

Charter School Petition Application and Instructions

Charter System

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

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

Georgia Charter System Petition Instructions

A. The Petition

Charter systems are existing public school systems that wish to convert all schools in the system with a single charter petition. Charter system petitions should address the applicable requirements contained in the Charter Schools Act of 1998, as amended (O.C.G.A. §§ 20-2-2060 through 20-2-2071), State Board of Education Rule 160-4-9-.04 CHARTER SCHOOLS, Department of Education Guidance to Accompany the Charter Schools Rule, and any applicable local school system rules and regulations.

The petition is a proposal for a charter system, which will be evaluated by the Charter Schools Division of the Department of Education in conjunction with other measures used by the Department to determine whether the proposed charter complies with all applicable laws, rules, regulations, policies and procedures, whether the proposal will be viable in operation and whether the proposed charter system is in the public interest. Filing a petition for a charter system does not guarantee that a charter will be granted.

B. Deadline and Submission Procedures

A Letter of Intent must be submitted to the Department no later than **May 1**. Charter system petitions must first be approved by the local board and must be received at the address below no later than **November 1** prior to the year in which the charter school intends to begin operations:

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

All petitions must comply with the following submission procedures:

- Consecutively number each page (including appendices).
- Tab and paginate all appendices.
- Do not enclose the petition in a notebook, binder, or folder.
- The original must be signed in blue ink. Stamped signatures will not be accepted.
- Petitions must not exceed 100 pages, exclusive of appendices. Petitioners are encouraged to be clear and concise in addressing the petition requirements.

Faxed or e-mailed copies will not be accepted. Only complete petitions that comply with these guidelines will be considered for approval. Petitions will not be returned. Please keep a copy for your records.

C. Application Checklist

ALL PETITIONERS: Submit the **ORIGINAL** and **TWO COPIES** of the materials listed below, unless otherwise indicated.

- Letter of Intent submitted to the local board of education and State Board Of Education.**
- Completed Charter Petition Cover Pages (in the form attached below)**
- Charter Petition and Appendices**
- Charter Petition and Appendices in Microsoft Word format (1 CD)**

System Charter Petition Cover Pages

Part I. Charter System Information

Check one: New Petition Renewal Petition

School System Applicant Banks County School System

Address 102 Highway 51 South, Post Office Box 248, Homer, Georgia 30547

Petition contact person <u>Dr. Ann Hopkins</u>	<u>Director of Federal Programs</u>
Name	Title

Address of petition contact 102 Hwy 51 South, Post Office Box 248, Homer, Georgia 30547

Telephone number of petition contact 706.677.2224

Fax number of petition contact 706.677.2223

E-mail address of petition contact ahopkins@banks.k12.ga.us

Proposed Opening/Renewal Date August 1, 2011

Proposed Charter Term 2011-2016

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

Name of Proposed Charter System School Banks County Primary School

School contact person Janice Reiselt Principal

Name

Title

Address of school 266 Hwy 51 South, Homer, Georgia 30547

Telephone number of school 706.677.2355

Fax number of school 706.677.4797

E-mail address of school contact jreiselt@banks.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 4-8

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	248	240	205											693
Yr 2	242	242	242											726
Yr 3	244	244	244											732
Yr 4	246	246	246											738
Yr 5	248	248	248											744

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

Name of Proposed Charter System School Banks County Elementary School

School contact person Michael Williams Principal

Name

Title

Address of school 180 Hwy 51 South, Homer, Georgia 30547

Telephone number of school 706.677.2308

Fax number of school 706.677.4346

E-mail address of school contact mhwilliams@banks.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				208	243	232								683
Yr 2				207	210	245								662
Yr 3				244	209	212								665
Yr 4				246	246	211								703
Yr 5				248	248	248								744

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

Name of Proposed Charter System School Banks County Middle School

School contact person Matthew Cooper Principal

Name

Title

Address of school 712 Thompson Street, Homer, Georgia 30547

Telephone number of school 706.677.2277

Fax number of school 706.677.5227

E-mail address of school contact mcooper@banks.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 11-15

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1							239	269	203					711
Yr 2							234	241	271					746
Yr 3							247	236	243					726
Yr 4							214	249	238					701
Yr 5							213	216	251					680

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

Name of Proposed Charter System School Banks County High School

School contact person Art Wheaton Principal
Name Title

Address of school 1486-A Historic Homer Highway, Homer, Georgia 30547

Telephone number of school 706.677.2221

Fax number of school 706.677.2688

E-mail address of school contact awheaton@banks.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 9-12

Ages Served 14-21

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										251	240	210	200	901
Yr 2										205	253	242	212	912
Yr 3										273	207	255	244	979
Yr 4										245	275	209	255	984
Yr 5										240	247	244	211	942

Part II. Assurances and Signatures

1. This charter system petition was approved by the Banks County Board of Education on October 28, 2010.
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.

Superintendent

Date

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: Banks County School System

Number of charter system schools: 4

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

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

Mission

State the charter system's mission and describe how it promotes the legislative intent to "increase student achievement through academic and organizational innovation." O.C.G.A. § 20-2-2061.

The Banks County community petitions for Charter System status for Banks County Schools to provide the school system with the flexibility to best meet the needs of the students and to further the mission of the school system and serve the community. Becoming a charter system is necessary to support the district's priorities and long-term goals.

The Banks County System Mission:

The Banks County Charter School System will meet and exceed the expectations of the people we serve by:

- providing a foundation for lifelong learning
- fostering responsible citizenship
- maximizing individual potential

Banks County School System Goals:

- develop positive attitudes
- provide resources to enhance learning
- improve student achievement

As the Banks County School System seeks to lead the state in student achievement, the system must be able to address and support current and future needs and expectations. The flexibility that the charter system status provides will allow the school system to be a true partner in providing a 21st Century workforce for Banks County and play a major role in creating a community that will remain strong and viable even in the midst of economic difficulties. This school system seeks to provide a challenging academic curriculum that prepares every student for a productive life. In partnership with parents and the greater community, the system aspires to foster in every student a desire for lifelong learning, a commitment to personal fitness, an appreciation of the arts, a deep-rooted understanding of right and wrong, and a desire to participate responsibly in a free and democratic society. The small community atmosphere is one of the strengths of the school system. The faculty and staff provide a caring, nurturing,

challenging, and supportive environment. The students in Banks County classrooms must be able to be successful in life and be contributing members in a global society. It is incumbent upon us to prepare our children to reach their full potential. It is clear that we cannot continue to hold to the tenets of the past relative to the structure, organization, and methodology of schools and school systems. We must approach education of the millennial youth through academic and organizational innovation.

Reflected in the system's plan are the overarching themes, vision, and mission that will guide the system goals over the next five years. The cornerstone efforts of the system are providing a foundation for lifelong learning, fostering responsible citizenship, and maximizing individual potential. Based on these aspirations, the system has chosen to focus on the following goals to guide school personnel in their mission to provide quality education:

- increase graduation rate
- increase reading achievement
- improve attendance for all stakeholders
- use technology to find, retrieve, and evaluate information
- celebrate accomplishments

During the past seven years, the Banks County School System has participated in and implemented innovative programs in support of the system's plan including the implementation of the Balanced Scoreboard. The balanced scorecard, referred to in Banks County as the Balanced Scoreboard, is a strategic planning and management system that is used extensively to align activities to the vision and mission of the school system, improve internal and external communications, and monitors the system's performance against strategic goals.

Academic Program

Describe why becoming a charter system is necessary and how this charter supports the district's priorities and long term goals.

The conversion of Banks County Schools to a charter system will enable the district to customize its educational offerings and instructional delivery to meet the needs of the community.

BCSS and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). BCSS proposes utilizing specific following initiatives such as these examples as a means of meeting the needs of individuals which will result in exceeding the state performance based goals:

- waive current seat time requirement which would allow for flexible scheduling on minutes required and time for remediation/acceleration, distance learning, collaboration with colleges (including technical colleges), and credit-recovery during the school year
- waive class size which would allow for an increase in the number of students in some classes creating financial opportunities to have smaller class sizes where more appropriate for the students of Banks County
- waive the school year requirement which would allow for an increase, decrease or exchange in the number of required student and staff days of attendance for collaborative planning, instructional coordination, professional learning, data review, and parent involvement
- implement a Freshman Transition Program to ease the transition to high school, decrease the dropout rate, and increase the graduation rate
- waive certification requirements for personnel teaching non core academic subjects
- implement K-8 foreign language instruction to support foreign language at all levels

Describe academic innovations currently in use and examples of proposed academic innovations that would not otherwise be possible without the full flexibility of chartering (e.g., innovative programs, curriculum/ instructional methods used).

Current Academic Programs

Banks County School System (BCSS) teachers use locally developed lesson plans that are based on the Georgia Performance Standards (GPS) in all subject areas. Teachers are expected to make use of the frameworks and units developed and electronically published by the Georgia Department of Education. Grade-level teams often begin their planning with reviews of these frameworks and units then modify them to meet the specific needs of BCSS classrooms. School-level leadership teams are charged with ensuring that adherence to the curriculum is maintained and that effective delivery strategies are in place.

In moving toward standards-based classroom environments, teachers work to engage students more directly in their own learning. The transition is a work in progress. The new curriculum standards provide greater depth and have required a significant paradigm shift for teachers, students, and parents.

In addition, refinement of the co-teaching model is a focus for BCSS, as this model provides students with disabilities wider access to the general education curriculum. This model has produced improved student achievement among students with disabilities. The priority in Banks County is for all students to acquire requisite knowledge and skills; collaborative instruction, along with curriculum differentiation and RTI, will help achieve that goal.

Banks County School System has been engaged for seven years (FY 2004-2010) in a professional learning initiative with *Learning Focused Schools (LFS)*, a framework for curriculum which includes key concepts/understandings, essential questions, academic vocabulary, and recommended instructional resources, and is also based on the research of Marzano, Wiggins, McTighe, and others. LFS is packaged by Dr. Max Thompson, who advocates using principles of backward design to create curricula, learning units, and content maps. Such maps are widely used by teachers throughout BCSS to guide instruction and to streamline pacing.

For the past several years, having realized that the key principles of LFS are embedded in what the research literature calls Best Practices, BCSS has begun framing curriculum discussions in the language of Best Practices. Teachers continue to receive training in the principles of LFS, but those principles are framed more broadly. Professional learning incorporates the standards of the National Staff Development Council and is practical and meaningful. Ongoing professional development activities ensure systemic and sustainable implementation of instructional practices and curriculum content throughout the school system.

A part-time graduation coach serves the high school providing support for those students who are at risk for dropping out. In addition, BCSS offers a variety of additional opportunities for students to meet curriculum expectations. Online courses, credit recovery, summer school, and Career and Technical Education are all available as means for engaging students and ultimately ensuring their success in school.

Teachers new to the Banks County School System are provided specific professional learning through the Teacher Induction Program (TIP) which takes place over four days during the summer prior to the beginning of the school year. This orientation includes an overview of the system instructional approach (i.e., Learning Focused Schools (LFS), Best Practices), as well as opportunities to work in individual schools on projects unique to each setting. In addition, teachers participate in other sessions which focus on topics such as classroom management, differentiation of instruction, special education, and *Powerschool* (the system student information system).

Through the various Professional Learning Communities established throughout the system, professional learning is a weekly, often daily process for all teachers and support personnel. A plethora of opportunities provide focused sessions on topics such as differentiated instruction, reading comprehension, technology integration, assessment and data analysis. The system has placed an emphasis on increasing the number of teachers with gifted endorsement in an effort to expand service delivery models and enhance teacher skills, especially with regard to differentiated instruction.

In an effort to monitor student progress and effectiveness of the curriculum, benchmark assessments have been developed locally for use with core classes in primary, elementary, middle, and high schools. Aligned to the local curriculum maps and used to guide instruction, these formative assessment results, utilized through ThinkGate, are being used at all four schools for the first time in the 2008-2009 school year. It is expected that they will be continually reviewed and revised, and will assist in adjusting instructional delivery based on student performance. Benchmarking, along with a rigorous and viable curriculum, provides multiple opportunities for teachers to ensure all students have an opportunity to acquire the knowledge, skills, and attitudes essential to success.

Collaborative planning sessions are organized at each school so that teachers may plan by department and/or grade level. Goals and expectations for student learning that are aligned with the system's expectations and curricular goals are ensured through this process. Teachers within the same subject area coordinate their curriculum both across their grade level as well as vertically as a part of their commitment to continuous progress. Vertical teams are also utilized to ensure a seamless curriculum and to ensure continuity as students move through the system from one grade-span school to the next.

Instructional Walk-throughs provide school leaders with information necessary to support the efforts of their teachers. Using locally designed templates that are aligned to their curriculum initiatives, instructional leaders collect data during these informal observations that allows for the tracking of progress on initiatives across the school. School-level administrators make use of the data to examine implementation efforts at their respective sites.

Teachers use proven, research-based instructional practices that actively engage students in the learning process. A variety of learning resources are in place to ensure a challenging and engaging curriculum for the student population in Banks County.

Protection of instructional time is emphasized by leadership throughout the system. Instructional time is preserved through a number of practices, including confining announcements to the beginning and the end of the day, minimizing time students spend outside the classroom, limiting field trips to one per year, creating an expectation for bell-to-bell instruction, and, whenever possible, providing common planning for grade-level or subject-area teachers.

Because regular and frequent feedback based on clear and measurable expectations for students is critical to the learning process, teachers use a variety of methods to measure student progress toward achievement of the standards. Principals, in cooperation with school leadership teams and central office administration, determine goals for student learning based on performance on state-mandated tests. These goals are aligned with system goals, which are communicated through System and School Improvement Plans.

In addition to summative data, formative assessments are also used to identify areas for improvement within the instructional program. Benchmark assessments, end-of-unit assessments, essays, projects, and informal classroom assessments are a few of the measures used to monitor student progress.

Banks County School System utilizes the Balanced Scoreboard. This instrument is categorized into four major areas including Student Achievement; Faculty, Staff, Student, and Stakeholder Engagement; Instructional and Administrative Processes; and Team Learning and Growth. These areas encompass what Banks County School System views as the most important components of the educational culture of the community. The Balanced Scoreboard is reviewed annually to determine strengths and weaknesses and revised to reflect current and relative goals and strategies based on previous performance and efforts by all stakeholders.

Other academic programs currently being utilized by Banks County Schools include:

ESOL (English to Speakers of Other Languages) - ESOL is a state funded instructional program for eligible English Language Learners (ELLs) in grades K-12 (Georgia School Law Section 20-2-156 Code 1981, Sec. 20-2-156, enacted in 1985). Title III is a federally funded program which provides eligible Local Education Agencies (LEAs) with sub-grants to provide supplemental services for ELLs. Both ESOL and Title III hold students accountable for progress in English language proficiency and evidence of attainment of English language proficiency sufficient to exit ESOL services. The ESOL Program has transitioned from a discrete skills curriculum to a standards-based curriculum emphasizing social and academic language proficiency. The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding. To reach this standard, it is critical that instructional approaches, both in ESOL and general education classes, accommodate the needs of Georgia's linguistically and culturally diverse student and parent populations.

Early Intervention Program (EIP) - Children start school at a designated chronological age, but differ greatly in their intellectual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

Title I - The Title I program provides funds to supplement program initiatives at schools with high economically disadvantaged sub-groups.

Safe and Drug Free Program - The purpose of the Safe and Drug Free Schools and Communities Act is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and other drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Remedial Education Program (REP) (Grades 6-12) - The Remedial Education Program is an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and/or math. This program provides individualized basic skills instruction as mandated by Georgia Law in the areas of reading, mathematics, and writing. All REP teachers must meet certification requirements as defined by the Professional Standards Commission and be fully qualified to teach reading, writing, or mathematics.

Career, Technical, and Agricultural Education (CTAE) (Grades 6-12) - CTAE, formerly recognized as the Vocational Technical Program, creates a direct connection between secondary school education and the industries identified as key to Georgia's future economic well-being. CTAE can help ensure that all students graduate from high school with the academic and career skills required to succeed in the 21st-Century workplace. Currently, Banks County High School the following concentration areas: Agriculture,

Engineering & Technology, Family & Consumer Sciences, Transportation, JROTC, Business, and Healthcare Science. Within these areas, the high school offers the following career pathways: Transportation Logistical Operations, Nutrition and Food Services, Therapeutic Services-Medical Services and Nursing. The school plans to offer the following career pathways during the next five years: Early Childhood, Agriculture Mechanics, Financial Management, Broadcast/Media Production, and Transportation Logistical Support. By the 2011-2012 school year, the school will offer Agriculture Mechanics and Transportation Logistical Support.

Gifted and Talented - The Banks County Board of Education recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement. Gifted education programs are provided for students who meet eligibility requirements. Students, grades kindergarten through twelve, in the Banks County School System who demonstrate a high degree of intellectual, academic, and/or creative ability are provided with special instructional services by the Program of Gifted and Talented Students. Eligibility criteria for placement in this program are determined by the State Board of Education. Referrals for consideration for eligibility for gifted services may be made by teachers, counselors, administrators, parents or guardians, peers, self, and other individuals with knowledge of the student's abilities.

21st Century Learning Center - This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children. The program helps students meet state and local student standards in core academic subjects, such as reading and math; provides students a broad array of enrichment activities that can complement the regular academic program; and offers activities/services to the families of participating children.

New Proposed Academic Programs

The school system would continue to utilize the current academic programs and implement the following proposed academic innovations that would not otherwise be possible without the full flexibility of chartering (e.g., innovative programs, curriculum/ instructional methods used):

- utilize credit recovery to serve additional students in order to decrease the dropout rate and improve high school graduation rate through the use of the seat time waiver
- increase opportunities for participation in and successful completion of course credit through distance learning
- use seat time waivers to reduce the number of school days for professional learning opportunities specific to each school, grade, and/or subject area and to increase parent conferences at each level
- provide professional learning to continue to implement differentiated instruction and mastery learning
- implementation of Foreign Languages at all grade levels K-12
- use mastery learning, performance based learning, and flexible grouping to remediate and enrich student learning based on individual needs
- design measures to facilitate greater use of individualized instruction by awarding credits for accelerated students when ready while also allowing for the continuation of coursework past the traditional semester timeframe for those students who have not mastered the course material.
- utilize dual enrollment and exchange partnerships with local colleges, business and industry, Chamber of Commerce, and service agencies

Organization Innovation

Describe organizational innovation currently in use and examples of proposed organizational innovations that would not otherwise be possible without the full flexibility of chartering (e.g., governing board restructuring, changes in hiring practices).

Perhaps the most far reaching innovation implemented by the school system over the last few years is the operation of a *modified schedule* at the high school. With a focus on an hour per week being built into the schedule for remediation or enrichment, the concept was modeled after high schools throughout the state. Although the school day begins later on Thursdays, the learning experiences and collaborative planning opportunities have popular appeal among parents, teachers, and students.

Banks County School System's Leadership Team has developed the *Balanced Scoreboard* and *data room* to help identify needs of the schools and its diverse sub-groups. This visual system profile identifies demographic information by schools and system, breaking it down into very specific categories. (i.e. enrollment, ethnicity, free reduced lunch, drop-out data, attendance, graduation rate, Limited English Proficiency (LEP), English to Speakers of Other Languages (ESOL), exceptional students, and gifted). Standardized testing results are also available (Georgia High School Graduation Test (GHSGT), 5th Grade Writing Assessment, Middle Grades Writing Assessment (MGWA), Georgia Alternative Assessment (GAA), Criterion-Referenced Competency Tests (CRCT), ACT (formerly American College Testing Program), Scholastic Assessment Test (SAT), and End of Course Tests (EOCT)). Much of this information has been made accessible through the Georgia Department of Education (GDOE) website. The data room concept has become effective in analyzing student data throughout our system. The schools have designed their own data rooms so staff can better identify individual student needs and design work to engage all learners.

Innovation is strongly supported in the Banks County School System, with teacher-directed and teacher-led professional learning processes providing only one example of this support. Another example is the establishment of graduate program cohorts on campus, so that not only can teachers earn Master's and Specialist degrees without leaving BCSS facilities, but those degree programs can be structured in such a way as to be specifically relevant to the concerns and needs of the BCSS learning community.

In addition to this opportunity to earn advanced degrees, system leadership also supports teachers who wish to pursue endorsements in areas of need for Banks County students (e.g., ESOL, Gifted Education, etc.). BCSS defrays the costs of these programs for teachers who are well-suited and willing to serve the needs of these specific populations.

By utilizing the flexibility afforded through charter system status, the stakeholders within the system will be encouraged and supported by the superintendent and the board of education to meet challenges of increasing the graduation rate and re-engaging disconnected students in the learning process. This will be accomplished by making changes in educational programs or their delivery that may have been viewed as non-traditional or in violation of rule or regulation in the traditional model. Organizational innovations that would not be possible without the flexibility provided through charter system status include, but are not limited to: *staffing decisions* (i.e., interview, selection, and utilization of staff), *increased effectiveness in the use of community partnerships* (i.e., principals' advisory boards, leadership development for improved student achievement, and school-based/community services); *resource management* (i.e., setting budget priorities); *use of facilities* (i.e., capital improvement review); and *promoting school mission, vision, and brand throughout the community*.

The system believes that, based upon past performances, it can continue to improve student achievement, close achievement gaps and increase the graduation rate more effectively and efficiently and over a

shorter period of time by operating under the auspices of a charter. Managerial, financial and operational resources already exist to support conversion to a public charter school system. The system's plan will guide the governing bodies, administrators, teachers, staff, community, the superintendent, and the board in meeting the operational goals of recruitment and retention of highly qualified staff, effective use of all resources (financial and human), providing safe and orderly learning environments, supporting the integration of appropriate instructional and administrative technology into all facets of the school operation; and developing and maintaining two-way communication among all stakeholders.

Becoming a charter system is necessary to support the district's priorities and long-term goals. BCSS and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). Through the broad flexibility obtained through charter status, we can ensure that all students will benefit from the following academic and organizational innovations.

The BCSS proposes the following organizational innovations:

- creation and implementation of the Governance Structure that will include System Leadership Team, School Governing Council, and School Leadership Advisory Committee
- implementation of Freshman Transition Program to ease the transition to high school, decrease the dropout rate, and increase the graduation rate
- utilization of resource management (i.e., setting budget priorities)
- utilization of flexible scheduling on minutes required allowing time for remediation/acceleration, distance learning, collaboration with colleges (including technical colleges), and credit-recovery during the school year
- utilization with flexibility regarding number of school days in the school year to allow for an increase, decrease or exchange in the number of required student and staff days of attendance for collaborative planning, instructional coordination, professional learning, data review, and parent involvement
- utilization of flexibility with regard to class size to allow for an increase in the number of students in some classes
- utilization of flexibility with regard to certification requirements in some areas outside core content specific subjects

By achieving charter status, BCSS will have the flexibility to meet the challenges that affect the overall success of the school system.

Describe how the district intends to fulfill the statutory requirement to maximize school level governance. The system will begin implementation of charter system with the formation of the local school governance teams in the first year. The focus will be on the election of qualified representatives to lead the local teams and the training needed to help the groups fulfill their mission.

In order to maximize school level governance, each charter system school within BCSS shall utilize the described framework for the School Governing Council. This council will be the body entrusted with the responsibility of providing input, making recommendations, and rendering decisions regarding various aspects of the instructional program of the school and the school's operational scheme. The School Leadership and School Governing Council's role in upholding the school system's mission and vision will be ensured by an emphasis on the governing council functioning as a unit, rather than a collection of individuals with individual agendas.

Stakeholders will be elected to the School Governing Council. Numerous opportunities are available for parents and community members to become involved. The purpose of this participation is to encourage a

variety of ideas and/or recommendations to consider before policy and procedures are established and implemented.

Provide evidence of community interest.

Banks County is home to very active and vocal stakeholders who provide frequent feedback regarding the system's progress toward the community's vision for the school system. A culture of participation and ownership permeates the BCSS community, and stakeholders both within and outside the schools work together to support students in pursuing learning goals. Extraordinary community support for the schools is evident in all endeavors of the Banks County School System, and the governing board, as well as the leadership teams, is attuned to the constructive and illuminating feedback the community offers.

In the efforts to determine interest in becoming a charter system, a variety of formats were utilized to gauge stakeholder interest. Stakeholders (staff, parents and community members) attended public hearings, participated in discussion at school council meetings and BOE meetings, responded to information in news/radio, responded to information through various local media outlets, and contributed comments via the system website. Evidence would include attendance logs, agendas, minutes, presentations, and handouts from the meetings. We also provided an avenue for electronic feedback when we posted the charter on the system website for review.

BCSS has always been aware of the importance of parents and community in developing the full potential of the school system. As the system transitions to charter status during the first year, input from all stakeholders will continue to be sought as this input is an important component in the transition and success of a charter school system. Parents and community members will continue to be surveyed and invited to all open meetings. School governing boards will be an extension of stakeholder involvement and will ensure that the BCSS meets the needs and public interests of the population it serves. As a charter system, BCSS stakeholders will play a more prominent role in the education of the students in Banks County.

Provide a charter system implementation plan with expected annual benchmarks (e.g., governing council training, implementation timeline for academic and organizational innovations).

As a charter system, BCSS will provide the training necessary at each level of the governance structure to build expertise and the capacity for making school-level and system decisions. The initial training will be conducted by the Georgia School Boards Association. On-going training will be scheduled to ensure the acquisition of the skills and knowledge needed to make decisions and recommendations. Training will be scheduled with GSBA as soon as the charter application is approved and the members of the various levels of governance are identified. It is hoped that this training could take place prior to the first charter system school year. However, if elections are postponed due to approval of the charter, the training may need to be scheduled for early September 2010. GSBA Training will include: 1.) Role of the Governing Board, 2.) What's the Role of the BOE, 3.) Parliamentary Procedures, 4.) Open Meetings and Open Records Laws, 5.) Student Records and 6.) Communication between Members of Governing Levels and Parents/Community

During the first year of the charter system, there will be a gradual implementation of all academic and organizational innovations. Implementation will be determined by resources and funding. It is the intent of BCSS, to fully implement all proposed academic and organizational innovations within the first 2 years of the charter in order to begin to analyze results and refine processes.

This mission promotes the legislative intent to increase student achievement through academic and organizational innovation to:

- create a system that meets the educational needs of the individual child

- prepare students for an active role in their community/society
- develop initiatives for the charter focus on specific instructional and curriculum changes to positively affect student growth and achievement
- demonstrate improvement by concentrating on differentiated instruction, mastery of learning, and standards-based classrooms
- continue to investigate formal methods of gathering data in all areas with the feedback leading to the further investigation of all practices
- utilize assessment data to drive instructional practices and professional learning
- establish several forums for dialogue and planning for all aspects of the school system programs, facilities, services, and curriculum
- involve all stakeholders, (students, parents, community members, and teachers), which continues to be a focus for growth and the basis for future initiatives

Banks County School System will continue to conduct both on-going and periodic analysis of instructional and organizational effectiveness at both a system and school level. Sustaining a clear focus on student achievement and continuous assessment of student progress are clearly a focus of BCSS. School administrators, along with the school leadership teams, the governing councils, and other stakeholders will use the performance results to determine school improvement goals each year.

For Renewal Petitions Only

- How did the charter system **and** each charter system school perform in meeting performance-based goals and measurable objectives listed in their charter?
- Summarize the proposed changes to the charter upon renewal.
- Were termination proceedings initiated during the current charter term? If so, what is the status of those proceedings?

This section is not applicable to Banks County School System.

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 25 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 25 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, and leadership).
3. Page 26 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 26 Describe the instructional methods to be used in the charter system, including any distinctive or unique instructional techniques or educational programs.
5. Page 28 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
6. Page 28 Specify how the charter system will meet the needs of students identified as gifted and talented.
7. Page 28 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 29 for students with disabilities, describe any changes in how the charter system will provide state and federally mandated services.
9. Page 29 for English Language Learners (ESOL), describe any changes in how the charter system will provide state and federally mandated services.
10. Page 29 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 29 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 30 List the charter system's annual performance-based goals and measurable objectives.
13. Page 35 List the annual performance-based goals and measurable objectives for each charter system school.

14. Page 40 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 40 Describe any organizational performance-based goals and measurable 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 41 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 41 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 42 Describe how the charter system will use this assessment data to monitor and improve student achievement.

WAIVERS

19. Page 43 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 43 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 44 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 44 Describe whether any charter system schools will use enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
23. Page 44 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 44 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 44 Describe any changes to the charter system's employment procedures and policies.

26. Page 45 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 45 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 45 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 45 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 46 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 46 Describe the organizational structure of the charter system, including the general areas of responsibility for the principal of each charter system school, the governing council of each charter system school, and the local board of education.
32. Page 49 Describe the composition of each school's governing 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.

In the next three questions, provide specific examples of how decisions will be made in each of the following areas:

- (I) Personnel decisions, including hiring school principals and teachers;
 - (II) Financial decisions, including autonomy of budget and expenditures;
 - (III) Curriculum and instruction;
 - (IV) Resource allocation at the school level;
 - (V) Establishing and monitoring the achievement of school improvement goals; and
 - (VI) Other school operations.
33. Page 50 Describe in detail the decision-making authority of the principal at each charter system school.
 34. Page 51 Describe in detail the decision-making authority of the governing council at each charter system school.

35. Page 51 Describe in detail the decision-making authority of the local board of education.
36. Page 51 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 51 Describe the training that will be provided for principals and for members of the governing 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 52 Describe in detail how the parents, teachers and community members, outside of each school's governing council, will be involved in implementing the school-level decision-making described in this paragraph.
39. Page 52 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 52 Describe the method that the local board and the system charter school and or school level governing council plan to utilize for resolving conflicts.
41. Page 52 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 53 Describe any changes in school facilities.

REQUIRED APPENDICES

44. Page 55 Attach the charter system's proposed annual calendar – Appendix A.
45. Page 56 Attach a copy of any intended contracts for the provision of educational management services – Appendix B.
46. Page 58 Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition before local board approval – Appendix C.
47. Page 60 Attach a copy of the local board resolution approving the proposed charter system petition – Appendix D.

Also contained in the Appendices

Page 63 Appendix E Letter of Intent

Page 66 Appendix F Governance Structure Details

Page 69 Appendix G Board Policies

Page 88 Appendix H Scoreboard

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 for the system's pre-conversion model. Such practices/policies might include, e.g., open enrollment policies or differential pay within the charter system.

The conversion of Banks County Schools to a charter system will enable the district to customize its educational offerings and instructional delivery to meet the needs of an ever-changing community and student body. Although Banks County School System plans to request a blanket waiver, the initial policies, procedures, and practices that will materially distinguish the charter system from the school system's pre-conversion model will be related to seat time, school year, teacher certification for some non-core subjects, and class size. BCSS also plans to explore the utilization of non-certified staff in areas such as connections and the CTAE program; design instructional segments/programs that are not constrained by barriers, such as time and space; create flexible grouping targeting remediation and enhancement activities without the constraint of funding controls and constraints; and promote innovative ideas and creative solutions among staff, parents, and community members as they work collaboratively to solve complex educational problems specific to the needs of our students and community.

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 (e.g., governing board, personnel, and leadership).

By utilizing the flexibility afforded through charter status, the stakeholders within the System will be encouraged and supported by the Superintendent and the Board of Education to meet challenges, such as increasing the graduation rate and re-engaging disconnected students in the learning process by making changes in educational programs or the delivery of instructional practices previously viewed as non-traditional or in violation of rule or regulation. Organizational innovations that would not be possible without the flexibility provided through chartering may include, but are not limited to:

- creation and implementation of the Governance Structure that will include System Leadership Team, School Governing Council, and School Leadership Advisory Committee
- implementation of a Freshman Transition Program to ease the transition to high school, decrease the dropout rate, and increase the graduation rate
- utilization of resource management (i.e., setting budget priorities)
- utilization of flexible scheduling on minutes required, time for remediation/acceleration, distance learning, collaboration with colleges (including technical colleges), and credit-recovery during the school year
- utilization with flexibility regarding number of school days in the school year to allow for an increase, decrease or exchange in the number of required student and staff days of attendance for collaborative planning, instructional coordination, professional learning, data review, and parent involvement
- utilization of flexibility with regard to class size to allow for an increase in the number of students in some classes
- utilization of flexibility with regard to certification requirements in some areas outside core content specific subjects

The System believes that, based upon the public record of past performances, it can continue to improve student achievement, close achievement gaps and increase the graduation rate more effectively and efficiently and over a shorter period of time by operating under the auspices of a charter. Managerial,

financial, and operational resources already exist to support conversion to a public charter school system. The system's strategic plan will guide the Superintendent and the Board in meeting the operational goals of recruitment and retention of highly qualified staff, effective use of all resources (financial and human), providing safe and orderly learning environments, supporting the integration of appropriate instructional and administrative technology into all facets of the school operation, and two-way communication among all stakeholders.

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 (e.g., innovative programs, curriculum/instructional methods used).

Under the charter, the System would encourage, support, and promote system-wide and school-based innovations in program development and service delivery. However, some common themes based on the strategic plan will be evident in all schools. Learning Focused Schools (LFS) strategies, high expectations for teaching and learning, recognition and reward for outstanding achievement or performance for both staff and students, pursuit of continual improvement, and the development of readiness skills for postsecondary choices are only a few of the threads that will be interwoven into the fabric of all schools. Proposed academic innovations may include, but are not limited to the following:

Proposed Academic Innovations

- utilize credit recovery to serve additional students in order to decrease the dropout rate, and improve high school graduation rate through the use of the seat time waiver
- increase opportunities for participation in and successful completion of course credit through distance learning
- use seat time waivers to reduce the number of school days for professional learning opportunities specific to each school, grade, and/or subject area and to increase parent conferences at each level
- provide professional learning to continue to implement differentiated instruction and mastery learning
- implementation of foreign language at all grade levels K-12
- use mastery learning, performance based learning, and flexible grouping to remediate and enrich student learning based on individual needs
- design measures to facilitate greater use of individualized instruction by awarding credits for accelerated students when ready while also allowing for the continuation of coursework past the traditional semester timeframe for those students who have not mastered the course material
- utilize dual enrollment and exchange partnerships with local colleges, business and industry, Chamber of Commerce, and service agencies

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

Banks County School System (BCSS) teachers use locally developed lesson plans that are based on the Georgia Performance Standards (GPS) in English/Language Arts, mathematics, science, social studies, modern language, Career, Technical, and Agricultural Education (CTAE), and fine arts. Teachers are expected to make use of the frameworks and units developed and electronically published by the Georgia Department of Education. Grade-level teams often begin their planning with reviews of these frameworks and units then modify them to meet the specific needs of BCSS classrooms. School-level leadership teams are charged with ensuring that adherence to the curriculum is maintained and that effective delivery strategies are in place.

In moving toward standards-based classroom environments, teachers are beginning to engage students more directly in their own learning. The transition is a work in progress and continues to present challenges. The old Georgia curriculum was criticized as being “a mile wide and an inch deep;” conversely, the new curriculum standards provide greater depth, and in doing so, have required a significant paradigm shift for teachers, students, and parents throughout the state of Georgia.

In addition, refinement of the co-teaching model is a focus for BCSS, as this model provides students with disabilities wider access to the general education curriculum. This model has produced improved student achievement among students with disabilities. The priority in Banks County is for all students to acquire requisite knowledge and skills; collaborative instruction, along with curriculum differentiation and RTI, will help achieve that goal.

Using the seat time waiver, BCSS will embrace the concept of mastery learning in all academic areas as well as career pathways. Flexible grouping, non-graded performance based learning, and unit/credit driven instruction will be applied to all grade levels appropriately.

Disaggregated data is analyzed to ensure alignment and plan for differentiated instruction. The resulting information will determine areas of need for the school improvement plans. The school improvement plans drive instruction and provide staff a foundation for analyzing curriculum and reviewing instructional strategies. At the school level, staff members work collaboratively to further define instructional practices that support essential knowledge and skills necessary for successful student learning. Collaborative work at the school level occurs through the use of creative scheduling.

Banks County School System consistently reviews data and research-based practices to make curriculum decisions. Vehicles used to gather and analyze data are the system balanced scoreboard, state and local testing results, grades, pass-fail rates, progress monitoring, and benchmark testing. All schools will continue to utilize data and best practices research to drive school-based instructional decisions. Data will be accessible through the assistance of RESA and efforts of the curriculum personnel and cabinet. Each school has developed its own process for analyzing and disseminating data. Administrators and teachers analyze classroom data to set instructional goals. The system will continue to provide professional development opportunities based on analysis of data and surveys results. In conjunction with Pioneer RESA, BCSS will review system, school, and classroom data. In late spring/early summer, the superintendent and cabinet members meet with principals and all stakeholders to analyze data and make suggestions for school improvement plans.

The curriculum personnel will work together to develop tiered levels of support for students who have difficulties with academics and/or behavior. BCSS will continue to collaborate with RESA and curriculum/subject area experts to provide professional development activities aligned with survey results. Examples may include differentiated instruction, Learning Focused Strategies (LFS), and training for paraprofessionals.

The Banks County School System supports opportunities for students to explore and apply higher order thinking skills through the utilization of the following:

- Learning Focused Schools (LFS) specific instructional strategies
- advanced content, honors, and joint enrollment courses
- hands-on, lab experiences for learning
- democratic learning opportunities
- accelerated learning (cluster grouping and collaborative services)
- critical thinking activities and questioning
- assessment rubrics

- multiple opportunities which are developed in coordination with the Career Technical and Agricultural Education Program (internships, partnerships with the community, agri-science center and work-study)
- multiple opportunities for innovative instructional technology strategies grades K-12.

Professional development is provided to support research-based strategies which include, but are not limited to, Vertical Teaming, GPS redelivery, Learning Focused Schools (LFS), as well as additional professional development opportunities sponsored by RESA and other outside agencies.

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

Student/teacher ratios will be calculated using every certified teacher in the building that delivers or supports instruction including English as a Second Language, Early Intervention, Connections, Music, Art, Physical Education, Graduation Coaches, Instructional Coaches, Title I, Special Education, Counselors, Gifted and Talented Education teachers, and Media Specialists. This calculation will remain consistent across schools and does not include paraprofessionals.

School	Anticipated teacher/student ratio
Banks County Primary	1:18
Banks County Elementary	1:20
Banks County Middle School	1:22
Banks County High School	1:23

These ratios meet the system’s expectations for the environment that best serves the needs of students ages 5-21. Banks County School System will make every attempt to maintain these ratios. If enrollment increases unexpectedly, additional staff may be added upon the recommendation of the superintendent.

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

Banks County School System recognizes the need to provide gifted education services to students who have the potential for exceptional academic achievement. Gifted education programming is provided for students who meet eligibility requirements and demonstrate a high degree of intellectual, academic, and/or creative ability. These students are provided with specialized instructional services to meet their individual areas of strength. Banks County Schools will remain in compliance with state law OCGA 120-2-152, SPECIAL EDUCATION SERVICES and state board rules regarding eligibility and service options for gifted and talented students, SBOE Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS and SBOE Approved Regulations for Gifted Education Programs. By utilizing charter system flexibility, Banks County School System would be able to expand program service options available and develop course selections based on student interest for gifted and talented students and would be able to take advantage of modified expenditures and flexible class size.

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 the credits or units to be earned and completion credentials to be awarded.

The School Governing Councils will be asked to review the current graduation requirements and to propose any additions that might be helpful for students as they prepare to enter the work force or post secondary schooling. The standards set by the Georgia Board of Education and the Southern Association of Colleges and Schools will be met. The principals, assisted by the instructional assistant principals, the registrars, the graduation coaches, the faculty advisors, and the counselors shall determine that each student applying for graduation has sufficient high school credits to meet published Banks County Schools' graduation requirements. These requirements exceed the standards set by the Georgia State Board of Education Rule 160-4-2-.47 and .48.

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.

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

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

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

In keeping with Banks County School System's priority of meeting each individual student's educational needs, the School System will remain in compliance with state and federal laws regarding eligibility, service and exit from language assistance programs. All students shall be administered a Home Language Survey to determine if a student is eligible for service as described by PHLOTE (Primary Home Language Other Than English).

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.

Presently, there are no Banks County schools that require the provision of supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and No Child Left Behind. Should this need arise during the period of the system charter, Banks County School System will comply with all requirements as noted in SBOE Rule 160-4-5.03 and the federally mandated NCLB Act including parental notification at least twice annually explaining how to obtain these supplemental services, and compliance with the eligibility criteria defined in NCLB for determining/prioritizing students that shall receive supplemental services. Banks County School System will also establish monitoring procedures to ensure that providers fulfill their contractual obligations.

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.

Presently Banks County schools provide remedial services pursuant to SBOE Rule 160-4-5-.01 and the Federal mandate NCLB Act. All requirements as designated in SBOE Rule 160-4-5-.01 will be continued.

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

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

The school system and each school have a Balanced Scoreboard with measurable goals that are analyzed and revised on an annual basis. In addition, each goal has specific action steps that are implemented to ensure the school meets the goals set forth in the plan. The Balanced Scoreboard serves as the operational plan to harness the diverse resources of the school in pursuit of a common purpose. The Balanced Scoreboard will address the following performance goals for the charter system:

1. All students will meet high academic standards by 2013-2014
2. Establish a system governance framework
3. Increase the opportunities for distance learning
4. Increase availability of foreign language courses prior to high school
5. Implement a freshman transition program
6. Improve attendance of all students

Goal 1: All students will meet high academic standards by 2014 as identified by NCLB *or* ESEA requirements

In the following performance based goals and measurable objectives charts for grades 1-8, year 2009-2010 baseline data reflects 2010 CRCT results. Reductions in the percentage of students in the Did Not Meet (DNM) category are above and beyond the requirements of the No Child Left Behind mandate of 0% by the year 2013-2014. Marked decreases in this category at each grade level and in each content area highlights the intention to demonstrate immediate progress for students who are not meeting standards. In addition, ongoing, incremental increases for students in the "Exceeds" category represent our commitment to academic progress for students at every level of achievement.

Data for grades 9-12 reflect results from the Georgia High School Graduation Test (GHS GT). Reductions in the percentage of students not meeting standards are also above and beyond the requirements of No Child Left Behind and represent our commitment to rigor and the academic achievement of students at all levels.

The table below summarizes the goals for student achievement.

Banks County School System

ALL STUDENTS	Baseline Date 2009-2010			Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 1																		
Reading	2	98	57	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	4	96	57	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 2																		
Reading	8	92	41	7	93	45	5	95	46	0	100	47	0	100	48	0	100	49
Math	8	92	28	4	94	32	2	98	35	0	100	37	0	100	39	0	100	40
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 3																		
Reading	10	90	38	9	91	40	5	95	42	0	100	44	0	100	46	0	100	48
Math	20	80	35	18	82	36	10	90	38	0	100	40	0	100	42	0	100	44
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 4																		
Reading	7	93	30	6	94	32	4	96	34	0	100	35	0	100	36	0	100	37
Math	18	82	26	15	85	27	8	92	28	0	100	30	0	100	31	0	100	32
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 5																		
Reading	11	89	23	10	90	23	5	95	25	0	100	27	0	100	29	0	100	30
Math	20	80	33	19	81	35	10	90	37	0	100	38	0	100	39	0	100	40
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 6																		
Reading	5	95	39	5	95	40	4	96	41	0	100	42	0	100	43	0	100	44
Math	13	87	24	11	89	25	10	90	26	0	100	27	0	100	28	0	100	29
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 7																		
Reading	11	89	31	8	92	32	7	93	33	0	100	34	0	100	35	0	100	36
Math	9	91	41	8	92	41	7	93	42	0	100	42	0	100	43	0	100	44
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 8																		
Reading	4	96	36	3	97	37	3	97	38	0	100	38	0	100	39	0	100	40
Math	8	92	35	8	92	36	7	93	36	0	100	37	0	100	37	0	100	38
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 11																		
ELA	11	89	58	9	91	58	5	95	60	0	100	61	0	100	62	0	100	63
Math	7	93	52	5	95	53	3	97	55	0	100	56	0	100	57	0	100	58

* All students will meet high academic standards by 2014 as identified by NCLB or ESEA requirements.

Goal 2: Establish a system governance framework

Based on the governance framework as defined in the charter application, BCSS will follow the implementation plan to establish and train the governing bodies. Professional learning will be utilized to provide appropriate information regarding charter system and school management.

Please see the governance structure chart and table in the appendix.

Goal 3: Increase the number of students who participate in and successfully complete course credits through distance learning

Georgia Virtual School, launched in 2005, offers a complete high school curriculum with Advanced Placement and college prep courses. Georgia Virtual School courses are rigorous and are taught by highly qualified Georgia certified teachers. Students who are self-motivated and wish to accelerate learning will benefit from this initiative. A wide variety of college preparatory academic courses are offered at the secondary level. Prior to 2010-2011 school year, no students participated in distance learning (*Georgia Virtual School*). The school system will abide by the responsibilities, guidelines and procedures as set forth in the *Georgia Virtual School Approved Entities Manual* based on State Board Rule O.C.G.A. § 20-2-319.

	Baseline Date 2010-2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
# of Students – distance learning	3	5	7	10	15	20

Goal 4: Increase the availability of foreign language prior to high school

Currently the school system does not offer foreign language except at the high school level. The system will develop a comprehensive foreign language program to be phased in at all grade levels.

It is critical that foreign language instruction be available to all students throughout their PK-12 academic experience. Knowing other languages and understanding other cultures is a 21st Century skill set for American students as they prepare to live and work in a global society. No matter what career students enter, they will be interacting with others around the world on a routine basis and doing business locally with those whose native language is not English.

Beginning foreign language instruction early sets the stage for students to develop advanced levels of proficiencies in one or more languages. In addition, younger learners still possess the capacity to develop near native-like pronunciation and intonation in a new language. Finally, young learners have a natural curiosity about learning which is evident when they engage in learning a new language. They also are open and accepting of people who speak other languages and come from other cultures.

The following table outlines the implementation of foreign language program.

Foreign Language Implementation Plan

	Baseline Date 2010-2011	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Grade K		Offer	Offer	Offer	Offer	Offer
Grade 1		Offer	Offer	Offer	Offer	Offer
Grade 2		Offer	Offer	Offer	Offer	Offer
Grade 3			Offer	Offer	Offer	Offer
Grade 4			Offer	Offer	Offer	Offer
Grade 5			Offer	Offer	Offer	Offer
Grade 6				Offer	Offer	Offer
Grade 7				Offer	Offer	Offer
Grade 8				Offer	Offer	Offer
Grade 9	Offered	Offer	Offer	Offer	Offer	Offer
Grade 10	Offered	Offer	Offer	Offer	Offer	Offer
Grade 11	Offered	Offer	Offer	Offer	Offer	Offer
Grade 12	Offered	Offer	Offer	Offer	Offer	Offer

Goal 5: Implement a freshman transition program to support academic achievement and reduce the percentage of students who dropout out of school by the end of the sophomore year.

	Baseline Date 2009-2010	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
“Underclassmen Dropouts”	18.6%	15%	12%	10%	8%	6%

Research suggests that freshman students lack the knowledge and skills necessary for doing high-school-level work, and they do not have the study skills needed to meet higher standards in ninth grade and beyond. The charter system will seek to create a “safety net” - special programs to help students make the transition to grade nine. Examples of components of an effective transition system will include, but are not limited to:

- high expectations for students who are performing below grade level. Successful schools set high standards, upgrade the curriculum and expect all students to do at least grade-level work.
- successful schools help students do higher-level work and require them to redo work, stay after school to complete unfinished homework, and get extra help if they are not meeting grade-level standards
- flexible scheduling. Some students may need longer blocks of time to master rigorous content. Successful schools see a flexible schedule as a resource and take steps to give students more quality learning time
- summer school for middle grades students and incoming ninth graders. Summer sessions prevent loss of learning for at-risk students and give them a head start on the coming school year
- jump-start programs for ninth-graders. Freshmen take a special course to get off to a good start in the first semester of high school. Taught by the school’s best teachers, this course is credited for reducing the number of freshmen who are retained

Goal 6: Attendance will increase for ALL students
 % of students absent 15 or fewer days will maintain or increase

In 2011-2012, attendance will no longer be the second indicator for Adequate Yearly Progress (AYP). However, attendance is a priority for the Banks County School System, and as such the emphasis will remain on being present at school to receive a quality education.

The chart below outlines baseline data and target data for attendance.

	Baseline Date 2009-2010	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016
Banks County Primary	96%	96%	97%	98%	98%	98%
Banks County Elementary	92%	93%	95%	96%	97%	98%
Banks County Middle	N/A*	96%	97%	98%	98%	98%
Banks County High	73%	80%	82%	83%	86%	90%

N/A * conflicting data

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

Decreases in the percentage for students falling into the Did Not Meet (DNM) category vary and were established as indicated below based on anticipated results of programming designed to meet target population needs.

All schools within the school system will meet the following goals:

Goal 1: All students will meet high academic standards by 2014 as identified by NCLB *or* ESEA requirements. (All schools)

Goal 2: The percentage of students exceeding standards on state administered standardized tests in vocabulary and math in AYP grade levels will increase as indicated in the tables for individual schools and grade levels.

<i>Banks County Primary School</i>	<i>Reading, Math (CRCT)</i>
<i>Banks County Elementary School</i>	<i>Reading, Math (CRCT)</i>
<i>Banks County Middle School</i>	<i>Reading, Math (CRCT)</i>
<i>Banks County High School</i>	<i>ELA, Math (GHSGT)</i>

Goal 3: Attendance will increase for ALL students.
% of students absent 15 or fewer days will maintain or increase.

Banks County Primary School

Student Performance- Goal 1 and Goal 2

ALL STUDENTS	Baseline Date 2009-2010			Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 1																		
Reading	2	98	57	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Math	4	96	57	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2																		
Reading	8	92	41	7	93	45	5	95	46	0	100	47	0	100	48	0	100	49
Math	8	92	28	4	94	32	2	98	35	0	100	37	0	100	39	0	100	40

* All students will meet high academic standards by 2014 as identified by NCLB or ESEA requirements.

Attendance - Goal 3

Banks County Primary School Grades K-2 <i>% Students with 15 or fewer days absent</i>	
Baseline Date 2009-2010	96%
Year 1 2011-2012	96%
Year 2 2012-2013	97%
Year 3 2013-2014	98%
Year 4 2014-2015	98%
Year 5 2015-2016	98%

Banks County Elementary School

Student Performance- Goal 1 and Goal 2

ALL STUDENTS	Baseline Date 2009-2010			Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 3																		
Reading	10	90	38	9	91	40	5	95	42	0	100	44	0	100	46	0	100	48
Math	20	80	35	18	82	36	10	90	38	0	100	40	0	100	42	0	100	44
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 4																		
Reading	7	93	30	6	94	32	4	96	34	0	100	35	0	100	36	0	100	37
Math	18	82	26	15	85	27	8	92	28	0	100	30	0	100	31	0	100	32
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 5																		
Reading	11	89	23	10	90	23	5	95	25	0	100	27	0	100	29	0	100	30
Math	20	80	33	19	81	35	10	90	37	0	100	38	0	100	39	0	100	40

* All students will meet high academic standards by 2014 as identified by NCLB or ESEA requirements.

Attendance - Goal 3

Banks County Elementary School Grades 3-5 <i>% Students with 15 or fewer days absent</i>	
Baseline Date 2009-2010	92%
Year 1 2011-2012	93%
Year 2 2012-2013	95%
Year 3 2013-2014	96%
Year 4 2014-2015	97%
Year 5 2015-2016	98%

Banks County Middle School

Student Performance - Goal 1 and Goal 2

ALL STUDENTS	Baseline Date 2009-2010			Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 6																		
Reading	5	95	39	5	95	40	4	96	41	0	100	42	0	100	43	0	100	44
Math	13	87	24	11	89	25	10	90	26	0	100	27	0	100	28	0	100	29
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 7																		
Reading	11	89	31	8	92	32	7	93	33	0	100	34	0	100	35	0	100	36
Math	9	91	41	8	92	41	7	93	42	0	100	42	0	100	43	0	100	44
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
Grade 8																		
Reading	4	96	36	3	97	37	3	97	38	0	100	38	0	100	39	0	100	40
Math	8	92	35	8	92	36	7	93	36	0	100	37	0	100	37	0	100	38

* All students will meet high academic standards by 2014 as identified by NCLB or ESEA requirements.

Attendance - Goal 3

Banks County Middle School Grades 6-8 <i>% Students with 15 or fewer days absent</i>	
Baseline Date 2009-2010	N/A% Conflicting data
Year 1 2011-2012	96%
Year 2 2012-2013	97%
Year 3 2013-2014	98%
Year 4 2014-2015	98%
Year 5 2015-2016	98%

Banks County High School

Student Performance Goal 1 and Goal 2

ALL STUDENTS	Baseline Date 2009-2010			Year 1 2011-2012			Year 2 2012-2013			Year 3 2013-2014			Year 4 2014-2015			Year 5 2015-2016		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC	DNM	M*	EXC	DNM	M*	EXC	DNM	M*	EXC
Grade 11																		
ELA	11	89	58	9	91	58	5	95	60	0	100	61	0	100	62	0	100	63
Math	7	93	52	5	95	53	3	97	55	0	100	56	0	100	57	0	100	58

* All students will meet high academic standards by 2014 as identified by NCLB or ESEA requirements.

Attendance – Goal 3

Banks County High School Grades 9-12 <i>% Students with 15 or fewer days absent</i>	
Baseline Date 2009-2010	73%
Year 1 2011-2012	80%
Year 2 2012-2013	82%
Year 3 2013-2014	83%
Year 4 2014-2015	86%
Year 5 2015-2016	90%

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 pre-charter school target reflects AYP goals, while the post-charter reflects increased goals above AYP expectations. Increasing the percentage of students exceeding standards will be accomplished by identifying students who are close to exceeding standards and providing targeted instruction based on the CRCT domains. Simply making AYP or meeting the requirements set forth by ESEA will not be the only measure for success. Additionally, schools will continue to use attendance as an indicator of success.

15. Describe any organizational performance-based goals and measurable 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.

A System Leadership Team, facilitated by the Superintendent, will be established. This team will be responsible for assessing performance goals and operational plans of the charter, and will make recommendations to the Board of Education.

100% of the schools in the charter system will have a Governing Council under the direction of the school principal and subject to the management and control of the Local Board of Education. The Governing Council shall operate with the intent and purpose of maximizing school level decision making, upholding the Charter System's mission and vision, setting policy for the System Charter School, ensuring effective organizational planning, assisting in analyzing results and deciding on recommendations based on research, and ensuring the Performance-based Goals and Measurable Objectives set forth in the application are met. The Governing Council will be responsible for complying with and carrying out the provisions of the Charter, including compliance with all applicable law. The Governing Councils' scheduled meetings will be subject to the Open Meetings Act. The School Governing Council shall comply with the Open Records Act.

Each of the schools in the charter system will have a School Leadership Advisory Committee which will be facilitated by the school's Principal. The School Leadership Advisory Committee will be responsible for developing goals to meet needs based on research and strategies to meet goals. School leadership teams, the governing councils, and other stakeholders will use the performance results to determine school improvement goals for the upcoming school year. School improvement goals will be shared with stakeholders.

The charter system will employ a Financial Director who will conduct monthly audits of all schools in the charter system. This information will then be presented at the monthly Board of Education meetings. The Financial Director will conduct update and/or training sessions with all school bookkeepers four times per year. The Financial Director will meet upon request with all School Governing Councils to explain financials of local schools and the system. A financial report will be generated for each school's Governing Council meeting throughout the year. The Banks County Charter System will participate in an annual state financial audit. The findings will be shared with the Superintendent and Board of Education and responses to corrective actions will be addressed within a five day time frame.

Forums will be developed for assessing needs and providing information to a range of stakeholders at the school and system level. 100% of the schools in the charter system will conduct parent and student surveys to identify needs.

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

The Local Board of Education 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.

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. Such practices/policies might include, e.g., a change in leadership, differentiated and targeted professional development, replacement and/or recruitment of new school staff.

Not applicable

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.

Student achievement data will be collected annually from a variety of sources including, but not limited to, criterion referenced tests, and summative and formative assessments. Leading indicators, when used appropriately, promote reassessment of long-term instructional plans, as they help identify knowledge and skills that have not been mastered by the students. Because one of the recurring themes in discussions held throughout BCSS professional learning communities has been the power of interventions based on benchmarks and other formative assessment, BCSS stakeholders anticipate continuous improvement in student achievement. It is clear that responding appropriately to these leading indicators can yield very powerful results.

A variety of formative assessments are in place for elementary, middle, and high school students, and they are utilized to assess student performance. For example, as part of the comprehensive assessment system, leading indicators such as benchmark assessments are in place for elementary, middle, and high school programs, and are utilized to analyze student performance in relation to system expectations for student learning.

These grade-level benchmark assessments also assist in identification of achievement gaps, evaluation of effectiveness of curriculum and instruction, and selection of interventions for improving student performance. They are administered periodically across all grade levels in multiple subject areas. Results from the benchmark assessments help teachers rework their plans so that the gaps revealed by the assessments can be filled.

In addition to the benchmark assessments, many other tools are used to generate leading indicator data. These tools include but are not limited to STAR Reading and STAR Math, *Classworks*, *Lexia*, and Read Well, Skills Tutor, Orchard, and APEX. Each of these tools provides assessment data specific to individual students.

As noted, a wide range of state-mandated and locally selected summative assessments are also used by individuals, teams, and PLCs to analyze instructional effectiveness and student achievement. While the

mentioned lagging indicators are not particularly helpful in the selection of interventions, they do offer insight into proactive measures that may be warranted with regard to curriculum development and instructional effectiveness. Much time and energy is devoted to analysis of these lagging indicators. All assessment data will be shared with School Governing Councils, School Leadership Advisory Committee, the System Leadership Team and a range of stakeholders. Recommendations will be made to the schools and financial resources will be aligned to address the needs identified from the annual assessment data. The Charter School System agrees that it is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41. The Charter School System further recognizes it is subject to all federal accountability requirements under No Child Left Behind.

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

BCSS will work in partnership with Pioneer RESA to compile, report, and analyze student achievement data. Each spring Pioneer RESA will compare scores on the CRCT, EOCT, GHSGT, SAT, and writing data. The data will enable the system to analyze changes in student performance and identify trends and patterns over time. Pioneer RESA will compile scores for all school systems in its region by grade and/or subject. RESA will provide a comparison of the current year's testing group to the same group's performance the previous year. At the elementary level, RESA will provide comparisons by schools within the system. After the data is presented, RESA will facilitate dialogue to identify areas of success and growth.

Test data will be maintained and updated annually by the Director of Testing and Student Accountability and will be routinely shared with stakeholders. Test data will be analyzed to determine areas of strength and weakness at the school and system level. Individual school improvement plans will address weaknesses with specific strategies and resources.

Each teacher will receive feedback from building level principals regarding test reports. Comparisons will be made and delivery of the curriculum will be based on class and individual needs according to the test data. Additionally, instructional groups will be formed as a result of the test score findings. Goals will be set to address student weaknesses.

Disaggregated data is analyzed to ensure alignment. The resulting information will determine areas of need for the school improvement plans. The school improvement plans drive instruction and provide staff a basis for analyzing curriculum and reviewing instructional strategies. At the school level, staff members work collaboratively to further define instructional practices that support essential knowledge and skills necessary for successful student learning. Collaborative planning at the school level occurs through the use of creative scheduling.

Planning will be based on information about all students in the school and identified students and groups of students who have not yet achieved the standard as set by the goals in the areas of Reading and Math. Each school will identify students' weaknesses. Strategies will be developed to address the individual needs of all students, including those from economically disadvantaged groups, students from racial and ethnic groups, students with disabilities, students with limited English proficiency, and those considered at-risk. The data will assist stakeholders in reaching conclusions regarding achievement or other related instructional areas. The major strengths previously noted in our programs have varied depending on the individual school; thus, individual school improvement plans will outline the specific strengths, weaknesses, and goals for the school.

Principals will work in collaboration with teachers to address school improvement plans and what needs to be modified as a result of test scores and specific strategies. School faculties, in conjunction with the Governing Councils, will regularly update the plans to ascertain what is working for their students and what may not be working. The plans will be reviewed each quarter and revised to reflect this. Programs will be available to accelerate and remediate students in reading and math.

Professional development plans at the building level will align with identified areas of need from the school improvement plan. During professional learning time, administrators, graduation coaches, and/or colleagues will lead teachers to evaluate student performance and instructional practices.

At the beginning of each school year, teachers will identify three measurable instructional goals which will focus on student performance and academic achievement. At the conclusion of the year, teachers will meet with administrators to determine satisfactory completion of selected goals. Administrators and teachers will review data associated with individual goals through the annual evaluation process to determine teacher effectiveness and establish avenues for professional growth.

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.

BCSS and each system charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a). BCSS proposes the following initiatives as examples of ways to meet the needs of individuals which will result in exceeding the state performance based goals:

- waive seat time to allow for flexible scheduling on minutes required, time for remediation/acceleration, collaboration with colleges (including technical colleges), and credit-recovery during the school year
- waive the number of school days in the school year to allow for an increase, decrease or exchange in the number of required student and staff days of attendance for collaborative planning, instructional coordination, professional learning, data review, and parent involvement
- waive class size to allow for an increase in the number of students in some classes
- waive certification requirements in some areas outside core content specific subjects

In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth throughout this application, the Charter System seeks the broad flexibility allowed by law O.C.G.A. § 20-2-2065(a) from provisions of Title 20 and the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board or State Board of Education.

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.

Not Applicable

DESCRIPTION OF CHARTER SYSTEM OPERATIONS

21. 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).

BCSS does not have overlapping grad spans at this time. However, in the event additional schools become operational under the charter system status, the local Board of Education will utilize the recommendation of the Superintendent after his study involving the Governing School Councils.

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

BCSS will follow Georgia requirements for admission of students to schools within the charter system. The system will also follow HB 251 for student transfers. Enrollment shall be open to any student in accordance with the following criteria:

Attendance zone- Enrollment shall be open to any student who resides within the Banks County district.

Admissions- The Charter System will not use admissions criteria or application that would not otherwise be used at a traditional public school and will request residency verification information and will gather supplemental information after enrollment is determined.

The Charter School System and each school shall comply with the provisions of O.C.G.A. § 20-2-2066 for withdrawing students.

23. Describe any changes to the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

BCSS will continue to utilize the current student code of conduct and dismissal policy. The system procedure requires that all students receive rules and procedures concerning student discipline and student dismissal, which include discipline in the classroom/building, and on the bus; student dismissal; code of conduct and student due process procedures. Board policies on student hearings are posted on the BCSS web page. The student code of conduct is in each school's agenda.

Please see Code of Conduct Procedures in Appendix G.

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

Banks County School System will continue to follow the present policies for addressing grievances and complaints from employees, parents and students as clearly outlined in district policy (online). Parental complaints and grievances are referred to the principal. If it is not resolved, parents and students can appeal to the superintendent. See Policies GAE and GAAA in Appendix.

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

The Local Board of Education shall be the employer of all employees of the System Charter School. Banks County School System employment practices are stated in the board policy. All applicants are required to fill out an application with references and submit to a background check prior to employment. The policy is posted on the system webpage.

All employees at each school shall be members of the Georgia Teachers' Retirement (TRS) or Public Service Employees Retirement System (PSERS) and subject to its requirements. The Charter System shall be responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements. See Appendix G Board Policies

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.

BCSS will hire highly qualified staff members and will require certification by the Georgia Professional Standards Commission in all core content positions. All Title I schools will follow any additional federal mandates related to certification. BCSS also plans to utilize non-certified staff in areas such as connections and the CTAE program and those subjects not specific to core content areas.

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

As approved by local school board, BCSS will utilize the state salary schedule for certified staff. Classified staff will continue to be paid on the local salary schedules. Banks County School System will continue to follow the present tenure process and will continue the current benefits package.

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 governing body.

Parents, community, and other interested parties were involved in developing the petition through school councils, leadership team meetings, Parent Teacher meetings, and two public hearings (October of 2010). These stakeholders will be involved in the charter system through committee meetings, stakeholder surveys, school level feedback, and the governing bodies.

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.

A site based management system will be utilized at each school. After the system and program budgets are determined, the principal in coordination with the Federal Program Director will develop a school level budget that will meet the needs of the students and the school. The school line item budget will be developed by the principals and then submitted to the School Leadership Advisory Committees and the School Governing Councils for review. Next, the budgets will be submitted to the System Leadership Team for review. The Superintendent and Finance Director will present the proposed budgets to the Board of Education for approval. The Banks County School System is requesting a blanket waiver which will allow the system to make local decisions concerning the allocation and expenditure of funds. Federal and state funds will be allocated in accordance with the laws that govern each fund and will be distributed to each school to maximize spending.

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

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

Prior to opening, the Charter System shall secure or continue current, 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.

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 Banks County School System adheres to all state and federal fiscal mandates and accounting practices. The system is fiscally sound and has been able to meet all fiscal requirements to include bond and interest payments. The system is not and has not in the previous five year period operated under a fiscal deficit plan.

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

Please refer to charts in Appendix for the overall governance structure and for the make-up of each level.

The general areas of responsibility for the Principal are as follows:

- to provide school information to the school governance council
- to ensure that the state curriculum is implemented in each classroom
- to provide a safe environment that is conducive to learning
- to create, implement, and monitor policies and procedures at the school level
- to report and explain student data to the school governing council
- to recruit and recommend effective faculty and staff members
- to provide support and assistance to faculty
- to monitor and communicate the results of formative and summative assessments
- to adhere to all tasks determined by the principal's job description maintained by the Banks County School System Board of Education
- to facilitate the School Leadership Committee

The general areas of responsibility for the School Governing Council are as follows:

- to make recommendations on actions needed based on research regarding various aspects of the instructional program of the school and the school's operational scheme
- to provide input

- to monitor achievement of school improvement goals by reviewing a variety of data

The general areas of responsibility for the Board of Education (legal entity) are as follows:

- to develop policies
- to develop rules
- to develop regulations
- to approve personnel recommendations

The BCSS Board of Education shall retain all of the rights and responsibilities granted to it as a legally elected Board of Education under the constitution of the state of Georgia and will only entrust such authority and decision-making to each charter system school as set forth in the charter petition.

Banks County has two additional levels in the Governance Structure. These two levels are the System Leadership Team and the School Leadership Advisory Committee.

The general areas of responsibility for the System Leadership Team are as follows:

- to assess performance goals
- to assess system operational plans
- to assess school level operational plans
- to provide recommendations to the Board of Education through the Superintendent

The general areas of responsibility for the School Leadership Advisory Committee are as follows:

It is the responsibility of the School Leadership Committee:

- to develop goals to meet needs based on research
- to develop strategies to meet goals
- to meet with individuals and groups on identified needs (based on research) in order meet school and system goals

Parents, Community Organizations, Student Organizations, and Faculties will identify needs based on research to meet school and system goals.

Each charter system school within BCSS shall utilize the described framework for the governance structure.

The Charter System and each System Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state, and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed below:

Civil Rights, Insurance, Health, and Safety and Conflicting Interests- The Charter System and each System Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statues relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.

Unlawful Conduct- The Charter System and each System Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.

Student Conduct and Discipline- The Charter System and each System Charter School shall maintain and implement written policy regarding student discipline, which policy shall be consistent with due process. Please see attached in the appendices.

State Board Rules- The Charter System and each System Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-2240 during the term herein that are not subject to any waiver granted as described in this application.

Position on Discrimination- The Charter System and each System Charter School shall not discriminate against students or employees on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, the need for special education services or any other characteristic protected by local, state, or federal law.

Reporting Requirements- The Charter System and each System Charter School shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.

Tuition- The Charter System and each System Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.

Brief Period of Quiet Reflection- The Charter System and each System Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.

Family Educational Rights and Privacy Act- The Charter System and each System Charter School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. §1232g. In the event a System Charter School, it shall transmit all official records in the manner prescribed by the State Board of Education.

Record Inspection- Subject to state and federal laws, the Local Board, the State Board, its agents and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student at each System Charter School.

Facilities- Each System Charter School shall obtain a Certificate of Occupancy for the facility in which the System Charter School shall be located. Each System Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency.

Transportation- The Charter System and each System Charter School shall comply with applicable laws governing transportation of students.

Food Services- The Charter System and each System Charter School shall comply with all applicable laws governing food service for students.

Agreements with Local Board- This Charter shall not preclude any System Charter School from entering into an agreement with the Local Board; provided no such agreement supersedes, overrides, or conflicts with any provision of this Charter.

Termination of Charter- The Charter School System acknowledges that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule based upon the Charter School System's failure to comply with the following:

- recommendation or direction of the State Board of Education with respect to O.C.G.A. § 20-14-

- failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in this application
- failure to meet generally accepted standards of fiscal management
- violation of applicable federal, state, or local laws, or court orders
- the existence of substantial evidence that the continued operation of the Charter System would be contrary to the best interests of the students or community
- failure to comply with any provision of O.C.G.A. § 20-2-2065
- the existence of conditions that place the health, safety, or welfare of students or staff of the Charter System in danger
- other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on request for termination

32. Describe the composition of each school's governing 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.

Composition of Governing Council: Each school's Governing Council will consist of a minimum of 7 members and a maximum of 9 members. The Principal will serve as a permanent member and facilitator. The additional members will consist of at least 3 building level employees; and at least 3 community members. The make-up of the 3 community members must include parents of students in the school and/or Banks County residents. There must be at least 2 parents from different families - only 1 of which may be employed by the school system. This employee of the school system may not be employed at the school where he/she wishes to serve on the School Governing Council. Two additional members may be added but only by adding one member to each group.

Building Level Members: Only certified teachers, excluding any personnel employed in administrative positions, who are employed full time at the school are eligible to serve. The electing body of teacher members is comprised of all of the teachers who are eligible to serve as a teacher member.

Community Members: Parents or guardians of students enrolled in the school are eligible to serve as parent members of the governing council. Parents of students in the school who are employees of the school system are excluded if they work at that school. An employee of the school system may serve as a parent representative on the governing council of a school in which his/her child is enrolled if the employee works at a different location than the school. Only parents who are eligible to be elected to serve are eligible to vote. Community members may also be a resident of Banks County and/or employed in Banks County (other than with the school system).

Election Process: Members of the Governing Council will be elected by members of each sub-group, except for the principal who will serve as a permanent member. The principal will be responsible for presenting a slate of candidates to the stakeholders at an open meeting. Elections will take place during the month of May or August of each school year.

Governing Council Election Procedures:

1. The Teller (person selected to serve during the election by the principal) has voters sign in on the prepared list.
2. Give one ballot to each eligible voter.
3. The Principal presides.

4. Identify any nominations made prior to the meeting; take nominations from the floor.
5. Ask for a motion to close the nominations.
6. Have electors vote in writing.
7. Announce that the plurality process will be used. The nominees who receive the highest and second highest number of votes will become representatives from that group.
8. The Teller collects all ballots and counts votes.
9. The nominees who receive the most votes are elected to the vacant member positions.
10. The Principal announces outcome of election to voters.
11. The Principal collects all used and unused ballots and declares the meeting adjourned. The principal will keep the used ballots for the term of the office for which the school council members were elected along with the list of voters who participated.
12. The Principal shall report the outcome of the election to the system level personnel designated to work with the school Governing Councils.

Terms: Except for the facilitator of each body, the members of School Leadership and the School Governing Council will serve 2 year terms on a rotating basis. This will begin with 1 and 2 year terms during the first year of the charter system.

Removal from office: Members may be removed from office as follows – The governing body at each level may, by majority vote, determine a position vacant if they find that a member is no longer active. Inactivity will be defined as failure to attend 50% of the meetings (excluding emergencies) and not fulfilling duties and responsibilities as necessary to conduct business.

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

In the next three questions, provide specific examples of how decisions will be made in each of the following areas:

- I. Personnel decisions, including hiring school principals and teachers;***
- II. Financial decisions, including autonomy of budget and expenditures;***
- III. Curriculum and instruction;***
- IV. Resource allocation at the school level;***
- V. Establishing and monitoring the achievement of school improvement goals; and***
- VI. Other school operations.***

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

- Personnel decisions - to recruit and recommend to the Superintendent effective faculty and staff members
- Financial decisions - to develop and monitor the school budget
- Curriculum and instruction - to ensure that the state curriculum is implemented in each classroom
- Resource allocation at the school level – to allocate resources based on data
- Establishing and monitoring the achievement of school improvement goals - to report and explain student data to the school governing council; to monitor and communicate the results of formative and summative assessments
- Other school operations - to provide a safe environment that is conducive to learning; to provide support and assistance to faculty ; to create, implement, and monitor policies and procedures at the school level; to adhere to all tasks determined by the principal’s job description maintained by the Banks County School System Board of Education

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

- Personnel decisions – to review a list of top candidates for principal
- Financial decisions - to review budget and make recommendations
- Curriculum and instruction - to make curriculum/instructional recommendations
- Resource allocation at the school level - to provide input on resource allocations
- Establishing and monitoring the achievement of school improvement goals – to monitor achievement of school improvement goals by reviewing a variety of data
- Other school operations - to make recommendations on actions needed based on research

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

The Banks County Board of Education will continue as the legal entity and will have the final decision making authority to review, revoke, approve, and/or deny any and all decisions made including but not limited to the following areas:

- Personnel decisions, including hiring school principals and teachers
- Financial decisions, including autonomy of budget and expenditures
- Curriculum and instruction
- Resource allocation at the school level
- Establishing and monitoring the achievement of school improvement goals
- Other school operations

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.

Since BCSS requests a blanket waiver which provides broad flexibility as a Charter System, there are no additional elements at this time.

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

As a charter system, BCSS will provide the mandatory training necessary at each level of the governance structure to build expertise and the capacity for making school-level and system decisions. The initial training will be mandatory and conducted by the Georgia School Boards Association. On-going training will be scheduled to ensure the acquisition of the skills and knowledge needed to make decisions and recommendations.

Training Timelines: Training will be scheduled with GSBA as soon as the charter application is approved and the members of the various levels of governance are identified and agree to the mandatory training.

GSBA tentative training topics shall include:

1. Role of the Governing Board
2. What's the Role of the BOE
3. Parliamentary Procedures
4. Open Meetings and Open Records Laws
5. Student Records

6. Communication between Members of Governing Levels and Parents/Community

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

These stakeholders will be involved in the charter system through participation on study committees, stakeholder surveys, school level feedback, and the governing bodies will hold open meetings that will be advertised for public attendance.

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

BCSS has partnerships with Pioneer RESA, Lanier Technical College, Piedmont College, Banks County Extension Agency, and a host of local merchants including local banks, JEMC, Georgia Power, and local restaurants. There are no proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations that would pose any potential conflicts of interest.

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

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

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.

Not Applicable

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 criteria for revoking the charter of the system are provided for in *O.C.G.A. § 20-2-2065*.

Termination of Charter- The Charter School System acknowledges that this Charter may be terminated following the procedures set forth in *O.C.G.A. § 20-2-2068* and the accompanying State Board Rule based upon the Charter School System's failure to comply with the following:

- to adhere to any material term of this Charter, including but not limited to the performance goals set forth in this application
- to meet generally accepted standards of fiscal management
- to be in violation of applicable federal, state, or local laws, or court orders
- to note the existence of substantial evidence that the continued operation of the Charter System would be contrary to the best interests of the students or community
- to comply with any provision of *O.C.G.A. § 20-2-2065*
- to note the existence of conditions that place the health, safety, or welfare of students or staff of the Charter System in danger
- to note other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on request for termination

FACILITIES

43. Describe any changes in school facilities.

There will be no changes in facilities. Facilities- Each System Charter School shall obtain a Certificate of Occupancy for the facility in which the System Charter School shall be located. Each System Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency.

REQUIRED APPENDICES

44. Attach the charter system's proposed annual calendar.

See Appendix A

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

There are no intended contracts for the provision of educational management services.

See Appendix B

46. Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition before local board approval.

See Appendix C

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

See Appendix D

SUPPLEMENTAL APPENDICES

Letter of Intent -See Appendix E

Governance Structure Details -See Appendix F

Board Policies -See Appendix G

Scoreboard -See Appendix H

Appendices

Appendix A

Attach the charter system's proposed annual calendar.

Please see the following page for the proposed 2011-2012 Calendar.

Banks County School System 2011-2012 Calendar

<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #002060; color: white;"> <th colspan="7">JULY 2011</th> </tr> <tr style="background-color: #002060; color: white;"> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>31</td><td></td><td></td><td></td><td>1</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	JULY 2011							S	M	T	W	Th	F	S	31				1	2	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #002060; color: white;"> <th colspan="7">AUGUST 2011</th> </tr> <tr style="background-color: #002060; color: white;"> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td style="text-align: center;">✱</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table> <p style="margin-left: 20px;">August 2-5 Pre Planning Days August 8 – First Day of School</p>	AUGUST 2011							S	M	T	W	Th	F	S		1	2	3	4	5	6	7	✱	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31										
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Appendix B

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

There are no intended contracts for the provision of educational management services.

Appendix C

Attach a copy of the notice sent to principals within the proposed charter system regarding hearings on the charter system petition before local board approval.

Please see the following pages for the notice sent to principals regarding the hearings on the charter system petition before local board approval.

Appendix C Notice to Principals

September 25, 2010

Dear Principals,

Banks County School System will be holding two public hearings on the Charter System Application. These will be advertised. Principals should use our system communication line to notify parents and guardians about the public hearings. The public hearings are scheduled for October 14, 2010 and October 18, 2010 at 6:30 P.M. in the Banks County Elementary School Cafeteria.

Please post copies of the attached notice in the buildings at all entrances and exits used by parents and the community.

Thank you,

Christopher B. Erwin
Superintendent

Appendix D

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

Please see the following page for the local board resolution approving the proposed charter system petition.

**RESOLUTION OF THE
BANKS COUNTY BOARD OF EDUCATION**

WHEREAS, the Board of Education of Banks County has developed and adopted a comprehensive plan through a rigorous and inclusive process; and

WHEREAS, the mission of the Banks County School System is to meet and exceed the expectations of the people we serve by providing a foundation for lifelong learning, fostering responsible citizenship, and maximizing individual potential, and

WHEREAS, the Board of Education wishes to pursue flexible and innovative opportunities for educating its students as provided under the Charter Schools Act of 1998 (O.C.G.A. § 20-2-2060, *et seq.*); and

WHEREAS, the Banks County District has formally and informally gathered input from members of the school system and the community about the pursuit of charter system status; and

NOW, THEREFORE, be it resolved by the Banks County Board of Education that the charter system petition, attached hereto as Exhibit "A" is approved by the Board for submission to the State of Georgia Department of Education for consideration.

SO RESOLVED this 7th day of October, 2010

Christopher B. Erwin, Superintendent

Ron Gardiner, Board Chairperson

Neal Brown, Board Vice-Chairperson

Herbert "Bo" Garrison, Board Member

Ben Ramsey, Board Member

John Williams, Board Member

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Christopher B. Erwin, Superintendent



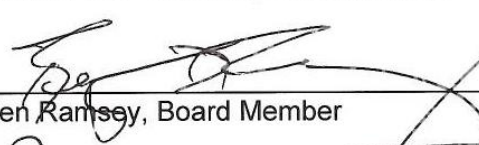
Ron Gardiner, Board Chairperson



Neal Brown, Board Vice-Chairperson



Herbert "Bo" Garrison, Board Member



Ben Ramsey, Board Member



John Williams, Board Member

Appendix E

Please see the following page for the Charter System letter of intent.



Appendix E Letter of Intent

P.O. Box 248
Homer, GA 30547
Phone: 706-677-2224
Fax: 706-677-2223

Banks County School System

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

CHRISTOPHER B.
ERWIN
Superintendent

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

**Banks County School System
102 Highway 51 South
Post Office Box 248
Homer, Georgia 30547**

April 20, 2010

RE: Letter of Intent Banks County School System to Apply to be Charter System

In accordance with Georgia State Board of Education Rule 160-4-9-.04, please accept our letter of intent to submit a petition for Banks County School System to apply to become a Charter School System. The Banks County School System (BCSS) enrollment in kindergarten through twelfth grade is 2,915. Banks County Primary School serves kindergarten, first grade, and second grade. Banks County Elementary School serves third through fifth grades, Banks County Middle School serves sixth through eighth grades, and Banks County High School serves ninth through twelfth grades. The smaller student population makes BCSS unique among school systems in the region. Student enrollment in the Banks County Schools has steadily increased since 1995 with the last five years averaging 60 students per year.

This school system seeks to provide a challenging academic curriculum that prepares every student for a productive life. In partnership with parents and the greater community, the system aspires to foster in every student a desire for lifelong learning, a commitment to personal fitness, an appreciation of the arts, a deep-rooted understanding of right and wrong, and a desire to participate responsibly in a free and democratic society. The small community atmosphere is one of the strengths of the school system. The faculty and staff provide a caring, nurturing, challenging, and supportive environment. Yet, local and global financial challenges force the system to be even more prudent in the allocation of resources to meet students' needs. It is our belief that utilizing the charter system status will provide the opportunity for teachers, administrators, parents, and the Board of Education to have greater flexibility to determine the educational needs of our students.

We look forward to working with you toward the completion of our petition and the successful transition from one school year to the next.

Sincerely,

Christopher B. Erwin
Superintendent

Ron Gardiner
Chairman Banks County Board of Education





Banks County School System

P.O. Box 248
Homer, GA 30547
Phone: 706-677-2224
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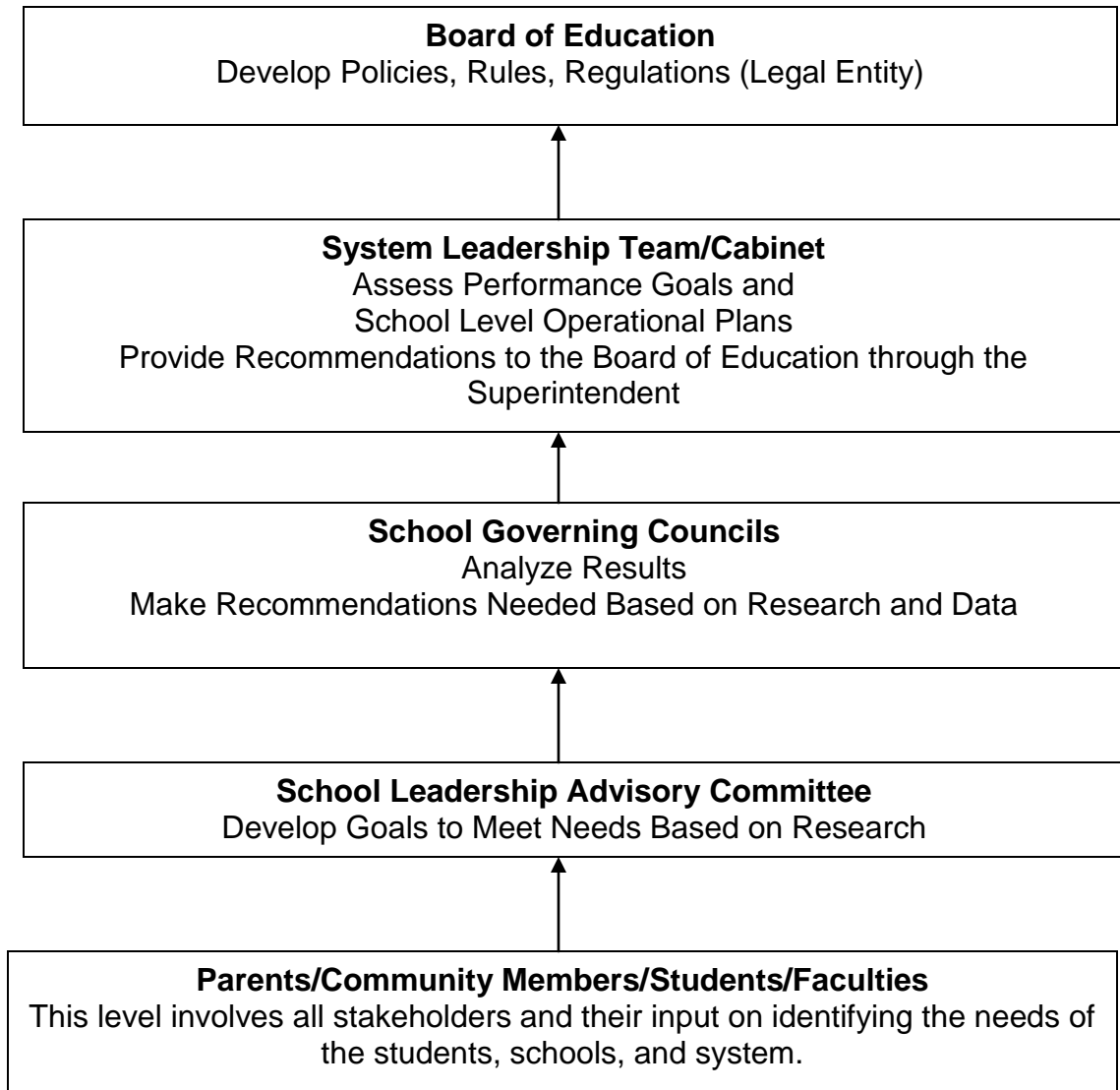
Christopher B. Erwin
Superintendent

Ron Gardiner
Chairman Banks County Board of Education

Appendix F

Please see the following pages for the Charter System Governance structure.

Charter System Governance Process



Appendix F

Charter System Governance

Level of Governance	Required Meetings	Members	Additional Members	Elected/ Selected	Terms
Board of Education	Meets minimum of 12 times per year	5 member board Facilitator: BOE Chairperson	No additional members will be added unless decided upon by the voters	Elected by Banks County voters	Determined by elections.
System Leadership Team/ Cabinet	Meets minimum of 10 times a year	Minimum of 8 Members 6 Permanent Members: Superintendent Asst. Superintendent Finance Director Special Ed Director Federal Programs Director SFN Director Facilitator: Superintendent	2 additional members will be required to participate on the team as topics for discussion are submitted & relate to their areas of expertise. The additional members will be selected from program directors and principals.	Selected by Superintendent	Length of time in position
School Governing Council	Meets minimum of 4 times a year	Minimum of 7 members/ Maximum of 9 members. Principal (Permanent Member), At least 3 building level employees; and at least 3 community members - some of which must be parents of students in the school Facilitator: Principal or Designee	2 additional members may be added but only by adding 1 member to each group (building level and community)	Elected by members of each sub-group	Rotating Basis Year 1: Building Level – 2 for 1 year and 1 for 2 years. Community Members – 1 for 1 year and 2 for 2 years. All terms will be 2 years after Year 1.
School Leadership Advisory Committee (non-voting – recommends only as deemed necessary to the Governing Council)	Meets min. of 8 times a year (Required meetings scheduled monthly beginning in August through May)	Minimum of 7 members/ Maximum of 10 members. Principal (Permanent Member), 6-9 staff members with some representation from certified and classified staff on the committee. Facilitator: Principal	No additional members	Selected by Principal	Rotating Basis Year 1: 3 for 1 year and 4 for 2 years. All terms will be 2 years after Year 1.

Parent & Community Organizations-Student Organizations-Faculties

This level involves all stakeholders and their input on identifying the needs of the students, schools, and system.

Appendix G

System Policies

Please see the following pages for policies mentioned in the application.

School System Procedures
Code of Conduct

DISCIPLINE

Student Behavior Code of Conduct

It is the purpose of the Banks County School System to operate each school in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend the schools within the district. In accordance with that purpose, the Board of Education has adopted a policy which requires all schools to adopt codes of conduct which requires students to conduct themselves at all times in order to facilitate a learning environment for themselves and other students. These standards for behavior require students to respect each other and school district employees, to obey student behavior policies adopted by the Board and to obey student behavior rules established at each school within the district.

The school's primary goal is to educate, not to punish; however, when the behavior of an individual student comes in conflict with rights of others, corrective actions may be necessary for the benefit of that individual and the school as a whole. Accordingly, students shall be governed by policies, regulations and rules set forth in the Code of Conduct.

The Code of Conduct is effective during the following times and in the following places:

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

Also, students may be disciplined for conduct off campus which is felonious or which may pose a threat to the school's learning environment or the safety of students and employees.

The Banks County Board of Education in compliance with the law (20-2-751.2) is authorized to refuse to enroll a student under a discipline order from private schools in Georgia and public schools outside of Georgia in which the student was previously enrolled. The Banks County Board of Education may enroll the student and subject the student to provisions of the disciplinary order (suspension, expulsion) from the previous school or school system.

Administrators must inform school personnel to whom a student is assigned if the student has been convicted or adjudicated to have committed a felony act.

The Banks County School Superintendent shall fully support the authority of principals and teachers to remove a disruptive student from the classroom, including establishing and disseminating procedures.

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

The Banks County School System will distribute a student code of conduct and parents will be provided with a form on which the student's parent or guardian may acknowledge their receipt of the code and the local school shall request that the form be signed and returned to the school.

AUTHORITY OF THE PRINCIPAL

The principal is the designated leader of the school and, in concert with the staff, is responsible for the orderly operation of the school. In cases of disruptive, disorderly or dangerous conduct not covered in the

Code, the principal may undertake corrective measures which he or she believes to be in the best interest of the student and the school provided any such action does not violate school board policy or procedures. Each principal shall support the authority of each teacher to remove a student from the classroom who interferes with the teacher's ability to communicate effectively with students in the classroom and who disrupts the opportunity for other students to learn.

System policies and procedures related to teacher removal of students from class shall be implemented and disseminated to faculty, staff, parent/guardians, and students.

PROGRESSIVE DISCIPLINE PROCEDURES

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

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia's Character Education Program.

The following disciplinary actions **may be imposed** for any violation of this Code of Conduct:

- Warning and/or Counseling with a School Administrator or Counselor
- Loss of Privileges
- Isolation or Time Out
- Temporary Removal from Class or Activity
- Notification of Parents
- Parent Conference
- Detention/Saturday School
- Temporary Placement in an Alternative Education Program
- Short-term Suspension
- Referral to a Tribunal for Long-term Suspension or Expulsion
- Suspension or Expulsion from the School Bus
- Referral to Law Enforcement or Juvenile Court Officials: Georgia law requires that certain acts of misconduct be referred to the appropriate law enforcement officials. The school will refer any act of misconduct to law enforcement officials when school officials determine such referral to be necessary or appropriate.

We encourage parents/legal guardians to inform their children of the consequences, including potential criminal penalties of underage sexual conduct and crimes for which a minor can be tried as an adult.

DEFINITION OF TERMS

Assault: Any threat or attempt to physically harm another person or any act which reasonably places another person in fear of physical harm. (Example: threatening language or swinging at someone in an attempt to strike).

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

Behavior Support Process: a student support process for identifying and addressing the behavioral needs through providing integrated resources that promote behavioral change.

Bullying: In accordance with Georgia law, bullying is defined as (1) Any willful attempt or threat to inflict injury on another person, when accompanied by an apparent present ability to do so; or (2) Any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm.

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

Detention: A requirement that the student report to a specified school location and to a designated teacher or school official to make up work missed. Detention may require the student's attendance before school or after school. Students are given one day's warning so that arrangements for transportation and be made by the parents or guardians.

Disciplinary Order: any public or private school or school system order that imposes short-term suspension, long-term suspension, or expulsion upon a student in such school or system.

Disciplinary Tribunal: School officials appointed by the Board of Education to sit as fact finder and judge with respect to student disciplinary matter.

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

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

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

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

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

Gambling: Engaging in a game or contest in which the outcome is dependent upon chance even though accompanied by some skill, and in which a participant stands to win or lose something of value.

Loitering: Going on any school campus without authorization – trespassing.

Physical Violence: Intentionally making physical contact of an insulting or provoking nature with the person or another; or intentionally making physical contact or physical harms were in defense of himself or herself, as provided in Code Section 16-3-21.

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

Suspension: Removal of a student from the regular school program for a period not to exceed 10 days (short-term) or for a period greater than 10 days (long-term, which may be imposed only by a disciplinary tribunal). During the period of suspension, the student is excluded from all school-sponsored activities including practices, as well as competitive events, and/or activities sponsored by the school or its employees.

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

Theft: The offense of taking or misappropriating any property, of another with the intention of depriving that person of the property, regardless of the manner in which the property is taken or appropriated.

Waiver: A waiver is an agreement not to contest whether a student has committed an infraction of the Code of Conduct and the acceptance of consequences in lieu of a hearing before a disciplinary tribunal.

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

Behavior Which Will Result in Disciplinary Actions

Discipline Offenses are listed with the **minimum** and **maximum** disciplinary action that may be imposed for the offense.

Behavior: Activating a fire alarm under false pretenses or making a bomb threat

Consequences: OSS to referral to disciplinary tribunal. Legal authorities may be contacted.

Behavior: Any behavior based on a student's race, national origin, sex, or disability that is unwelcome, unwanted, and/or uninvited by the recipient is prohibited, including verbal or non-verbal taunting, physical contact, unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

Consequences: ISS to referral to disciplinary tribunal.

Behavior: Assault, the act of threatening to strike, attack, or harm any person including threats of bodily harm and/or sexual assault, of teachers, administrators, other school personnel, other students, or persons attending school-related functions.

Consequences: Immediate suspension and automatic referral to a disciplinary tribunal if a student is alleged to have committed an assault upon a teacher or other school personnel. If a student is alleged to have committed an assault upon another student or a person attending a school-related function penalty may range from detention to referral to Disciplinary Tribunal. Legal authorities may be contacted.

Behavior: Battery—any physical force or violence applied to a person including sexual battery, of teachers, administrators, other school personnel, other students, or persons attending school-related functions. This could include jostling, tearing clothes, seizing or striking another person.

Consequences: Immediate suspension and automatic referral to the disciplinary tribunal if a student is alleged to have committed battery upon a teacher or other school personnel. If a student is alleged to have committed battery upon another student or a person attending a school-related function penalty may range from ISS to referral to disciplinary tribunal. Legal authorities may be contacted.

Behavior: Bullying—1) Any willful attempt to threaten to inflict injury on another person, when accompanied by an apparent present ability to do so; or 2) any intentional display of force which would give the victim reason to fear or to expect immediate bodily harm.

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

Behavior: Bus misconduct—Failure to comply with rules of bus safety or student conduct behavior code.

Consequences: Warning to referral to disciplinary tribunal.

Behavior: Criminal law violations—a student who has committed a violation of the criminal law and whose presence on the school campus may endanger the safety of other students or who cause substantial disruption to the school operation may be subject to disciplinary action.

Consequences: ISS to referral to disciplinary tribunal.

Behavior: Disrespectful conduct—responding in a rude and impertinent manner toward teachers, administrators, other school personnel, other students, or persons attending school-related functions.

Consequences: Detention to OSS.

Behavior: Explosive Device/Bomb—A student shall not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. By way of illustration, such devices or items shall include, but are not limited to, bullets ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or item which by virtue of its shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, fireworks, etc.).

Consequences: OSS to referral to disciplinary tribunal. Legal authorities will be contacted.

Behavior: Fighting-All parties involved in fights are subject to the consequences below regardless of who started the fight. Verbal name calling leading to a fight will be subject to the consequences of fighting. Acts of retaliation will be subject to the consequences of fighting. Retaliation is not self defense. Additional consequences may result depending on the circumstances related to the fight. (i.e. weapons, severe injury, etc.)

Consequences: **1st offense- 3 days OSS/ 3 days ISS min.**
 2nd offense- 5 days OSS/5 days ISS min.
 3rd offense-Long Term Suspension/ Hearing Tribunal

Behavior: Gambling—playing any game of skill or chance for money or anything of value or possession of gambling devices.

Consequences: Detention to OSS.

Behavior: Giving false information to school officials. This offense covers, but is not limited to, such acts as falsifying school records, forging signatures, making false statements, and using an unauthorized computer or password.

Consequences: ISS to referral to disciplinary tribunal.

Behavior: Inappropriate bodily contact or public display of affection between or among students including, but not limited to, sexual contact or assault. Sexual misconduct between or among students on school property or away from school which may adversely affect the education process or endangers the morals, health, safety or well being of other students, teachers, or employees within the school system.

Consequences: Warning to referral to disciplinary tribunal.

Behavior: Inappropriate Dress—Dressing in a manner that disrupts the teaching and learning of others.

Consequences: Warning to OSS.

Behavior: Insubordination, (failure of the student to comply with a reasonable directive). Disorderly conduct, disobeying school rules, regulations, or directives; disobeying directives given by teachers, administrators, or other school staff including failure to follow administrative guidelines and protocol for medication.

Consequences: Loss of privileges to OSS.

Behavior: Loitering and/or going on any school campus without authorization -- trespassing. A student is not allowed to enter the premises of a school other than his/her school, unless prior permission is received from an administrator of the school to be visited. A student may not enter any school building on weekends or after school hours without authorization.

Consequences: ISS to referral to disciplinary tribunal. Legal authorities may be contacted.

Behavior: Parking and traffic violations-Each student who chooses to park a vehicle in a Banks County School parking lot must purchase a parking permit. Parking permits may be issued yearly or by semester but must be renewed upon expiration. **Parking is a privilege that may be revoked at anytime by the**

principal and/or his/her designee. Students are responsible for the contents of their vehicle. **Parking a car on campus subjects it to search at any time and without further notice to owner.** Students are to observe all safety guidelines while operating a car on campus and all parking guidelines.

Consequences: Warning to revoking of parking privileges to referral to discipline tribunal.

Behavior: Possession or use of alcohol/drugs/substances/ paraphernalia -- “Drugs” shall mean all substances including, but not limited to, alcohol, and alcoholic beverages, prescription drugs, over-the-counter drugs, look-alike drugs, any substance represented as a legal or illegal drug, inhalants, pills, tablets, capsules, and all other legal and/or illegal drugs or substances. Drug related paraphernalia includes, but is not limited to, pipes, water pipes, clips, rolling paper, etc., and other items used or related to drug use. A student is in violation of this section if he/she is in possession of drugs or under the influence of or using drugs or substances thought to be drugs or represented to be drugs; and/or sells or attempts to sell and/or distributes drugs or substances represented to be drugs by the seller or distributor and/or thought to be drugs by the buyer or receiver. For over-the-counter or prescription drugs prescribed to the student, the student will be in violation of this policy, if there is an intent to distribute, sale, pass as an illegal or another substance.

Consequences: ISS to referral to disciplinary tribunal. Legal authorities may be contacted.

Behavior: Possession of or use of paging devices, cellular phones, or electronic communication device or other prohibited personal property.

Consequences: Warning and confiscation of the device to OSS.

Behavior: Possession or use of tobacco/ lighters in any form.

Consequences: ISS to OSS.

1st Offense – two (2) days ISS

2nd Offense – (same year) – four (4) days ISS

3rd Offense – (same year) – five (5) days OSS or extended ISS

Subsequent Offenses – (same year) – ten (10) days OSS or possible recommendation for expulsion

Behavior: Possession or use of a weapon or dangerous instrument—“Weapons” means and includes any pistol, revolver, or any weapon designed or intended to propel a missile of any kind, or any dirk, bowie knife, switchblade knife, ballistic knife, any other knife having a blade of two or more inches, straight-edged razor, razor blade, spring stick, metal knucks, blackjack, any bat, club, or other bludgeon-type weapon, or any flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely, which may be known as a nun chahka, nun chuck, nunchaku, shuriken, or fighting chain, or any disc, of whatever configuration, having at least two points or pointed blades which is designed to be thrown or propelled and which may be known as a throwing star, oriental dart, or any weapon of like kind, and any stun gun or taser.

Consequences: ISS to referral to disciplinary tribunal. Legal authorities may be contacted. **Georgia law requires expulsion for not less than one calendar year for any student who is determined to have brought a weapon to school. The Banks County Board of Education may modify this requirement on a case-by-case basis.**

Behavior: Repeated violations/misbehavior or violation of disciplinary probation.

Consequences: ISS to referral to disciplinary tribunal.

Behavior: School and classroom disruption or disturbance. Acts which cause disruption of the school environment and/or threaten the safety or well-being of other students which may include sit-downs, walk-outs, rioting, picketing, inciting disturbances, threats, pranks, or actual violence during period of disruption.

Consequences: Detention to referral to disciplinary tribunal.

Behavior: Theft/burglary/extortion/arson—Theft, attempted theft of public or private property; burglary or attempted burglary; extortion or attempted extortion; setting fire or attempting to set fire to public or private property on or used by the school.

Consequences: ISS to referral to Disciplinary Tribunal. Student must make restitution for damage to school property. Legal authorities may be contacted.

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

Consequences: Grades 9-12: Detention to OSS.

Behavior: Use of profane, vulgar, obscene words or indecent exposure. Such use includes profane, vulgar, obscene words or gestures, indecent exposure, possession and/or distribution of profane, vulgar, or obscene material, or other similar materials, items, or gestures.

Consequences: Detention to referral to disciplinary tribunal.

Behavior: Vandalism/Graffiti—Damaging or defacing personal or public property: destruction, attempts to destroy, and/or threats to destroy school or public property which may include such actions as: vandalism, graffiti, damaging or defacing school property or private property on or used by the school, tampering with and/or destruction or alteration of computer programs and/or data; using an unauthorized network; attempts to break into the school system computer network; loss/destruction of textbooks, library books, or media resources.

Consequences: Detention to referral to disciplinary tribunal.

Behavior: Physical violence to a school bus driver or other school employee or official while on a school bus.

Consequences: If a principal determines that the act was intentional, referral to the hearing tribunal is required. According to Georgia law, if a student is found to have committed an act of physical violence while on a school bus, he or she shall be expelled from the Georgia public school system for the remainder of the student's school years. A tribunal composed of three certified personnel is required for all alleged acts of physical violence against a school bus driver, other school employee or official while on a school bus. The finding of fault and intent by the tribunal and its recommendations for punishment must be submitted to the local Board of Education. If a student is expelled for all of his or her school years by the tribunal, the Banks County Board of Education may opt to allow the student to attend an alternative program. In the absence of a K-6 alternative education program the Board may permit a student to reenroll in the school system. If the student is in grades K-8, the Board may permit a student to reenroll upon reaching ninth grade. Additionally, students committing acts of physical violence against school employees must be referred to juvenile court authorities.

Behavior: Bullying/ physical assault/ battery while on a school bus or at school.

Consequences: Warning or referral to a hearing. A meeting between parents or guardians and school official is required. The purpose of the meeting is to develop a school bus behavior contract for the student. Contract provisions must provide for appropriate progressive discipline and may include assigned seating, ongoing parental involvement and suspension from riding the bus.

Behavior: Verbal assault or disrespect toward the bus driver or other persons on the school bus or unruly behavior on the bus.

Consequences: Warning to referral to a hearing tribunal.

Behavior: Using electronic devices during the operation of a school bus in a manner that might interfere with the bus' communications equipment.

Consequences: Warning to OSS.

Behavior: Using mirrors, lasers, flash cameras or any other light or reflective device in a manner that might interfere with the school bus driver's operation of the school bus.

Consequences: Warning to OSS

Behavior: Gang/Gang Related Activity – Gangs, groups or individuals who intimidate, advocate or promote activities which potentially disrupt the learning environment, threaten the well-being of persons or property, and which lead to the intimidation of others are harmful to the education process.

BCHS has a zero tolerance policy regarding gang or gang-related activities. This includes all school functions on or off campus of which BCBS is a part. The following is strictly prohibited and will not be tolerated:

- Any act of violence that might be determined as gang-related
- Any intimidating behavior that might be considered gang-related
- “Flashing gang signs” – hand signals, etc.
- Possession of any gang writing on notebooks, book-bags, articles of clothing; possession of gang handbooks, etc.
- Wearing of any apparel that might be determined as gang-related. This includes bandannas, gang colors of any kind, or other articles of clothing or accessories known to be indicative of gangs or gang related activities.
- Any effort to recruit gang members is strictly prohibited.

Consequences: Violation of the above rules may result in suspension out of school up to 10 days and referral to a Disciplinary Tribunal for possible long-term suspension or expulsion. When appropriate, violators will be turned over to local law enforcement.

Board Policy

Descriptor Code: JCEB

Student Hearing Procedures

For the purpose of conducting certain student discipline hearings, as defined below, rendering a decision and imposing punishment, the Board of Education hereby adopts the following procedures:

1. The Superintendent shall convene a hearing in the following cases:
 - a. Where a student has committed an alleged assault or battery upon a teacher, other school official or employee, if such teacher or other school official or employee so requests;
 - b. Where a student has violated any school or system rule or engaged in any other act of misconduct or insubordination for which the student's principal recommends a suspension or expulsion longer than ten school days.
2. The Board of Education hereby designates its administrative staff to serve as members of hearing tribunals. When the principal of a school or his or her designee refers a student to the Superintendent or his or her designee for a hearing as described in paragraph 1, the Superintendent or his staff shall choose three of these members to serve as the hearing tribunal. No member of the hearing tribunal shall be a member of the staff at the school which the student attends.
3. Whenever a principal or his or her designee refers a student discipline matter to the Superintendent or his or her designee, the Superintendent or his or her designee shall send a letter by regular or certified mail to the student and his or her parents or guardians containing a statement of the time, place and nature of the hearing, a short and plain statement of the matters asserted and charges against the student, a list of potential witnesses, a statement setting forth the right of the student to present evidence, cross-examine witnesses and be represented by legal counsel. The hearing must be held no later than ten school days after the beginning of the suspension unless the school system and parents or guardians mutually agree to an extension.
4. The school principal or his or her designee shall be responsible for presenting evidence in support of the charges against the student and all parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses on any and all issues. Any teacher who is called as a witness by the school system shall be given notice no later than three days prior to the hearing. The hearing tribunal shall have made a verbatim electronic or written record of the hearing. This record shall be available to all parties but the cost of transcribing such record shall be borne by the party requesting the transcript.
5. The hearing tribunal shall render a decision finding whether the student committed the offense and, if so, the appropriate punishment. The decision of the hearing tribunal shall be based solely on the evidence received at the hearing, including any evidence presented by either party relevant to the appropriate punishment to be imposed. The hearing tribunal shall render a decision in writing within ten days of the close of the record and shall furnish a copy of the decision to the student, his or her parents or legal guardians, the principal or his or her designee and the Superintendent. The decision of the hearing tribunal shall be final and shall constitute the decision of the Board of Education unless either party should appeal the decision to the Board of Education. In any case where the tribunal finds that the student has committed an act of physical violence as that term is used in O.C.G.A. § 20-2-751.6, any recommendation of the tribunal as to when and whether the student may return to school in accordance with the code section shall constitute the decision of the Board of Education unless there should be an appeal of the decision to the Board.

6. In the event a student or his/her parent does not wish to contest the charge(s) of violation(s) of the discipline rules of the school's code of conduct for which a tribunal has been requested, the student and parent may voluntarily accept the consequences prescribed by the school by signing a Waiver of Disciplinary Tribunal Hearing form. Such waiver shall specify the rule violation, the date and description of the incident, the prescribed consequences, and an agreement to waive the opportunity to participate in a tribunal hearing, present evidence, and cross examine witnesses, and be represented by an attorney. The decision to waive the tribunal shall be final and cannot be appealed by the school or family. The waiver must be signed by the student, a parent, a school administrator and a district level administrator from the superintendent's office, who shall act as hearing officer with authority to approve the disciplinary consequences set forth in the waiver.

7. Any party may appeal the decision of the hearing tribunal to the Board of Education by filing with the Superintendent a written notice of appeal within twenty days from the date the decision is rendered. Such notice of appeal shall set forth the decision of the hearing tribunal and the basis of the appeal. Any decision of the hearing tribunal not appealed in this manner shall be final. The Superintendent may suspend the disciplinary action imposed by the hearing tribunal pending the outcome of the appeal.

8. The Board of Education shall review the record of the hearing before the hearing tribunal, the decision of the hearing tribunal and the notice of appeal and shall render its decision in writing within ten days from the date it receives the notice of appeal. The decision of the Board of Education shall be based solely on the record before the hearing tribunal and the Board shall not consider any other evidence in ruling on the appeal. The Board may find the facts to be different than those found by the hearing tribunal and the Board may change the punishment, in accordance with state law. Any decision of the local Board may be appealed to the State Board of Education by filing an appeal, in writing, within thirty (30) days after the local Board renders its decision.

9. Any student subject to a disciplinary hearing who withdraws from the School System prior to the hearing must appear before a Disciplinary Hearing Tribunal to determine the student's eligibility to return to the School System in the event the student ever seeks to return to the system. Alternatively, the school district may, in its discretion, proceed with the tribunal in accordance with board policy despite the student's withdrawal from school.

SECTION 1. PURPOSE; INFORMAL RESOLUTION PREFERRED

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

SECTION 2. DEFINITIONS

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

SECTION 3. SCOPE OF COMPLAINT; EXCLUSIONS

- a. Scope - Unless excluded by paragraph (b) hereof, this complaint and grievance procedure is applicable to any claim by any professional employee certificated by the Professional Standards Commission who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements of this school district or with which the district is required to comply.
- b. Exclusions - This procedure shall not apply to:
 1. Performance ratings contained in personnel evaluation and professional development plans pursuant to Code Section 20-2-210;
 2. Job performance;
 3. Termination, non-renewal, demotion, suspension, or reprimand of any employee, as set forth in Code Section 20-2-940;
 4. The revocation, suspension, or denial of certificates of any employee, as set forth in Code Section 20-2-984.5.

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

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

- a. Hearing; evidence. The complainant shall be entitled to an opportunity to be heard, to present relevant evidence, and to examine witnesses at each level, but the complainant may not present additional evidence at the Second or Third Hearing levels unless notice of the Complainant's intention and the evidence to be presented are submitted in writing five (5) days prior to the hearing to the Administrator who will preside at such level, and in the case of the local board, to the Superintendent. When hearing an appeal from a prior level, the local Board of Education shall hear and decide all appeals de novo.
- b. Representation. The Complainant and the administrator against whom the complaint is filed or whose decision is appealed shall be entitled to the presence of an individual, including an attorney to assist in the presentation of the complaint and the response thereto, at the Central Office Administrator and at the local Board of Education level. The presence of any individual other than the Complainant and the Administrator at Level One is prohibited, except witnesses who present testimony or documents.
- c. Hearing Officer. The local Board of Education may appoint a member of the State Bar to serve as law officer who shall rule on all issues of law and other objections, but such attorney shall not assist in the presentation of the case for either party.
- d. Overall Hearing Time Schedules. The overall time frame from the initiation of the complaint until rendition of the decision by the local board and notification thereof to the Complainant shall not exceed sixty (60) days.
- e. Automatic Referral to Next Level. Any complaint not processed by the administrator or the local unit of administration within the time frame required by this policy shall be forwarded to the next level for determination.
- f. Records. Accurate records of the proceedings at each level shall be kept; the proceedings shall be recorded by mechanical means; all evidence shall be preserved and made available to the parties at all times; and all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties; except that the cost of preparing and preserving the record of the proceedings shall be borne by the local Board of Education; provided however, the cost of transcribing the transcript of evidence and proceedings before the local Board shall be borne by the party requesting same, and all costs of the record on appeal to the superior courts and appellate courts shall be paid by the party required to do so by the laws relating thereto.
- g. Decisions. Each decision shall be made in writing and dated, and shall contain findings of fact and reasons for the particular decision reached.
- h. Notice. The decision at each level shall be delivered to the Complainant by a person designated by the Superintendent, either (1) being hand delivered or (2) being deposited in the U.S. Mail (certified mail, return receipt requested or statutory overnight delivery). Notice to the Complainant shall be deemed to have been made on the date of hand delivery or on the date of deposit in the U.S. Mail by certified mail, return receipt requested or by statutory overnight

delivery to the address stated in the complaint or, if not contained in the complaint, to the last known address of the Complainant on file with the Board of Education.

SECTION 5. FIRST LEVEL; PRESENTATION; TIME; CONTENTS. The complaint shall be presented in writing to the Level One Administrator within ten (10) calendar days after the most recent incident upon which the complaint is based. The complaint shall include the following:

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

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

SECTION 6. FIRST LEVEL HEARING AND DECISION. The Level One Administrator shall record the date of filing on the complaint, and shall give notice to the Complainant of the time and place of the hearing, either by mail or hand delivery. When notice is given by mail, it shall be sent by certified mail or statutory overnight delivery to the address set forth in the complaint. If no address was included in the complaint, then the notice shall be sent to the last known address of the Complainant on file with the Board of Education. The Level One Administrator shall conduct a hearing on the complaint and render a decision thereon within ten (10) days of the filing of the complaint. The decision shall be dated and a copy shall be sent to the complainant as provided in Section 4 above. Where service or notice is made by certified mail or statutory overnight delivery as provided above, it shall be deemed to have been perfected when timely deposited in the mail, regardless of whether it was actually received or not.

SECTION 7. SECOND LEVEL; APPEAL FROM FIRST LEVEL TO CENTRAL OFFICE ADMINISTRATOR. A Complainant dissatisfied with the decision of the first level shall be entitled to appeal to the Central Office Administrator by filing written notice of appeal with the Office of the Superintendent. The appeal must be filed within ten (10) calendar days after the Complainant is notified of the Level One decision. The Central Office Administrator shall record the date of the filing of the appeal and shall notify the Complainant in writing of the time and place of the hearing in the same manner as provided in Section 6 above. The Central Office Administrator shall obtain copies of all minutes, transcripts, documents and other records relating to the complaint and shall conduct a hearing and render a decision within ten (10) calendar days of the date of the filing of the appeal, or the hearing may be conducted by any designated representative of the Central Office Administrator who shall promptly submit his or her recommendations and findings to the Central Office Administrator for final decision. The decision shall be rendered and served on the Complainant and his attorney in accordance with Section 4(h).

SECTION 8. THIRD LEVEL; APPEAL TO BOARD OF EDUCATION. A Complainant or Level One Administrator dissatisfied with the decision of the Central Office Administrator may appeal to the Board of Education by filing written notice of appeal with the Office of the Superintendent. The appeal must be

filed within ten (10) calendar days after the date of the decision as provided in Section 4. The Superintendent shall record the date of filing on the appeal, and shall promptly give written notice in the same manner as provided in Section 6 above to the Complainant of the time and place of hearing. The Complainant and the Administrators against whom the complaint is filed or whose decision is being appealed shall be entitled to appear before the Board of Education and be heard. The Board of Education may direct that a pre-hearing conference be held prior to the hearing to identify issues and facilitate presentation. The local board shall conduct a hearing and render its decision in writing within twenty (20) calendar days after the hearing, and perfect service thereof on the Complainant and his attorney, all in accordance with Section 4.

SECTION 9. APPEALS TO STATE BOARD. Appeals from the decision of the local Board of Education shall be governed by the State Board Rule governing appeals and O.C.G.A. § 20-2-1160.

SECTION 10. REPRISALS PROHIBITED. No certificated personnel shall be subjected to reprisals as a result of filing any complaint under this policy. Any reprisals may be referred to the Professional Standards Commission.

SECTION 11. COLLECTIVE BARGAINING DISCLAIMER. Nothing in this policy shall be construed to permit or foster collective bargaining by or on behalf of any employee or group of employees.

SECTION 12. REPEALER. All policies and parts of policies in conflict herewith are repealed.

Board Policy
Equal Opportunity for Employment
Descriptor Code: GAAA

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

DISCRIMINATORY COMPLAINTS PROCEDURE

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

1. Any student, employee, applicant for employment or other person with a complaint alleging a violation as described above shall promptly notify, in writing or orally, either the principal for their school or the appropriate coordinator designated below for the school system. If the complaint is oral, either the coordinator or school principal to whom the complaint is made shall promptly prepare a memorandum or written statement of the complaint as made to him or her by the complainant and shall have the complainant read and sign the memorandum or statement if it accurately reflects the complaint made. If the complaint is made to a school principal, he or she shall be responsible for notifying the appropriate coordinator of the complaint.
2. The coordinator or his or her designee shall have fifteen days to gather all information relevant to the complaint made, review the information, determine the facts relating to the complaint, review the action requested by the complainant, and attempt to resolve the complaint with the complainant and any other persons involved. The coordinator or designee shall prepare a written response to the complaint detailing any action to be taken in response to the complaint and the time frame in which such action will be taken and copies of this response shall be furnished to the complainant, the appropriate coordinator and the central office.
3. If the complaint is not resolved at the conclusion of this fifteen-day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right, within five days of receiving a copy of the written response, to have the complaint referred to the superintendent of schools.
4. The superintendent shall have fifteen days to review the complaint and the response of the coordinator or designee and attempt to resolve the complaint. The superintendent shall furnish to the complainant a written response setting forth either his or her approval of the action recommended by the coordinator or designee or the action to be taken by the system in response to the complaint in lieu of that recommended by the coordinator or designee and the time frame in which such action shall be taken.
5. If the complainant is dissatisfied with the response of the superintendent, then the complainant shall have the right, within fifteen days of the receipt of the written response of the superintendent, to have the complaint referred to the board of education. In order to have the

board review the superintendent's decision, the complainant must file with the superintendent a written statement setting forth the reasons he or she disagrees with the response of the superintendent and the action the complainant is requesting the system to take. The complainant shall also include in the written response a request that his or her complaint be referred to the board of education.

6. Within thirty days of receipt of the written request of the complainant, the superintendent shall present the matter to the board of education at its regular meeting or at a special meeting called for that purpose. The board shall review the original complaint, the response of the coordinator or designee, the response of the superintendent, and the response of the complainant. In addition, the board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
7. The board of education will either uphold the recommendation of the superintendent or require the system to take some other action in response to the complaint. A copy of the action of the board will be furnished to the complainant, either as a part of the minutes of the board of education or as a separate written statement. The board shall be the final reviewing authority within the system.
8. This policy is not intended to deprive any employee of any right they may have to file a grievance pursuant to any other policy of the local board of education, specifically the policy designed to implement Official Code of Georgia Annotated §202-989.5, where appropriate. This policy is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or State Department of Education regulations, specifically including, but not limited to, hearings to be conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains at all times the right to contact the Office of Civil Rights or the Equal Employment Opportunity Commission with regard to any allegations that the system has violated the statutes described above.
9. The school system shall be responsible for distributing and disseminating information relevant to this policy and procedure to students, applicants for employment and employees through appropriate procedures.
 - Title VI Coordinator: Superintendent or designee
 - Title IX Coordinator: Superintendent or designee
 - Section 504 and ADA Coordinator: Superintendent or designee

Board Policy
Professional Personnel Recruitment
Descriptor Code GBC

The goal of the Board of Education is to secure highly qualified employees needed to operate an effective and efficient school system. Because the Board seeks to employ or appoint the best persons available, the Board intends for the system to conduct effective recruitment and selection procedures based upon initiative, alertness to good candidates, and proper provisions.

In operating the most effective and efficient school system possible, the Superintendent may recommend to the Board the transfer or reassignment of personnel into positions that best meet the needs of the school system. Positions which are filled through transfers or lateral reassignments shall not be considered vacant within the meaning of this policy and shall not be subject to the announcement, advertisement or any other provision of this policy.

Job announcements shall be posted on the Georgia Department of Education's web site, sent to placement offices of institutions with PSC approved preparation programs that are located in Georgia, other institutions as may be appropriate, and to local system and school administrators for posting on official bulletin boards.

Job announcements may be for specific positions or may be general announcements which list specific fields in which the System has or anticipates vacancies. Each should contain the method for making application, the address of the school system, and the distribution of the announcement. Announcements for specific positions should also contain the date of the announcement, the name, address, and telephone number of the contact person, the degree, certificate, and any special qualifications required, and the deadline for making application.

The Board of Education will accept applications for employment continuously for all positions, both certified, non-certified, and for transfers within the system. These positions include, but are not limited to teacher, school administrator and other certified positions, secretary, bookkeeper, teacher's aide, custodian, lunchroom worker, repairman, bus driver, and other non-certified positions. Applications on file are considered current for a period of one year and will be considered as vacancies occur. Applicants may submit applications to the Board of Education using the on-line application process.

It is the policy of the Board that the recruitment and selection of personnel be conducted in such a way as to insure nondiscrimination on the basis of race, color, national origin, gender, age, religion, or disability.

Board Policy
Salary Deductions
Descriptor Code DJCB

Payroll deductions are authorized for the following reasons:

1. Dues for professional organizations;
2. Premiums on approved insurance plans;
3. Payments to approved tax deferred annuity plans with VALIC;
4. Voluntary contributions or other payments to agencies meeting the requirements set forth in regulations to be developed by the superintendent and staff; and
5. Legally mandated deductions, including those for federal and state income tax, social security and retirement plans.

The superintendent and staff shall develop regulations including the process for obtaining authorization from the individual employee, the timing of payroll deductions and any other matters necessary to implement this policy.

Appendix H

Balanced Scoreboard

Please see the following pages for the Balanced Scoreboard referenced in the petition.

Area of Focus- Continuous evaluation and progress in measured student achievement.

Green indicates goal met. Yellow indicates goal met but below GA average. Red indicates below GA average. Green * indicates goal not met but above GA average.

Goal Area	Performance Objective	Performance Indicator	Grades	Subject	2007-2008	2008-2009	2009-2010	Goal 2010-2011
Student Achievement	A. Students will perform on or above grade level in Reading.	CRCT: % of students at level 2, 3	1	Reading	86%	94%	98%	N/A
			2	Reading	91%	91%	92%	93%
			3	Reading	86%	87%	90%	91%
			4	Reading	86%	86%	93%	94%
			5	Reading	86%	87%	89%	90%
			6	Reading	94%	90%*	95%	95%
			7	Reading	91%*	95%	90%*	94%
			8	Reading	94%	94%	97%	97%
		CRCT: % of students at level 3	1	Reading	29%	39%	56%	N/A
			2	Reading	37%	42%	39%	41%
			3	Reading	35%*	28%	38%	40%
			4	Reading	31%*	27%	30%	32%
			5	Reading	24%*	21%	23%	23%
			6	Reading	33%	41%	39%*	40%
			7	Reading	10%	23%	31%	32%
			8	Reading	19%	21%	36%	37%
	B. Students will perform on or above grade level in English/Language Arts.	GKIDS: % of students passing	K	ELA	N/A	N/A	91%	92%
		CRCT: % of students at level 2, 3	1	ELA	78%	83%	95%	95%
			2	ELA	83%	87%	88%	90%
			3	ELA	83%	83%	87%	88%
4			ELA	85%	84%	90%	91%	
5			ELA	86%	90%	92%	93%	
6			ELA	93%	92%*	95%	96%	
7			ELA	90%	91%	92%	93%	
8	ELA	92%*	93%	92%*	93%			

Area of Focus- Continuous evaluation and progress in measured student achievement. **Green** indicates goal met. **Yellow** indicates goal met but below GA average. **Red** indicates below GA average. **Green *** indicates goal not met but above GA average.

Goal Area	Performance Objective	Performance Indicator	Grades	Subject	2007-2008	2008-2009	2009-2010	Goal 2010-2011
	B. Students will perform on or above grade level in English/Language Arts.	CRCT: % of students at level 3	1	ELA	18%	24%	42%	43%
			2	ELA	21%	17%	30%	32%
			3	ELA	25%	26%	35%	37%
			4	ELA	24%	28%	34%	36%
			5	ELA	30%*	30%	41%	42%
			6	ELA	32%	53%	45%*	46%
			7	ELA	20%	35%	45%	46%
			8	ELA	38%	34%*	44%	45%
	C. Students will perform on or above grade level in math.	GKIDS: % of students passing	K	Math	NA	N/A	92%	92%
		CRCT: % of students at level 2, 3	1	Math	80%	88%	96%	96%
			2	Math	88%	94%	92%*	94%
			3	Math	66%	79%	80%	82%
			4	Math	72%*	70%	82%	85%
			5	Math	72%	78%	80%	81%
			6	Math	80%	81%*	88%	90%
			7	Math	88%*	93%	92%*	93%
			8	Math	80%*	87%	92%	92%
		CRCT: % of students at level 3	1	Math	26%	43%	57%	N/A
			2	Math	19%	27%	28%	32%
			3	Math	27%	32%	35%	36%
			4	Math	22%*	26%	26%	27%
	5	Math	29%*	29%	33%	35%		
	6	Math	8%	17%	24%	25%		
	7	Math	29%	33%	41%	41%		
	8	Math	24%*	24%*	35%	36%		

Area of Focus- Continuous evaluation and progress in measured student achievement.

Green indicates goal met. Yellow indicates goal met but below GA average. Red indicates below GA average. Green * indicates goal not met but above GA average.

Goal Area	Performance Objective	Performance Indicator	Grades	Subject	2007-2008	2008-2009	2009-2010	Goal 2010-2011
Student Achievement	D. Students will perform on or above grade level in writing.	Grade 5 Writing Assessment: % of students on or exceeding target	5	Writing	80%*	82%	78%*	82%
		Grade 8 Writing Assessment: % of students on or exceeding target	8	Writing	75%	69%	81%	82%
		Grade 11 Writing Assessment: % of students on or exceeding target	11	Writing	86%	92%	83%	92%
	E. Students will perform on or above grade level on the Georgia High School Graduation Tests (First time program students)	GHS GT: ELA	11	ELA	87%	89%	89%	91%
		GHS GT: ELA (Pass Plus)	11	ELA	32%	53%	58%	58%
		GHS GT: Math	11	Math	96%	92%	93%	81%
		GHS GT: Math (Pass Plus)	11	Math	45%	45%	52%	45%
		GHS GT: Soc Studies	11	SS	89%	88%*	86%*	86%
		GHS GT: Soc Studies (Pass Plus)	11	SS	48%	50%	52%	49%
		GHS GT: Science	11	Science	86%	87%	94%	94%
	F. Students will score on or above GA average on ACT/ SAT	ACT: Total	12	All	18.6	19	18.3	19
		SAT: Verbal +Math	12	All	1410	1396	1464*	1490
	G. Participation and success in Advance Placement (AP) Courses will be increased. (10-12 grades)	Student participation indicated by % based on # AP exams/# of students	11-12	All	8%	8%	13%	15%
		% of students scoring 3 or above on exams	11-12	All	21%	34%	31%	33%
	H. Graduation rate will be on or above GA average	% of students graduating	12	All	62.8%	78.8%	74.6%	85.0%
	I. Students with disabilities will meet or exceed performance standards	GAA: % of students meeting or exceeding standards	All	ELA	N/A	93%	95%	97%
			All	Math	N/A	94%	95%	97%
3-8, 11			Science	N/A	96%	100%	100%	
3-8, 11			Soc St	N/A	96%	100%	100%	

Area of Focus- Continuous evaluation/progress in student/stakeholder engagement/instructional and administrative processes/staff learning and growth

Green indicates goal met. Yellow indicates improvement but goal not met. Red indicates decrease in progress.

Goal Area	Performance Objective	Performance Indicator	Identifier	2006-2007	2007-2008	2008-2009	2009-2010	Goal 2010-2011
Faculty, Staff, Student/Stakeholder Engagement	A. Student attendance will increase	% Students absent 15 or fewer days	BCPS	92%	97%	96%	96%	96%
			BCES	92%	94%	93%	92%	93%
			BCMS	93%	99%	96%	N/A	96%
			BCHS	73%	80%	79%	73%	80%
	B. Staff attendance will increase	% Staff absent 8 or fewer days	BOE Office	83%	71%	89%	80%	85%
			BCPS	65%	63%	71%	67%	70%
			BCES	73%	58%	72%	72%	75%
			BCMS	68%	64%	80%	69%	75%
			BCHS		58%	79%	65%	70%
	Bus Drivers	N/A	58%	69%	64%	65%		
C. Parent involvement will increase	# parent involvement activities	BCSS	N/A	N/A	52	157	160	
Instructional and Administrative Processes	A. A district wide program of direct, systematic vocabulary instruction will be implemented	% of teachers who demonstrated implementation of the program	BCSS	N/A	N/A	N/A	N/A	95%
	B. The system will retain highly qualified staff	% of Certified retention rate	BCSS	87%	90%	95%	90%	95%
		% of Classified retention rate	BCSS	98%	98%	98%	93%	95%
	C. Participation in and successful completion of course credit through distance learning will increase	Number of students participating and successfully completing course credit through distance learning	BCSS	N/A	N/A	N/A	3	5
Team Learning and Growth	A. Certified Staff will be trained in "Differentiated Instruction" strategies	% of certified staff trained	BCSS	N/A	N/A	N/A	N/A	100%
	B. Teachers will participate in peer observations	% of Teachers completing 8 observations	BCSS	N/A	N/A	90%	99%	100%
	C. The school will provide organized learning opportunities facilitated by teachers and administrators	Number of professional learning sessions conducted at the school level	BCPS	63	34	45	48	48
			BCES	51	64	76	68	35
BCMS			4	7	12	32	14	