” It was not an easy decision to make, but each Board using the data at their disposal, decided that combining the three high schools was the right thing to do for the students of each of the respective counties.

Their decision along with financial assistance from the Georgia legislature started a consolidation movement among low wealth districts throughout Southwest Georgia and other low wealth areas of the state. The rationale for this movement was ‘economics of scale.’ By integrating small schools into to larger ‘comprehensive high schools’ the Boards collectively could offer their high school students more course and career opportunities.

Much has changed in education and in our community in the thirty-one years since the Webster County Board of Education voted to close Webster County High School. Recent events prompted the Webster County Board of Education to re-examine their position on high school consolidation. As previously stated the underlying question, “What is best for the students of Webster County?” continues to drive the decisions of the Board. A review of the facts revealed the following:

*Students are forced to endure an hour and forty-five minute bus route from Webster County to Marion County High School. In addition to the regular a.m. and p.m. routes the system must send one, often two buses to Marion County High School each day and holidays to pick up students engaged in extracurricular/after school activities.

* Several years ago Schley County pulled out of Tri-County High School leaving only Marion County and Webster County students attending Tri-County High School. In 2005 the Marion County Board of Education (the controlling BOE of Tri-County High School) voted to change the name of Tri-County High School to Marion County High School, giving no recognition to Webster County or its students. The school systems of Schley, Taliaferro, and Baker Counties (counties who have repatriated their high schools students following consolidation) were the first to acknowledge that when you remove the high school from a small community like Webster County and send its students to be educated in another county, you take the very heart, soul and future out of the community as well. Data from the U.S. Census Bureau shows Webster County had a 3.9% decline in the population between 2000 and 2005. The name change from Tri-County High School to Marion County High School brought this issue to the forefront and acted as a catalyst in uniting the Webster County community for the support of repatriating our high school students.

*Changing of the name from Tri County High School to Marion County High School brought to light another issue long tolerated but never embraced by the Webster County community. The Webster County Board of Education Chairperson is required to attend Marion County Board of Education meetings for the combined high school, but has no

voting authority, thus giving the citizens of Webster County no representation on the governing board that decides how their high school students are educated.

*Presently Webster County has 35 freshmen, 30 sophomores, 28 juniors and 17 seniors enrolled at Marion County High School. Reviews of graduation data show that Webster County students attending Marion County High School have a dropout rate of nearly 50 percent. United States Census data shows that 61.3% of persons 25 and older in Webster County are high school graduates, compared to 78.6% for the state of Georgia. The high drop out rate of Webster County High School students attending Marion County High School is unacceptable to the Webster County Board of Education.

*Webster County continues to suffer as it did thirty-one years ago from the limitations of being a low wealth county. The latest census shows the per capita income for the county is \$14,772. About 17.20% of families and 19.30% of the population are below the poverty line, including 26.00% of those under age 18 and 19.40% of those age 65 or over. It is therefore imperative that the Board be accountable for the impact each tax dollar spent has on the education of the children of Webster County. Small high schools cost more up front, but there is no shortage of data showing that funding a completed education is much more cost-effective than dealing with poverty, unwanted pregnancies, crime, and unemployment that too often accompany life on the margins. Upon review of the data the Board chose to reframe their thinking from “cost per student” to ‘cost per graduate’ and the cost to our community if the high drop out rate continues. When viewed from this perspective the Board found the current relationship was not fiscally or civically responsive to the needs of the students, community, state, and country.

The Webster County Board of Education directed their Superintendent to explore the possibility of educating our high school students in Webster County. Several meetings were held with state Department of Education people, RESA representatives, along with representatives from South Georgia Technical College and Georgia Southwestern University to discuss the logistics of bringing our high school back. At the conclusion of these meetings, the Webster County Board of Education, along with the Marion County Board of Education, voted to terminate their existing contract for educating Webster County’s high school students and to enter into a contract to initiate a transfer of the responsibility of instruction for Webster County’s high school students to Webster County. Beginning with the 2007-2008 school year the Webster County Board of Education will take full responsibility for their 9th and 10th grades, followed by the addition of the 11th grade in 2008-2009 and the 12th grade in 2009-2010. Regrettably the retirement of the Superintendent and sudden resignation of the curriculum director and subsequent searches to replace them significantly delayed the planning process.

Though confronted with issues not uncommon to small low wealth districts around the state, the Webster County School System has a history of meeting the needs of its students as measured on national, state, and local assessments. Evidence of this is our present K-8 school is a Title I School of Distinction having met No Child Left Behind AYP the last four years. As it did thirty-one years ago, our fiscal limitations due to small student population resulting in less state funding and low tax wealth continues to be our greatest obstacle and prevents us from staffing and implementing programs in our high

school that will meet Georgia Board of Education rule and regulations. The new leadership team in planning for the new high school chose to build upon the strengths of the system and to use research driven ‘out of the box’ thinking with a ‘No excuses’ attitude to stretch our limited resources to obtain our mission. By taking advantage of our size, community support, and the flexibility offered by chartering we can improve the learning that goes on within and without our walls in terms of intellectual standards and the development of caring, competent, responsible citizens who value education as a lifelong process.

“Begin with the End in Mind”

-Steven Covey

Presently our drop out rate is unacceptable and the spark that once brought the community together has all but been extinguished. To begin with the end in mind is to begin with the image of the end as a frame of reference by which everything is measured. The most effective way to begin with the end in mind is to develop a mission statement. Our mission statement tells us who we are, what we are about, and what we value. From here we are able to use proactivity to establish vision and values which set the direction from which we set our goals. **The mission of Webster County Charter High School will be to provide a quality education, thus empowering individuals to become caring, competent, responsible citizens who value education as a lifelong process.** The principle of “Begin with the End in Mind” is that all things are created twice: a mental or first creation and a physical or second creation. This charter petition represents the first creation, our vision for the future of Webster County.

The Webster County Board of Education began planning for the repatriation of the high school students back prior to January 2006. A new contract was entered into with Marion County that called for the students to be returned over a three-year period. Several public meetings were held to discuss the expectations of the public along with the resources and possible partnerships available. The system 5-year facility plan was rewritten and approved by the State Board of Education to add the high school to the existing building. The retirement of the superintendent and the unexpected resignation of the curriculum director and the lengthy process of replacing them that followed severely hindered the planning process. The new leadership team came on board July 7, 2006 and was immediately faced with many transition issues that further delayed planning for the high school.

The question then facing the leadership team is how to accomplish our mission. Webster County does not have the high school student population or fiscal resources to be a “traditional high school”. How can we overcome our limitations to improve student achievement and at the same time fuel the flame of community pride? Though the process of repatriating our high school students began over a year ago, it was only recently that we found the answer to that question in the flexibility to be academically and organizational innovative through a charter petition. In order to improve student achievement through academic and organizational innovations to reach the goals of our mission statement described in this charter petition, Webster County High School shall be exempt in whole from all local board of education and State Board of Education rules,

policies, regulations and procedures and from provisions of Title 20 of the Official Code of Georgia Annotated other than the Charter Schools Act of 1998 that are in conflict with provisions of this charter. Though we will utilize the flexibility a charter provides Webster County High School is willing to comply with all the requirements of the Single Statewide Accountability System.

The Georgia Quality Core Curriculum (QCC) along with Georgia Performance Standards (GPS) phase in will be the foundation of the charter school curriculum. The fundamentals of reading, writing and mathematics on grade level will be emphasized. The focus will be on the needs of the individual student. The faculty at Webster County High School will use current and past performances on state End of Course Tests (EOCT), Georgia High School Graduation Tests (GHSGT) and the Georgia Writing Assessment to aid in determining student needs in meeting his/her PASS. In addition the staff will utilize TestGate resources to perform pre-post tests every nine weeks to determine individual student needs and to guide instruction. Our accountability will be measured as other High Schools in Georgia by Georgia State Board of Education requirements of the Georgia High School Graduation Tests, Georgia High School Writing Assessment, and End of Course Tests. Webster County High School will not waive the accountability provisions of O.C.G.A. 20-14-30 through 20-14-41 and federal accountability requirements. Where we will differ is in our approach to meeting the expectation of the No Child Left Behind legislation, the Georgia State Board of Education, and our performance goals from that of a 'traditional high school' in both serving the public good and accomplishing our mission.

Webster County High School will be a school where small class size and caring teachers overcome the obstacles to learning for each individual student (this includes the inclusion of students with disabilities in the regular programs of study). Like the practice of medicine, schooling is about relationships. The culture of the school will revolve around hard work, high aspirations, respect for others, and the expectation that all students will succeed. We want students to say 'I am cared for,' 'I am challenged,' 'people are in my face,' and 'I can't escape.' They are going to know that they are cared for and that their teachers are not going to let them get away with anything. The keystone of our charter will be our intent to fuse our school with our community.

Community Service Requirement

The first stone of our charter's foundation will be the requirement of forty hours of community service for graduation. This requirement serves the community: through the completion of the various projects; it promotes public relations and awareness by getting our high school students out into the community for the public to see performing their projects; and it is our hope that it will instill in our students an intrinsic need to give back to their community. The flexibility of a charter school will allow us to transport students during the school day to perform community projects such as, cleaning cemeteries, cleaning yards of elderly citizens, participating in habitat for humanity builds, reading to the elderly as well as elementary students and other community service projects. It is our hope that over time through this requirement we can arouse the pride, commitment, and very heart and soul of the community that has slowly eroded since the loss of the high school thirty-one years ago.

Curricular Innovations

If we are to be successful in breaking the circle of poverty that plagues our community, we must search for ways to make learning “fun” and pragmatic as we strive to instill an inherent desire to learn in our students. Our review of educational research has identified several innovative programs that have proven to increase student achievement and helped to connect students to their community. These include interdisciplinary curriculum, place-based education, and flexible scheduling. We believe that we can merge these innovations with each other to complement proven pedagogy to meet the needs of our students and our community. A brief description of these supplemental innovations to our QCC/GPS Curriculum follows:

Interdisciplinary curriculum-a curriculum organization which cuts across subject-matter lines to focus upon comprehensive life problems or broad based areas of study that brings together the various segments of the curriculum into meaningful association. It forces teachers to collaborate with other teachers to see what their students are learning in other classes as well as the methods and styles their colleagues apply (this is also a vital part of forming a learning community). Interdisciplinary units reflect the uniqueness of the school and its teachers. By capitalizing on its own history, geography, social mix, and creative potential of our school we can celebrate the individual character of our community. An example of this in our situation might include the Science, Agriculture, and History teachers explaining the cause and effect of erosion from a science perspective of the what and why, from the agriculture perspective of how farming methods contributed and how farming has changed to prevent erosion, to the historical perspective of how farming methods of the past affected our environment and economy all followed up by interviews of older citizens and farmers and a field trip to the little Grand Canyon, West Ville or the Georgia Agrirama.

Place-based education, is a relatively new term, appearing only recently in the education literature, however progressive educators have promoted the concept for more than 100 years. Place-based education has been referred to as “Pedagogy of place”, teaching that takes place outside the restraints of classroom walls with in the community. It is the use of the local environment, on and/or near the school site as a comprehensive framework for learning in all areas: general and disciplinary knowledge; thinking and problem solving; basic life skills and interpersonal communication; as well as developing an appreciation and understanding of natural and social systems. Place-based education is inherently multidisciplinary and experimental. Research has shown that curriculum that uses the local environment as an integrating context for learning encompasses several proven educational practices, including: Interdisciplinary integration of subject matter, Collaborative instruction, Emphasis on real-world, problem-based learning, Learner-centered, constructivist methods and combinations of independent and cooperative learning. As we prepare to repatriate our high school students it will play a vital role in helping to reconnect our students to our community. Place-based education connects place with self and community. The curriculum will include multigenerational and multicultural dimensions as they interface with community resources. Our community service requirement ties in well with our requirement of community service. As Janice Woodhouse pointed out in her article listed in the Eric Clearinghouse on Rural Education

and Small Schools, one of the most compelling reasons to adopt place-based education is to provide students with the knowledge and experiences needed to actively participate in the democratic process. One of the greatest examples of place-based education is that of the students of the Rabun Gap school as they explored their Appalachian heritage resulting in the Fox Fire books.

Flexible Scheduling- In education, there is no one best way to do any thing. There are compelling reasons why some courses should be taught in longer segments of time. There are compelling reasons why some classes should be taught in shorter segments. There is also no compelling reason why a subject should be taught daily. Flexible scheduling is defined as creative use of the time in the school day in an attempt to match the instructional needs of students. Flexible scheduling will allow us to optimize time, space, staff, and facilities and to add variety to their curriculum offerings and teaching strategies. While the flexibility of the school schedule is limited only by the creativity of the teachers, examples of potential schedules are provided later in this petition. Research has shown that increased flexibility in scheduling has been linked to a decrease in disciplinary problems and an increase in collaboration among teachers. Some examples we might use would be to have a one 90 min block math class lasting on semester to give students returning from Marion County with no math credits an opportunity to “catch up” and the rest of the day the same student would be in a 50 min. class taking other subjects. Another example might be that the Science teacher is doing a time consuming lab or Place Based project and needs additional instructional time and the teachers get together and adjust the schedule to give the Science teacher the time needed.

The possibilities for this type of instruction in our rich historical and ecological area is exciting and will only be limited by the creativity of our instructional staff. The planners of this charter petition realize that to successfully implement these supplemental innovations will require extensive planning and research on the part of our instructors. To allow for this planning the daily schedule for teachers extends 45 minutes beyond the time students leave, several early release days were built into the calendar and all efforts will be made to build common planning time into the daily academic schedule.

Other Programs we intend to incorporate in our academic program are:

Gainesville City Model- through the use of Test-Gate technology we will implement a pre-post test and benchmarking program to assist in differentiating instruction.

Technology-Technology will be the keystone to our charter school. Through the use of Nova-net, Georgia Virtual High School, Test-Gate, Accelerated Reading, and other programs we will be able to maximize our teaching resources. For example a math teacher through the use of computers could effectively provide instruction to students working on Algebra I, II, Geometry, Trigonometry and Calculus in the same room at the same time.

Peer Tutoring-using the above example; upper level math students could help the teacher tutor the lower level math students.

Mentoring-the use of individuals who through formal training or on the job experience have acquired skills that they are willing to share their knowledge with students to prepare them for career entry positions upon graduation or to provide exposure to aide in career choices.

Collaboration with Georgia Southwestern University and South Georgia Technical College-teaming with these institutions to provide expanded educational opportunities for our students.

Path to Academic and Social Success (PASS)

Each student upon entering Webster County High School will be assigned an advisor who will remain with that student through out his/her high school career. The student along with his/her parents and the advisor will establish a Path to Academic and Social Success (PASS) plan. Based on the student's interests and goals, the PASS will target academic courses and timeframes for completion. The students will monitor their own progress utilizing advisors' assistance and parental input. The PASS will be reviewed at the end of each grading period. Initially each student will have three paths to choose from: traditional college and technical prep programs, accelerated college/technical programs, and career program. Students who experience academic or social problems will have a fourth path of a Rebound or Alternative program to assist them in returning to their original path. In essence through the four paths, Webster County High School will operate "Four Schools in One." These four paths are:

Traditional Path- The traditional path will be the high school that most people associate with high schools today. The traditional school will operate a minimum of seven hours per day with one hundred and eighty days per school term. These students will also have the opportunity to participate in other programs and or schools available to Webster County students.

Accelerated Path-The accelerated path provides training in a wide variety of technical and post secondary classes for students. This will be accomplished through joint enrollment programs between the Webster County Schools, South Georgia Technical College and Georgia Southwestern University.

Career Path-Students who chose this path plan to go directly into the work force following graduation. Their PASS will include elements specific to their career interests. The program will incorporate internships, mentor, work place ethics, and real work programs.

Rebound, Alternative Path-Students following the rebound or alternative path will work on *Novanet*, a comprehensive e-learning system that, through teacher guidance, allows students to work at their own pace to complete the necessary course work for both middle and high school. *Novanet* is a comprehensive e-learning system revolutionizing the relationship between students, teachers, and technology.

The rebound path is for those students who find themselves behind academically and gives them a second chance at academic success. The intent of the rebound path is that of a temporary detour from the student's original path.

The alternative path will be a unique educational setting that provides options for an individual wanting to earn a high school diploma, having limited success in the regular educational setting. Students eligible for this program have difficulty adapting to the traditional school, who are at risk based on poor attendance and/or academic performance, and those who are placed there by due process. The alternative school will be designed to accommodate special education students by having a qualified special education teacher to provide services for any students with an IEP.

Academic and vocationally oriented programs, including student management and social development, will be provided through an individualized, student-centered approach. Programs will be attentive to the needs of a career-oriented curriculum and will be sensitive to the variety of learning styles among students. Students will participate in programs where they can practice skills learned and be ready to enter the job market upon graduation.

The alternative path will also through a partnership with South Georgia Technical College offer GED preparatory classes for those at least 16 years of age or are beyond the compulsory high school attendance under state law with an opportunity to earn a high school equivalency diploma. The GED tests can be administered only to persons who are not currently enrolled in a regular high school.

We will have many challenges that make the development of our school exciting. Through a charter we can turn our small size into our greatest asset. The broad flexibility of a charter will allow us to explore research-based innovations to achieve and exceed state standards and increase our graduation rate. A charter will allow us to bring the heart and soul back to Webster County. To meet these challenges and to accomplish our stated goals we request that the Webster County Board of Education be approved and fully funded for a Charter High School beginning with the 2007-2008 school year

Performance Goals

As the only high school in Webster County and coming under the administration of the Webster County BOE, it is our intent to meet the same requirements of the No Child Left Behind Act through the approved Webster County LEA Implementation Plan as the other schools in the system.

The No Child Left Behind act requires five Identified Goals for Improvement: (See the Webster County LEA Implementation Plan in appendix for detail explanation for meeting these goals)

NCLB (WCHS) Performance Goal 1: *By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

WCHS Goal 1A: To increase the number of students passing the end of course tests

Objective: In order to establish baseline data, on the first administration of the end of course tests in 07-08, a minimum of 60% of the students will pass the tests.

Objective: On subsequent administrations of the end of course tests, the percentage of students passing the tests will increase by 10% each year until 100% of all students pass the tests.

WCHS Goal 1B: To increase the number of students passing the Georgia High School Graduation Test

Objective: In order to establish baseline data, on the first administration of the Georgia High School Graduation Test in 08-09, a minimum of 60% of the students will pass each of the four areas on the graduation test: Language Arts, Math, Science, and Social Studies.

Objective: On subsequent administrations of the Georgia High School Graduation test, the percentage of students passing the tests will increase by 10% each year until 100% of all students pass each of the four areas on the graduation test: Language Arts, Math, Science, and Social Studies.

WCHS Goal 1C: To increase the number of students passing the Georgia High School Writing Assessment

Objective: In order to establish baseline data, on the first administration of the Georgia High School Writing Assessment in 08-09, a minimum of 60% of the students will pass the test.

Objective: On subsequent administrations of the Georgia High School Writing Assessment, the percentage of students passing the tests will increase by 10% each year until 100% of all students pass the tests.

Note: Currently Webster County Elem/Middle School is a three time Title I School of Distinction. The staff and students of Webster County High School has every intent to continue to meet the academic requirements of NCLB. In the event that during the term of this charter, Webster County High School finds itself in the “Needs Improvement” category, all requirements of State Board of Education Rule 160-4-5-.03 and SBOE Charter Schools Rule 160-4-9-.04(5)(a)(5)(ix) which includes providing supplemental educational services pursuant to NCLB, will be adhered to.

WCHS Content Area Performance Goals:

Goal 1: Develop Thinking and Reasoning Skills

Performance Indicators:

Science:

- All science students will be able to conduct an inquiry-based lab.
Assessment: Student portfolios of laboratory work will include a report for at least one-inquiry based lab.
- All students will be able to articulate qualitative observations from lab experience in Science.
Assessment: Written and oral lab reports and quizzes will include a section that requires students to clearly explain observations of qualitative data.
- All students will be able to evaluate and interpret quantitative data in Science.

Assessment: Laboratory portfolios will include examples of grade-level and subject appropriate data, graphs of data produced using graphing software, and correct interpretations of the data and graphs.

Mathematics:

- All mathematics students will understand and comprehend mathematical concepts and applications through quality daily practice.

Assessment: Class activities will be assigned daily, and progress monitored by the teacher through homework, quizzes and tests.

Social Studies:

- All Social Studies students will demonstrate sound decision-making, critical thinking, and problem solving skills while participating in collaborative groups as they make inquiries into social science issues.

Assessment: At the beginning of the semester all students will be given a list of questions concerning social issues. The teacher will collect and record the data and compare the results obtained through a post-test. Teacher observations will be used to assess small group discussions involving critical thinking and problem solving skills.

Language Arts:

- All Language Arts students will use concrete details and insightful commentary in a clear and logical format, using effective vocabulary with standard mechanical structure in order to enhance narrative and expository writing in English classes.

Assessment: Teachers will assess student writing progress by monitoring student portfolios and maintaining records of student performances.

Goal 2: Expand and Integrate Knowledge Throughout the Curriculum

Performance Indicators:

Science and Mathematics:

- All students will be able to assimilate and transfer knowledge into other situations in Science and Mathematics.

Assessment: Each teacher will include grade-level and subject-appropriate challenging questions on tests, quizzes, oral reports, written reports, or homework assignments at least twice each semester. For the purposes of this assessment, these questions will be labeled challenge questions and will differ from the usual evaluation items, which assess material that is taught directly. Challenge questions will require students to apply concepts learned in one context to very different situations.

Social Studies:

- In Social Studies classes all students will be able to analyze societal problems and develop solutions that incorporate assimilation and transfer of knowledge.

Assessment: Observations by teachers on a daily basis provide the foundation for analysis of students' abilities and progress in finding practical solutions for social issues. Problem solving questions requiring analysis of situations will be included in tests, quizzes, projects or presentations.

Language Arts:

- In Language Arts classes, all students will be proficient in a variety of skills that may include listening, speaking, viewing, reading, and writing.

Assessment: Informal assessment will occur daily through student immersion in oral and written language. The use of television programs, radio, music, Internet, and current films/videos may be utilized. Teacher-prepared presentations and teacher-guided questions and student oral class participation will reflect quality presentation of listening, viewing, and speaking skills. Formal assessment will include taped student communicative activities and aural/oral comprehension tests.

- In Language Arts classes, all students will demonstrate written and spoken communication.

Assessment: Teachers observe and evaluate students on rubrics related to effective written and oral communications.

NCLB (WCHS) Performance Goal 2: *All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Though we do not currently have any students who qualify for the ESOL program, the school will accommodate these students in accordance with federal, state, and local requirements and guidelines. Should students become eligible for ESOL services, the school would apply for assistance under Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985 for this Title III is a federally funded program and request sub grants to provide supplemental services for ELLs. Though this program holds students accountable for their progress in English language proficiency and requires evidence to the exit the program, the school will make efforts to provide communication to parents of English language learners who may not be proficient English speakers as well.

NCLB (WCHS) Performance Goal 3: All students will be taught by highly qualified teachers.

Teachers and paraprofessionals at Webster County High School will be employees of the Webster County Board of Education and as such will meet Georgia Professional Standards Commission certification requirements and meet No Child Left Behind highly qualified requirements. The exception: will be for students who are identified as having reading, math or other academic skills below the 9th grade level. With the cooperation of our elementary and middle schools, the student will

receive remediation (tutoring) from teachers who are highly qualified at the student's identified level of need. (See *LEA Implementation Plan appendix*)

NCLB (WCHS) Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*
(See *Student Discipline and LEA Implementation Plan appendix.*)

NCLB (WCHS) Performance Goal 5: *All students will graduate from high school.*

WCHS Goal 5A: To have a graduation rate of 100%

Objective: 75% of students enrolled as returning tenth graders in 07-08 will graduate in 08-09. (4 students are returning who do not have the units to be promoted to 11th grade)

Objective: 90% of the students returning from Marion County as rising tenth graders in 07-08 will graduate in 09-10, 95% by 10-11.

Objective: 80% of the students returning from Marion County as returning ninth graders in 07-08 will graduate in 10-11 and 90% by 11-12.

Objective: 90% of students enrolled as freshmen in 07-08 will graduate in 10-11 and 100% by 11-12.

Objective: 100% of all students will graduate within 5 years of entering ninth grade at WCHS.

WCHS Performance Goal 6: *To become competent, caring, responsible citizens.* This is the objective of the Community Service area of our curriculum. This goal will be evaluated as we track our students' following graduation.

Goal 6A: Develop Competent, Caring, Responsible Citizens

Performance Indicators:

- All students will successfully complete the steps to make a transition from high school to post-secondary options.
Assessment: Every student will be assigned an advisor who will remain with that student through out his/her high school tenure. The student along with his/her parents and the advisor will establish a Path to Academic and Social Success (PASS) plan. Based on the student's interests and goals, the PASS will target academic courses and timeframes for completion. In addition, the Guidance Department will administer questionnaires and conduct personal interviews in order to maintain records to indicate if graduates continue advanced schooling at colleges/universities/technical colleges, join the military, or directly enter the work force.
- All students will track their forty hours of community service.
Assessment: A log of the total number of students in each grade level who participate in community service will be maintained.

The true measure of a program's success is what happens after completion (High School Graduation/GED Equivalency). We will track our graduates for a period of ten years after graduation. Our goal will be to maintain appropriate records of 95% of our graduates. Categories will be developed to track professions, advanced schooling and military services. Our tool will be questionnaires and personal interviews. Analysis of the data received will help determine changes in programs, curriculum and instructional methodology. Our ultimate goal is to meet the educational needs of our community.

Parent and community involvement

Changing the name from Tri-County High School to Marion County High School served as the catalyst for the community push for the Board to reexamine its position on school consolidation. Several public meetings with representatives for the State Department of Education Facilities Department, Chattahoochee/Flint RESA, South Georgia Technical College, and other agencies were held to discuss the issues of bringing the high school students back to Webster County. With the support of the data and the community the Board of Education voted early in 2006 to repatriate the high school students. Unfortunately the retirement of the superintendent and the unexpected resignation of the curriculum director and subsequent searches to replace them, significantly delayed the planning process. The new leadership team met with students, parents, staff, and members of the community to gauge their expectations for the new high school. The leadership team then took this information, combined with the vision of the Board and searched for proven research based ways of overcoming the limiting factors that prevent Webster County from supporting a "traditional high school." This charter is the result of this research and meets the expectations for Webster County High School as expressed by the students, parents, community members, and the Webster County Board of Education.

Parents, guardians, community members will be involved in the school through the Parent Teacher Organization (PTO), academic and athletic booster clubs, tutors, volunteers, and mentors. They will work along side the faculty to help ensure that:

- All Webster County students are engaged in the learning process
- In-class performance is enhanced
- Pro-social skills are developed thereby decreasing antisocial behaviors
- Attendance at school is increased and the drop-out rate is reduced
- Standardized test scores are improved
- Students are actively engaged in academic pursuits and school activities
- Social skills are enhanced thereby maximizing students' chances of life success
- A positive working relationship is developed with students, families, and community.
- Service Projects that benefit the poor, elderly, homeless, and the community as a whole are identified and completed.

- Extracurricular activity sponsors and lay coaches

Webster County High School will be under the control and management of the Webster County Board of Education consistent with this charter and the Georgia Constitution. The Webster County Board of Education takes full responsibility for the hiring, evaluation, and if necessary termination of all employees of Webster County High School. Webster County High School will serve as the only high school in the Webster County School district and will accept all students who reside in Webster County. Any student who resides out of the county who wishes to enroll will be required to pay tuition and comply with Webster County School Board policies concerning enrollment of Nonresident Students. (Board policies can be found on the system website at www.webstereagles.net)

The school council of Webster County High School will serve as the governing board. The council will consist of the principal, two parents, two teachers, and two business leaders from the community. The council will abide by all laws as prescribed by the State of Georgia regarding school councils. The academic team will meet with the school council no less than once per quarter to discuss accomplishments towards upholding the mission and vision for Webster County High School. Members of the school council will have no legal authority over school matters, including resolving student/parent/teacher grievances (Board policy regarding teacher grievances can be found on the system web site at www.webstereagles.net)

Programs of Study

Webster County High School will offer graduation credentials based on the students PASS. Credentials to be awarded include College Preparatory, College Preparatory with Distinction, Technology/Career-preparatory and Technology/Career-preparatory with Distinction, General Education Diploma. In addition a Special Education Diploma or Graduation Certificate will be presented to those students who fail to achieve graduation credentials and meet the requirements set forth by 160-4-2-.47.

Earning Credit

Students can earn half a Carnegie Unit per semester per year-long class upon successfully meeting attendance and grade requirements. If a student fails one semester but passes another, he/she only re-takes the semester failed, not a full year of the course. If the combined average of both semesters meets a passing grade, the student will be awarded on full Carnie Unit. One unit is awarded for successfully passing each semester block course . A course shall county only once for satisfying any unit of credit requirement for graduation. It is the student's responsibility not to repeat a course already passed. If this occurs, no credit will be awarded for the course.

Unit credit will be awarded for completion of courses with a passing grade. Unit credit will be awarded for courses offered in middle grades that meet 9-12 QCC/GPS requirements. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.

Students entering from other school districts and out of state schools shall have considerations written into their PASS to transfer credits.

Course Requirements for Graduation

Core *	CP	CP+	TC	TC+
English/Language Arts*	4	4	4	4
Mathematics*	4	4	3	3
Science*	3	3	3	3
Social Studies*	3	3	3	3
Health and Physical Education	1	1	1	1
Foreign Language	2	2	0	0
Computer Technology	1	1	1	1
Technology/Career Core	0	0	4	4
Electives	4	4	3	4
Additional Core Electives	0	2	0	1
Total Units (Minimum)	22	24	22	24

All students must pass the Georgia High School Graduation Test and complete course requirements in order to receive a diploma and seal. The Georgia High School Graduation test consists of five sections: writing, language arts, math, social science, and science.

In subjects that have Georgia End-of-Course Tests, the test will count as the final and count 15% of the final average for the course.

****Community Service Requirement** for all credentials for graduation is a minimum of 40 hours. Total hours of Community Service performed will be listed on the students transcript.

Classification of Students

- 9th grade -- promotion from 8th grade
- 10th grade -- 5 units
- 11th grade -- 10 units
- 12th grade --15 units
- Graduation 22 units minimum

Grading System

A = 90 -100 B=80 - 89 C=70 - 79 F = Below 70

Course Weights for grade point average (GPA)

Weighted grades are used by the Webster County Board of Education for the sole purpose of computing weighted grade point averages to determine honor graduates. Points are added to the grades recorded on the transcript only. They are not added to the grades reported on the report card. Points are not added

unless a student passes a course. For example, if a student has a final grade of 68 in an AP class, he would fail the class. He would not receive a grade of 78.
Advanced Placement (AP) Classes = 10 points added to the final grade average
Advanced or Gifted Academic Courses = 5 points added to the final grade average
All other high school courses = no point adjustment to the final grade average

Post Secondary Options (PSO)

Credit is awarded for completion of post-secondary classes that meet high school graduation requirements.

Excessive absences credit recovery

A school-wide program will be designed for students who lose course credit because of excessive absences. Students will be provided the opportunity to come after school for two weeks to regain their "seat time" through the use of the NovaNet Credit Recovery Program. All academic courses are online and meet Georgia QCC/GPS objectives.

21st Century After-School Grant Program Partnership

In preparation for the return of the high school students, the Webster County 21st Century After-school program amended their grant application to include high school students. Working closely with DOE 21st Century Personnel we are developing a program that will allow students to in addition to tutoring and remediation, the opportunity to receive course credit.

Title I

(Helping Disadvantaged Children Meet High Standards) administers funds from the U.S. Department of Education to local educational agencies to provide compensatory education experiences for disadvantaged/at-risk youth. The Webster County schools receive funding and provide these services for its students who qualify.

Gifted and Talented

Webster County High School is committed to the belief that education is a means by which each individual has the opportunity to reach his or her fullest potential. We believe that all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their age peers. In accordance with this philosophy, WCHS will provide educational programs that recognize and make provisions for the special needs of gifted and talented learners.

Special Education

As the only high school in Webster County and coming under the control of the Webster County Board of Education, Webster County High School will comply with any federal or state special education laws or regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA). With respect to special education and ESOL services, the school will provide these services in

accordance with Federal and state guidelines currently in place and follow the dictates of the reauthorization of IDEA and the No Child Left Behind act.

- Students will be served by highly qualified personnel. Students will be served in the same manner as all other students with disabilities in other local schools. Specific SPED teacher duties and responsibilities will be the same as any other SPED teacher working in the local educational agency. Additional duties may be required at the pleasure of the charter governing board. The Webster County BOE SPED department will oversee that federal, state and local requirements for IDEA are met. In addition, SPED teachers and paraprofessionals will continue to be trained with all other SPED employees in the local school district relative to changes in laws that affect the instruction of students with disabilities.
- All SPED teachers will be included in professional development opportunities provided to general education content teachers. SPED teachers will be required to attend content area meetings and grade level meetings.
- Students with disabilities will be involved in collaborative instruction to include co-teaching. SPED and general education teachers review student academic history and past performance before placing them in collaborative classes. The classroom modifications page of the student's IEP will be reviewed by stakeholders. All students will be monitored throughout the process and additional meetings to review specific instances where a student is not making progress in the collaborative setting. Measures of performance included the following: Teacher observations, informal testing, parent, general education teacher and student input and progress reports.
- The Webster County BOE has initiated a web based program called TestGate that allows teachers to test students in all academic subject areas and obtain a detailed report of the students' current academic standing and prescribes remedial supports based on current GA GPS standards.

Remedial Education Program

The Remedial Education Program is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math. This program provides individualized basic skills instruction in the areas of reading, mathematics, and writing. Currently of our ninth grade students attending Marion County High School (these are the only students we are bringing back) over half have either failed or are currently failing their 9th grade math class. It is our intent to use REP Reduced Class Size next year for these students as outlined in the Georgia Remedial Education Program Guidelines. The same applies for our students who qualify for REP in English. Due to our small size at least for the

initial start up years we should be able to serve all our students who qualify for Remedial Education through a Reduced Class Size Model.

Adult Education

The goal for the residents of Webster County is completion of a high school education; therefore, WCHS will assist South Georgia Technical College with their adult education classes. Applicants must be at least 16 years of age.

Student Discipline

Students attending Webster County High School will abide by the Webster County Board of Education Policies governing student behavior and due process: JCDA Student Behavior Code; JCAC Harassment; JCDAE Weapons; JDA Corporal Punishment; and JDF Teacher Authority to Remove Students and any other present or future Webster County Board of Education pertaining to student discipline and due process. These policies can be found on the system web site at www.webstereagels.net.

Student Transportation

The Webster County Board of Education will provide transportation that meets Federal and State laws, as well as Georgia Board of Education requirements to all resident students by a school bus to campus, unless the student has lost transportation privileges due to disciplinary action.

Extracurricular and Supplemental Education activities

Activities will be developed to supplement the physical, academic, and cultural needs of students to allow them to be well-rounded individuals. Both athletics and clubs/organizations will be offered. Title IX will be followed concerning all extracurricular activities. We will join the Georgia High School Association (GHSA) and come under their by laws for athletics and activity events. Initial athletic teams will include: Softball, Basketball, Track, Baseball, and Cheerleading. Though we may find the going due to our numbers difficult the community wants us to attempt to field a football team. Future athletics may include wrestling, cross country tennis and golf. GHSA activities competitions includes One Act Play, Debate, and Literary Events. Clubs and Organizations will include but will not be limited to the following: Chorus, Drama Club, Beta Club, Chess Club, Math Team, Science Team, Debating Team, Yearbook, Vocational Clubs and other academic organizations.

**WEBSTER COUNTY SCHOOLS
CALENDAR FOR 2007-2008**

		<u>Teachers</u>	<u>Students</u>
July 19-July 26	Pre-Planning	6	
July 27	First day of school		
July 27-31			3
August 1-31			23
August 7	Early Release		
September 3	Labor Day		
Sept. 4-28			19
Sept. 18	Early Release		
Sept. 18	End of 1 st Nine Weeks		
Oct. 1-5			5
Oct. 8-12	Fall Break		
Oct. 23	Early Release		
Oct. 15-31			13
Nov. 1-16			12
Nov. 19 -23	Thanksgiving Holidays		
Nov. 26-30			5
Dec 3-14			10
Dec. 14	End of 2 nd Nine Weeks		
Dec. 17-31	Christmas Holidays		
Jan 1	New Years Day		
Jan. 2-18			13
Jan. 21	MLK Holiday		
Jan. 22-31			8
Jan 29	Early Release		
Feb. 1-15			11
Feb. 18	President's Day		9
Feb. 19-29			
Feb. 26	Early Release		
March 3-7			5
March 7	End of 3 rd Nine Weeks		
March 10-20			9
March 21	Holiday		
March 24-31			6
April 1-11			9
April 14-18	Spring Break		
April 21-30			8
May 1-16			12
May 16	Last Day of School		
May 19-22	Post-Planning	4	
		10	180

Early Release Days are for parent/teacher conferences and teacher staff development

Insurance

The Webster County Board of Education takes full responsibility for providing all insurance required by State law or State Board of Education rule for Webster County High School. This includes property and casualty, liability, motor vehicle, marine, and workers comp. It is the policy of the Webster County Board of Education to obtain insurance bids every three years. If during the three-year

period, the renewal from the current insurance company in the opinion of the Board is out of line with losses, they retain the right to re-bid and the renewal becomes the bid for the current carrier.

Tentative Daily Schedule

Breakfast 7:40-8:00				
	Base Schedule	Block-A	Block B	C-Block
8:05-9:13	1 st Period	A-Block 1 st Period		1 st Period
9:17-10:12	2 nd Period		2 nd Period	2 nd Period
10:16-10:41	*****	Advisement/Tutor/Reading*****		
10:45-11:40	3 rd Period	3 rd Period	B-Block 3 rd Period	
11:44-12:38	4 th Period	4 th Period		4 th Period
12:38-1:08	*****	Lunch*****		
1:12-2:08	5 th Period	5 th Period	5 th Period	C-Block
2:12-3:08	6 th Period	6 th Period	6 th Period	
3:15-6:00	After-school course opportunities			

*Note: Due to the cafeteria being shared by the Elementary/Middle and High Schools the lunchtime is set. All other times are subject to be changed by agreement of the staff to meet the instructional needs of the students.

Food Services

The Webster County Elementary/Middle School lunchroom will serve as the central lunchroom site for the school system. The goal of the charter school’s nutrition program is to provide high quality nutritious meals to all students. Menus will meet school-lunch program meal requirements. Meals will be planned with a goal of providing students with 1/3 of their recommended Dietary Allowance for key nutrients and calories. The school will participate in the Federally-funded School Nutrition Program. Presently all students attending Webster County Schools are provided a free meal through the Federal Free and Reduced Meal Program.

Employment Procedures

Teachers and all other employees at Webster County High School will be employees of the Webster County Board of Education and as such will meet the same employment requirements and certification as other certified and non-certified employees of the system. Employees at Webster County High School will:

- *Come under Board Policies- GAAA Equal Opportunity Employment; GBRC Professional Personnel Work Loads; GBRIG Family and Medical Leave Act; GCRD Classified Personnel Overtime Pay; GAK Fingerprinting and Criminal Background Checks (this includes mentors); GAE Complaints and Grievances; GAMA Drug-Free Work Place; GBC Professional Personnel Recruitment; and any other present or future Webster County Board of Education Policy regarding employees and employment procedures.
- *Meet Georgia Professional Standards Commission certification requirements.
- *Come under state and local salary schedules for certified and non-certified personnel
- *Meet No Child Left Behind highly qualified requirements. The exception: will be for students who are identified as having reading, math or other academic skills below the 9th grade level. With the cooperation of our elementary and middle

schools, the student will receive remediation (tutoring) from teachers who are highly qualified at the student's identified level of need. All vacancies will be posted in the local organ of the Webster County Board of Education and in addition all instructional vacancies will be posted on the Teach-Georgia Web Site. Selected candidates will be presented to the superintendent by the principal for his approval. The superintendent will then submit his recommendations to the Webster County Board of Education for their decision. The Webster County Board of Education is an Equal Opportunity Employer and does not discriminate in employment on the basis of race, color, sex, religion, creed, national origin, age, or disability.

Facilities

The Webster County Board of Education will take full responsibility for providing education facilities for the charter school. Webster County High School will initially be housed in classrooms of Webster County Elementary/Middle School (school is 3 years old) that are not currently being used. This will provide immediate access to lunchroom, media, and other assets. The Webster County Board of Education expects the student population to grow beyond projected numbers in grades K-12 once the charter high school becomes a reality. As such the Board expects to use temporary mobile classrooms adjacent to the current Elem./Middle school as it explores one of three options based on the new projected student population once the charter school is established: 1. Remodel the existing building and add additional classrooms and modify the physical education facility as indicated in the Webster County Board of Education 5-year facility plan, 2. Renovate the old Webster County High School facility that the County Commissioners have offered to give back to the Board of Education, or 3. Construction of a new high school adjacent to the current Elementary/Middle School building.

Emergency Plan

With the anticipated addition of the high school an updated Emergency Management Plan for Webster County Elementary/Middle/High school was developed jointly between school staff, local first responder agencies and officials from the Georgia Emergency Management Association. Officials from the Georgia Emergency Management Association (GEMA) presented certificates to the Superintendent/Principal recognizing approval of the system/school plan at the April 2007 Board of Education Meeting.

Fiscal Feasibility and Controls

The principal of the Webster County High School will be responsible for acting as Chief Financial Officer for all on site school funds (general fund, athletic account, etc.). The Webster County Superintendent of Schools will act as the Chief Financial Officer for all federal, state, and local tax dollars allocated to the school. The principal no later than February of each year will submit a preliminary budget to the superintendent for review. It is the responsibility of the superintendent to

develop the system budget of which this is a part for submission to the Webster County Board of Education.

As the only high school located within the Webster County School District and having the full fiscal support of the Webster County Board of Education, Webster County High School will come under the same audit procedures as other schools located within the district to be conducted by the Georgia Department of Audits

The Webster County Board of Education takes fiscal responsibility for the charter school. The responsibility for transporting students and paying tuition for them to attend Marion County High School for the next two years in addition to starting Webster County High School will place a financial burden on the Webster County Board of Education and ultimately the citizens of Webster County. With proper planning and money management we will see our vision realized. Due to our economic limitations all our fiscal effort initially will go towards personnel and necessary instructional materials. Every effort will be made to pursue other sources of income, such as federal, state, corporate or private grants. Note: Upon acceptance of this charter, it is our intent to seek a charter grant to fund media materials, additional instructional materials, and provide computer hardware.

Expected expenses for the 2007-2008 School Year.

Teachers-T5-10 years experience	Salary	Benefits
Math	\$49,264.80	\$14,031.60
Science	\$49,916.00	\$14,146.92
Language Arts	\$49,264.80	\$14,031.60
History/Social Studies	\$49,264.80	\$14,031.60
Agriculture	\$49,264.80	\$14,031.60
Business Ed	\$48,931.00	\$ 13,863.60
Athletic Director/Physical Education 49% retired T-6	\$33,063.84	\$ 909.26
Graduation Coach	<u>\$67,109.00</u>	<u>\$19,088.64</u>
	\$396,079.04	\$ 104,134.82

Student-teacher ratio for 07-08: 18.25 to 1 for core staff and 11.23-1 for all staff.

Estimated Expenses

Total Salary and Benefits	\$500,213.86
Textbooks/supplies	\$ 70,000.00 (start up expense)
Mobile Classrooms	<u>\$ 14,500.00 (start up expense)</u>
	\$584,713.86

Estimated Revenue

Savings in Tuition to Marion County	\$138,700.00
Estimated FTE Money	\$155,342.60
Local and Federal	<u>\$290,671.26</u>
	\$584,713.86

	Revenue	Expense
June/July	\$ 55,274	\$ 55,274
August 07-July 08	\$ 54,495 per-month	\$ 54,495 per-month

Estimated additional expenses for 2008-2009

With the expectation of receiving a charter grant it is our plans to purchase enough computer hardware for use in instruction to allow us to absorb the 11th grade students by putting our Core teachers on an extended day contract. Also included in personnel is the addition of a Foreign Language teacher.

Multi Year Budget/No charter grant funds shown

	07-08	08-09	09-10	10-11	11-12
Personnel*	500,213	589,115	1,030,260	1,061,169	1,093,003
Textbooks/supplies	60,000	20,000	22,000	12,000	12,000
Facilities/ mobile units	14,500	21,600	28,800	28,800	28,800
Media/books	10,000	2,000	2,000	5,000	5,000
Computers	0	17,500	4,000	30,000	50,000
Total	584,713.86	650,215	1,087,060	1,136,969	1,188,803

Estimate total revenue/cost per student implementation year 07-08 @ \$8,009

Currently Webster County does not have a high school located within its district lines. Presently the Webster County Board of Education pays Marion County tuition to educate its high school students. The first step in recruiting was the agreement with Marion County to repatriate our high school students over a three-year period. Second, the parents of tuition students in grades K-8 who live in counties south of Webster County have traditionally chosen to enroll their children in private schools in their area instead of transporting them across two counties and paying tuition for them to attend Marion County High School. We expect these students to continue to attend Webster County Schools when the high school opens. Third we anticipate and increase in tuition students across the system when parents know their children can attend K-12 in the Webster County School System. Fourth, we expect an increase in students due to a reduction in drop outs when the charter is implemented.

The anticipated opening of Webster County High School will be the start of the 2007-2008 school year. The Webster County Board of Education began utilizing system funds in paying salaries and for supplies used in the planning phase of creating Webster County High School. As the only high school in the district the Webster County Board of Education will provide local start up funds in addition to acting as the fiscal agent for any state and federal funds. Federal and state funds intended for Webster County High School will flow through the Webster County Board of Education as it is received.

Webster County High School will comply with the federal monitoring requirements for schools receiving federal funds.

Statement on Annual Report

The Webster County School Council shall be subject to the control and management of the Webster County Board of Education and subject to the provisions of O.C.G.A. 50-18-70.

Webster County High School shall, by October 1, submit an annual report complying with all requirements set out in O.C.G.A. 20-2-20678.1(c)(1)-(6). This report will include all State-mandated assessment and accountability scores.

Other Partnerships

Webster County High School will utilize partnerships with the following organizations: Webster County Elementary/Middle School, Webster County 21st Century After-school Program, South Georgia Technical School, Georgia Southwestern University, Webster County Board of Education, Webster County Board of Commissioners, Webster County Chamber of Commerce, and the MAGIC-Making Gains In the Classroom Consortium. Presently we anticipate these partnerships to be beneficial to both parties and do not foresee any conflicts of interest.

This charter petition represents our mental or first creation of the end we envision. Most endeavors that fail do so with the first creation. A great deal of thought and preparation went into the decision to repatriate our high school students and in the development of this charter petition. For too long the citizens, School Board, and school system employees have watched far too many of our students leave our small school and community having experienced success, only to struggle, loose interest, and drop out. It is time for the physical or second creation, implementing this charter petition and educating our students at home at Webster County High School.

APPENDIX

A-1

LETTER OF INTENT

APPENDIX

A-2

CERTIFICATE OF OCCUPANCY

APPENDIX

A-3

CERTIFICATE VERIFYING APPROVED EMERGENCY PLAN

APPENDIX

A-4

WEBSTER COUNTY LEA IMPLEMENTATION PLAN