Charter System Application

DISTRICT NAME
Baldwin County School System

DISTRICT ADDRESS
110 North ABC Street
Milledgeville, GA 31061

Dr. John D. Barge
State School Superintendent
JULY 2014

Baldwin County School Charter System Application

CHARTER SYSTEM APPLICATION
COVER SHEET

Please enter the requested information in the gray boxes following each question. Thank you!

Proposed Charter System Information			
1. Full Name of Proposed Charter System	**Baldwin County School System**		
2. Please indicate whether this is a: **New Petition X** or a Renewal Petition		3. How many schools in total are you proposing to include in your charter system? **6**	
4. How many of each of the following schools are you proposing to include in your charter system? Primary School(s) Middle School(s) **1** Elementary School(s) **4** High school(s) **1**			
5. On July 1 of what year do you want your charter contract to be effective? **2016**			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) **5 years**			
7. Charter System Street Address **110 North ABC Street**	8. City **Milledgeville**	9. State **Georgia**	10. Zip **31061**
11. Contact Person **Dr. Noris Price**		12. Title **Superintendent of Schools**	
13. Contact Street Address **110 North ABC Street**	14. City **Milledgeville**	15. State **Georgia**	16. Zip **31061**
17. Contact's telephone number **478-457-3303**	18. Contact's fax number **478-457-3327**	19. Contact's E-mail Address **noris.price@baldwin.k12.ga.us**	

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THE CASE

1. What challenges is your school district facing?

Milledgeville-Baldwin County is a historic and diverse community of 46,000 residents located in Central Georgia, just a dozen miles from the state's geographic center. Baldwin County is comprised of 41% African American and 56% Caucasian residents, with 3% of the population classified as other ethnicities (U.S. Census Data, 2012). The former antebellum capital of Georgia, Milledgeville has not been immune to the challenges of the economic recession, and is one of the most highly impacted areas of the state in terms of unemployment, with an 11.3% unemployment rate in 2012, compared to the state rate of 8.5% (Kids Count, 2012). Additional countywide challenges include nearly 37% of residents living below the poverty line, and 51% of children living in single-parent households (Kids Count, 2012).

The mission of the Baldwin County School System is to educate students who will graduate from high school with the knowledge, skills, and values to be college and/or career ready in order to be contributing members of a global society.

The Baldwin County School System is a small, rural school district with the racial makeup for the student population being somewhat similar to the county's population. The student enrollment is 5559 (65% black, 28% white, 1% Asian, 2% Hispanic, and 4% multi-racial). All schools in the system are identified as school-wide Title I schools, and 82% of the students qualified for free or reduced price meals. Three elementary schools, Eagle Ridge, Creekside, and Midway, are identified as Focus Schools. These three schools were placed on the State Focus School list because their three year achievement gap score average on the CCRPI did not meet or exceed the state average level of a seven. Eleven percent of Baldwin County's students qualify and are served in the Program for Exceptional Children, seven percent qualify for gifted services and one percent qualify for the ESOL program.

The Baldwin County School System consists of six schools and three programs: Blandy Hills Elementary (K-5); Creekside Elementary (K-5); Eagle Ridge Elementary (K-5); Midway Elementary (K-

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5); Oak Hill Middle (6-8); Baldwin County Child & Family Development Center (Pre-K/Headstart); Georgia College Early College (7-12); Baldwin High (9-12); and the Baldwin College and Career Academy(9-12). Starting with the 2015-2016 school year. Baldwin County will implement two additional partnerships, the Foothills Education Charter High School (9-12) and the Ombudsman Alternative Education Center (6-12).

The Baldwin County School System employs 404 certified and 313 classified personnel with a total of 717 employees. Personnel hold the following levels of certification: 100 with bachelor's degrees; 138 with master's degrees; 93 with specialist in education degrees; and 16 with doctorate degrees. The systems teacher retention rate is 90%. The FY15 school district operating budget is $44,867,022. The budget is approximately 38% local funds, 53% state funds, and 9% federal funds. The current millage rate is 17.06 and each mill generates $904,981.The per pupil expenditure is $8071.06 based on the Full-Time Equivalent (FTE count) of approximately 5559 students.

The Baldwin County School System worked through a comprehensive, strategic planning process developed by the Georgia School Board Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI). Starting in November of 2013, the strategic improvement planning process began with community engagement sessions involving all stakeholder groups and stakeholder surveys to gather vital input from the community. In December of 2013, planning team groups were brought together to answer specific questions and started to identify strengths, challenges, and opportunities in the district. The planning teams then started to develop goal areas for the strategic plan. Action teams were assembled in February 2014 to evaluate the strategic plan goals and to create objectives, initiatives, and targets. In April 2014, action teams and planning teams discussed priorities, implications and made recommendations. In May of 2014 representatives from GSBA/GLISI presented a report of the strategic improvement plan to the Baldwin County Board of Education. In July of 2014, the plan's initiatives and action steps were aligned to the district's and schools budgets, as well as to the superintendent and leader

evaluations. Additionally, school improvement and department plans were aligned with the new strategic plan. The board of education approved the final Baldwin County Strategic Plan on September 9, 2014 for five years, 2014-2019.

Each of the schools in the Baldwin County School System uses the school improvement planning process recommended by the Georgia Department of Education. It is aligned with the improvement process recommended by GLISI and AdvancED. Each school has developed a comprehensive School Improvement Plan (SIP) based on the analysis of the data. The SIP is focused on research-based instructional strategies and targeted professional learning. Data are analyzed on a regular basis to adjust instruction and to ensure students master the standards.

The Baldwin College and Career Academy represents a cooperative partnership among local business and industry and public education, as represented by the Milledgeville area business community, the Baldwin County School System, Central Georgia Technical College, and Oconee RESA. The Baldwin County School System also has strong partnerships with Georgia College and State University and Georgia Military College.

The BCCA operates as an extension of Baldwin High School. The instructional program at Baldwin College and Career Academy offers a rigorous and relevant curriculum through the integration of academics and career, technical, and agricultural education. Instructional methods are project-based instruction. Students benefit from a seamless alignment of academic courses with career, technical, and agricultural courses; the blending of high school programs with the rigor and expectations of college coursework; and the relevance resulting from the association of educational studies with the priorities and expectations of business and industry. Secondary programs are seamlessly linked to ensure post-secondary credit-based transitions and work-based learning opportunities. Student choice, based on individual interests, skills, and aptitudes,

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combined with career majors based on local business and industry allocation answer the student's need to employment and the employer's need for skilled workers.

Although the Baldwin County School System has not reached the milestone of having 100% of its students graduate from high school, there is a tireless and continuous effort to make sure that every student is being given opportunities to be successful and productive not only in school but also in life. Opportunities such as Freshmen Focus, Credit Repair, Credit Recovery, weekly advisement, Foothills Charter School, Performance Learning Center, college visits, fifth block, and Youth Enrichment Services (YES) are available to students. Students have the opportunity to participate in the Baldwin County Career Academy career pathways and student organizations. Baldwin County students are fortunate to have access to three higher learning institutions to participate in dual enrollment opportunities: Georgia College and State University, Georgia Military College, and Central Georgia Technical College. The district recognized the need to have more students participate in dual enrollment. At the end of 2014-2015 school year 757 dual enrollment credits were earned compared to 2014-2015.

Charter school status would enable the Baldwin County School District to explore numerous options for implementation in our four elementary, one middle, and one high schools. The access and the partnership we have with Georgia College and State University (GCSU) provides a fertile environment to collaborate with their outstanding Fine Arts programs, that can provide support and hands teaching and learning experiences for their Education majors and comprehensive and meaningful instruction for our K-12 students in Visual Arts, Music, Drama and Dance.

The outstanding Music Education program at GCSU and the positive attitude of our district staff can enable us to develop such initiatives as after school band and orchestra programs at the elementary level, music therapy and art therapy services during the school day to serve our special needs students and hands on and supplemental resources to support our theatre program.

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The Strategic Planning process (November 2013-September 2014), AdvancED accreditation process (January 2015), leadership feedback from all district personnel and building leaders during Baldwin County Leadership Retreat (July 2015), teacher and staff feedback from all schools during their pre-planning meetings (August 2015), and the review of AdvancED survey data and the state climate surveys led to the identification of three major challenges to student achievement in Baldwin County. The following priority challenges are: **(1) Student achievement at all levels and the graduation rate; (2) Stakeholder involvement among the school system, parents and community; (3) Positive school climate and culture.**

The chart below shows the CCRPI scores for Baldwin County as compared to the state averages. The data shows that during the 2011-2012, 2012-2013 and 2013-2014 school years Baldwin County has performed below the state average. The chart also shows the CCRPI scores between 2012 and 2014 in all areas. As a district, if the three challenges are addressed, student achievement will improve and Baldwin County will compete with state averages at all levels.

CCRPI Scores	2012		2013		2014	
	Georgia	*Baldwin*	*Georgia*	*Baldwin*	*Georgia*	*Baldwin*
System	74.1	67.4	75.8	68.8	72.3	62.5
Elementary	74.5	69.2	77.8	68.1	72.7	62.0
Middle	73.8	71.7	74.6	76.6	73.8	58.8
High	72.8	58.2	71.8	60.2	68.4	66.0

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2. What is the rank order priority of these challenges (from most to least important)?

These challenges and district objectives have been listed below in order of priority from most to least important.

Challenge Area I: Student Achievement

- Innovation 1: Create innovative instructional delivery models such as STEAM (Science, Technology, Engineering, Arts, and Mathematics), Career Academies, Schoolwide Enrichment Models), and International Baccalaureate Program (IB).

- Innovation 2: Create Professional Learning Communities.

- Innovation 3: Establish different service models for students.

- Innovation 4: Establish alternate pathways for students to graduate from high school.

Challenge Area II: Stakeholder Involvement

- Innovation 1: Strengthen community partnerships and recognitions

- Innovation 2: Develop parent capacity as advocates for their children

- Innovation 3: Increase stakeholder participation in school sponsored events.

- Innovation 4: Merge members of the Baldwin College and Career Academy governance team with Baldwin County High School governance team.

Challenge Area III: School Climate

- Innovation 1: Develop personalized supports through Mentoring Programs and Response to Interventions (RTI).

- Innovation 2: Strengthen student advisory programs

- Innovation 3: Implement Positive Behavior Intervention Supports (PBIS) in all schools with fidelity.

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3. Which of these challenges will your school district be able to address by becoming a charter system?

Through the use of innovative practices and flexibility from state requirements, the Baldwin County School System will be able to address all challenges to student achievement through increased community and parent involvement, providing a culture and climate that promote academic excellence, encourages a life-long love of learning, and assurances that as children transition from one grade band level to the next, their educational choices are designed for individual success and graduation equals a readiness for the next steps in life. By addressing these areas, the Baldwin County School System will have a direct impact on the economic development of the community.

4. What specific actions will your district take to address each of these challenges during its five-year charter term?

Challenge Area I: Student Achievement

- *Innovation 1: Create innovative instructional delivery models such as STEAM (Science, Technology, Engineering, Arts, and Mathematics), Career Academies, and Schoolwide Enrichment Models.*

➢ Implementation of STEAM initiatives through the development of cross-curricular units and career pathways. The purpose of using STEAM methodology in instruction is to provide learning opportunities for students to apply prior knowledge and problem solving skills. Immersion in STEAM principles should enable students entering high school to use evaluation skills at a much higher level than our students currently possess. The integration of science, technology, art, and mathematics throughout the curriculum will help to ensure mastery of standards and an increase in student achievement. The integration of STEAM concepts and instructional strategies that will be possible in multiple settings (including STEAM laboratories, indoor classrooms, outdoor venues, field trips, guest speakers, etc.) will afford students hands-on experiences and the tools required for skill attainment. The abundance resources in our community will provide numerous

varied opportunities to extend the learning beyond the traditional classroom. This will result in increased interest in learning for students, as well as provide a connection to the real world that will make these educational experiences meaningful.

➢ The Baldwin College and Career Academy will offer programs of study in career pathways that will lead students to high school graduation and college and careers options. Through educational opportunities such as dual enrollment with CGTC, Georgia College, or Georgia Military College as well as work-based learning and internship programs, BCCA will instill in all of its students a desire for excellence of endeavor, a commitment to life-long learning, and a sense of contribution to the community. BCCA will provide students with the requisite skills and knowledge to exceed in the majority of USDOE performance indicators measured by Charter.

➢ BCCA will serve students in grades 9-12 and will raise the awareness and expectations of students at all grade levels, especially 8th grade.   Each BCCA program will participate in an 8th grader career night to provide students and parents with information about the career paths available at the BCCA. Participation will also incorporate field trips to the BCCA for 6th-8th graders, employment of skills and interest assessments through workshops, and partnerships with Oak Hill Middle School.

➢ Strengthen Foothills Education Charter High School, Ombudsman Alternative Education Program, and Performance Learning Center Programs.

➢ Develop and implement plans to enhance instructional technology support to the classroom as well as build the infrastructure foundations required to create 21st century learning environments and to prepare our students to be globally competitive. Implementation of information technology and data systems will support the increased use of digital tools and support these types of learning environments at each school. Rigorous and engaging curricular resources will be placed in the hands of students that align with the use of digital tools and support the

development of personalized learning environments as well as enable on-demand access for students and parents to all digital tools.

➢ Explore the implementation of IB (International Baccalaureate) program at the elementary, middle, and high schools to encourage students to think critically and challenge what they are told and IB encourages students to consider both their local and international environment. Through IB programs students "learn how to learn", by studying the unique theory of knowledge courses. Students are encouraged to try different approaches to learning and to take responsibility for their own educational progress. Unlike a national curriculum, IB programs reflect the best practices of a range of different educational frameworks and curriculum. It encourages students to be internationally-minded and to think beyond their immediate environment and have a global understanding.

- *Innovation 2: Create Professional Learning Communities*

➢ Creating Professional Learning Communities provide educators with a research proven framework for collaboration. The district will explore options for providing teachers time to engage in Professional Learning Communities focused on developing and implementing a collaborative planning model using real-time progress monitoring tools in all content areas and grade levels, as well as, monitor and evaluate the ongoing development of digital learning environments. The benefits of professional learning communities to educators and students include reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Professional learning communities are seen as a powerful professional learning approach and a powerful strategy for school change and improvement.

➢ Use professional learning communities to support vertical and horizontal alignment of curriculum. Teachers work collaboratively on the vertical alignment of the grade or subject they teach and the Georgia Standards of Excellence. Professional Learning Communities help teachers

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understand how the content they teach relates to other disciplines in order to deepen

understanding and connect learning for students. Provide additional hours of professional learning

and planning time through staff development days.

- *Innovation 3: Establish different service models for students.*

➢ Baldwin County School System will utilize flexibility provided by the Charter by serving

students based on need rather than a state required label of (EIP, Gifted, etc.). Criteria will still

be used to identify students for these programs but the flexibility will allow teachers to serve

students based on their performance and not labels or criteria set by the state.   Baldwin County

will also use the Striving Readers Comprehensive Literacy grant funding to create, develop and

implement a district-wide PreK-12 literacy program.

➢ The Schoolwide Enrichment Model (SEM) will incorporate higher order thinking skills and

project-based learning at elementary and middle school levels. Through the use of SEM, the

students will expand upon the knowledge they have gained in their core classes and make real-life

connections to their learning. Enrichment activities are found to be beneficial to all students even

those who are not performing well in the core subjects. A positive change in student attitudes

toward learning as well as to school in general is seen when a Schoolwide Enrichment Model

(SEM) is implemented (Olenchak, 1988). A SEM is also shown to be effective in schools with

widely differing socioeconomic levels (Olenchak, 1988; Olenchak & Renzulli, 1989). Elementary

and middle schools will utilize the Schoolwide Enrichment Model based on Joseph Renzulli's

SEM. The SEM will focus on enrichment for all students through high levels of engagement and

the use of enjoyable and challenging learning experiences that are constructed around students'

interests, learning styles, and preferred modes of expression. (Renzulli & Reis 1985, 1997). SEM

is a research-supported model that is based on highly successful practices that had their origins in

special programs for talented and gifted students. The SEM was developed in the early 1970"s

and is currently being used in hundreds of school districts across the country. A Schoolwide Enrichment Model provides educators with the means to: I. Develop the talent potentials of students by systematically assessing their strengths; providing enrichment opportunities, resources, and services to develop their strengths; and using a flexible approach to curricular differentiation and the use of school time. II. Improve the academic performance of all students in all areas of the curriculum and blend standard curriculum activities with meaningful enrichment learning. III. Promote continuous, reflective, growth-oriented professionalism of school personnel to such an extent that many faculty members emerge as leaders in curriculum and staff development, program planning, etc. IV. Create a learning community that honors ethnic, gender, and cultural diversity and promotes mutual respect, democratic principles, and preservation of the Earth's resources. V. Implement a collaborative school culture that includes appropriate decision making opportunities for students, parents, teachers, and administrators. Baldwin County's SEM will consist of two processes: *SPARK Days and Interest-Based Modules*. The development of gifted behaviors in all students is the goal of the SEM. We believe SPARK Days will stimulate students to think critically and creatively. Interest-Based Modules will also be used to develop students' critical thinking skills.

➢ Develop cross-curricular literacy opportunities for students in grades PreK-12.

➢ BCCA will focus of the curriculum shall be the integration of academics and advanced career/technical education. Students will be advised to select a career pathway. Secondary and post-secondary programs will be seamlessly linked. BCCA shall provide opportunities for students to transition seamlessly from middle school to high school, to a technical college and/or a four-year university, and/or to enter the workforce. Through the Education and Career Partnership, high school students will have opportunities to

earn post-secondary credit through articulated credit, dual enrollment, and joint enrollment. Career related education is emphasized in all curriculum areas exposing students to work relevant experiences such as guest speakers, field trips, job shadowing, internships, and work-based learning. BCCA will include the following career and technical education program areas:

Agriculture	Automotive	Business and Computer Science
Construction	Cosmetology	Culinary Arts
Early Childhood Education	Marketing	Family and Consumer Sciences
Healthcare Science	NJROTC	

BCCA will include two extension programs:

Career Technical Instruction (CTI)	Work-Based Learning

Full list of career pathways listed (Exhibit 14)

- *Innovation 4: Establish alternate pathways for student to graduate from high school.*

➢ Charter flexibility will be utilized to implement career awareness and/or post-secondary options to elementary and middle school students. Making more career pathways available to elementary and middle school students will better prepare them for when they arrive at the high school level. Flexibility with class size and seat time will also allow for students to move on when ready if their mastery level of the curriculum is proven. Through the BCCA and Early College programs students are exposed to post-secondary courses that allow them a clear avenue to post-secondary degrees. The Baldwin County will also investigate restructuring of elementary schools by primary and upper grade bands as well as looking at innovative scheduling changes at the high school to ensure student course options and to maximize instructional time.

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Challenge Area II: Stakeholder Involvement

- *Innovation 1: Strengthen community partnerships and recognitions*

➢ Expand communication outlets to further build parent and neighborhood partners in support of learning and student achievement.

➢ Expand outreach activities to include home visitation, community centers, churches, and other faith-based organizations.

➢ Explore volunteer programs to assist in providing more adults in schools as needed.

➢ Partner with Chamber of Commerce and businesses to increase community on site participation at school activities.

➢ Identify physical health and mental health-related barriers to learning and partner with district multidisciplinary teams to inter agency committees to increase access to services for students and families.

➢ Prepare students and school personnel to manage personal, school-wide and/or community crises through education, interventions and standard crisis response protocols for individuals and groups.

- *Innovation 2: Develop parent capacity as advocates for their children*

➢ Baldwin County will establish Parent University. Parent University is a community collaborative to help parents become full partners in their children's education. The BCSD partners with community agencies and organizations to offer free courses, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. Parent University will offer courses to empower parents to raise confident, educated children as well as assisting parents to help their children learn in the 21st Century skills.

➢ Parent University will provide parents with curriculum information; show parents how to monitor their child's progress and how to work with educators; conduct staff training on different

ways district and school personnel can effectively communicate and share academic information with parents; involve parents in the development of parent classes for each grade for parents to understand the subjects and assessments; coordinate ongoing events to allow parents the opportunity to appreciate and understand what their children are learning; create a schoolwide event highlighting and displaying student work and progress in relation to the academic standards. In addition, the school system will reach out in the community to provide resources and technology needs to families in order ensure involvement in the educational process.

➤ Provide education, consultation and interventions that promote healthy emotional and social well-being for students and families.

- *Innovation 3: Increase stakeholder participation in school sponsored events.*

➤ Conduct needs assessments to determine most effective modes to communicate with external stakeholders. Implement multi-communication accessibility to include website, social media, Remind 101, brochures, flyers, etc. Establish eBoard to publish public meetings, balanced scorecard, policies, and the strategic plan to create transparency for all stakeholders.

- *Innovation 4: Merge the Baldwin College and Career Academy governance team with Baldwin County High School governance team.*

➤ Adjust Baldwin County High School governance team to include members of the Baldwin College and Career Academy governance team.

➤ Baldwin College and Career Academy will become part of the Baldwin County Charter System Plan. While becoming part of the Baldwin County Charter System an official name change will occur for the College and Career Academy. *Charter merge letter and MOU listed as exhibit #15.*

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Challenge Area III: School Climate

- *Innovation 1: Develop personalized supports through Mentoring Programs and Response to Interventions (RTI)*

➢ Identify at the building level atmosphere, culture and level of expectation that every student's needs are the work and responsibility of every teacher and staff member, and that the RTI process is the framework to address those needs. Its purpose is to find out at the beginning of each year which students are not succeeding and begin to use increasingly intensive research based interventions until we either remediate them in the general classroom setting or in a classroom with specially trained teachers for specially designed instruction in conjunction with the regular classroom curriculum.

➢ Implement the 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms.

➢ Implement evidence-based interventions of increasing levels of intensity based on progress monitoring.

➢ Implement and monitor the use of a variety of ongoing assessment data to determine which students are not meeting success academically and/or behaviorally.

➢ Implement RTI teams in each school serve as the driving force for instructional decision making in the building.

➢ Implement practices that promote students to identify, explain and track behavior and learning goals.

- *Innovation 2: Strengthen student advisory programs*

➢ Student advisory programs are strongly linked to student success and career development as well as increasing teacher/student relationships with increase student attendance. This program gives all students a specific staff member that they can meet with on a regular basis so that a connection

is made with each child. These connections can be for academic help or emotional support. With this support, the students feel safe and encouraged to attend school because they know they have someone they can trust and can confide in whenever needed.

➢ Include business and neighborhood partners in celebration of student achievements.

➢ Recruit and support neighborhood members to serve as mentors for students.

➢ Promote school stability and structures of support for students who are homeless, chronically mobile, and in need of family support.

• *Innovation 3: Implement Positive Behavior Intervention Supports (PBIS) in all schools with fidelity.*

➢ Implement Positive Behavioral Interventions and Supports (PBIS). PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. PBIS combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

➢ Develop and implement programs and protocols to decrease disciplinary infractions, as well as to ensure equity in disciplinary actions between and among subgroups.

➢ Implement practices to promote student efficacy and responsibility by identifying learning/behavior goals and monitoring progress.

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5. Provide a clear explanation of how each of these specific actions (listed in #4) will lead to the specific challenge being addressed?

The Baldwin County Strategic Plan and AdvancED report identified the challenges. As a charter system, the specific actions listed in #4 will help to address the challenges identified and monitor our plan of action. Success will come through understanding our challenges, designing a plan of action to address each one, implementing focused initiatives, strategically monitoring the outcomes on a timely basis, and tweaking the plan as necessary to ensure our student success and improved student achievement.

Baldwin will be looking at students as individuals with differentiated instructional needs. Teachers will be expected to approach learning from different perspectives. There will be greater effort to not only identify root causes for students' failure but also to learn these and to identify solutions. Although a system charter provides a great deal of leeway for schools in terms of innovation, operations, and strategies, it is still important to note that the Baldwin community and Board wish to remain a united school system and not a system of schools. Providing opportunities for parents, teachers, and business representatives to serve on Local School Governance Teams will help spread the trust necessary for effective school partnerships. School improvement plans will include the goals of the Baldwin County School System Charter.

6. Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above). Please also list the waivers you have used during the past five years (including those granted to the entire state, e.g. class size) and what goals they helped you accomplish during those five years?

Baldwin County Schools anticipates utilizing broad flexibility. There are many areas of desired flexibility that have been identified. But, it is certain if the charter petition is granted, Baldwin will use

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additional flexibility to address the needs of Baldwin students. Specific examples of waivers that will be used to address specific challenges of Baldwin County Schools and to increase overall student achievement and community improvement ***include but are not limited*** to the following:

O.C.G.A § 20-2-80. Requests for increased flexibility; requirements. Revised 6.3.2015 23

- General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE.

O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.

- Establish Local School Governance Teams (LSGTs) to replace School Councils.

O.C.G.A § 20-2-85. Minimum direct classroom expenditures.

- Flexibility of expenditures for activities directly associated with the interaction between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts.
- Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures.

O.C.G.A § 20-2-200. Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-.22. Personnel Required.

- Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses.

O.C.G.A § 20-02-0989.20. Grade Integrity. DOE Rule: 160-4-2-.13. Statewide Passing Score.

- Implement standards-based grading in K-5.

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O.C.G.A § 20-2-152. Special Education Services; O.C.G.A 20-2-161. Quality Basic Education Formula.

DOE Rule: 160-4-2-.38 Education Program for Gifted Students.

- Deliver service by need not by model.

- Select and serve students by data team process, not state guidelines.

- Monitor student progress by Professional Learning Communities/Collaborative Planning Teams.

O.C.G.A § 20-2-153. Early Intervention Programs. DOE Rule: 160-4-2-.17 Early Intervention Program.

- Deliver service by need and not by model.

- Target and serve students based on instructional needs, not state guidelines.

- Monitor student progress through Professional Learning Communities/Collaborative Planning Teams.

O.C.G.A § 20-2-154. Remedial Education Program. DOE Rule: 160-4-5-.01 Remedial Education Program.

- Deliver service by need, not by model.

- Select and serve students by instructional needs, not state guidelines.

- Monitor student progress through Professional Learning Communities/Collaborative Planning

O.C.G.A § 20-2-159.4-5. Policies and Guidelines for Awarding Units of High School Credit Based on Demonstrated Proficiency. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs; 160-5-1-.02 School Day and School Year for Students.

- Minimum hours offered to earn grade level and/or units toward promotion and graduation. Revised 6.3.2015 to explore different avenues in which students can earn credit by exam and credit by application of skills through community and work-based experiences.

- Full credit and funding for any coursework that is completed through non-traditional delivery models.

- Carnegie Units for high school coursework offered at the middle school level through acceleration and transition programs such as 8.5 grade level or summer school opportunities.

- Off-site attendance for virtual programs, internships, and apprenticeships.

O.C.G.A § 20-2-182. Class Size/Staffing. 160-5-1-.08 Class Size

- Allow for flexibility in class sizes.

O.C.G.A § 20-2-290. Middle School Programs. 160-4-2-.05 Middle School Program Requirements

- Allow for flexibility regarding middle school program requirements.

O.C.G.A § 20-2-140. Assessment of Effectiveness of Educational Programs. DOE Rules: 160- 4-2-.34

Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs.

- Funding for courses exceeding current state offerings. Some examples would be CTAE, technology, entrepreneurship, internships with businesses, and dual enrollment opportunities. These courses would provide a mechanism to measure skills and competencies based on career preparedness with 21st Century skills as a focus.

SBOE Rule 160-5-1-.10 Student Attendance

- Flexibility to offer extended learning opportunities for students earn credit or course completion. (eg. after-school or before school sessions, summer bridge classes or Saturday instructional programs).

- The use of online learning platforms (GradPoint) could be used to make up work or to attend a learning session to eliminate students' absence or to make up days due to inclement weather days.

SBOE Rule 160-4-2-.11; O.C.G.A 20-2-283-285 Promotion, Placement & Retention

- Flexibility will allow for modification of requirements from promotion, placement and retention of students in grades 3, 5 and 8.

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SBOE Rule 160-4-2-.16; 160-5-1-.02; 160-4-8-.12; O.C.G.A.20-2-168 (c) Scheduling for Instruction

- Allowing flexibility for local governance teams to determine daily instructional times to benefit student learning and content delivery.

SBOE Rule 160-4-4-.10 Textbook/Instructional Materials Selection and Recommendations

- Allowing local governance teams to have input on the selection of instructional materials.

- A much greater use of technology will be used to enhance instruction and student learning. Possible innovations could include; provide 1 to 1 technology devices to all students.

SBOE Rule 160-5-1-.02 AF; School Day and School Year for students and employees

- Allow flexibility and modifications to the length of school year and school day for students.

7. Indicate the timeline for implementation of each specific action (listed in #4 above).

On an annual basis, each school's local governance team will identify specific innovations that they want to focus on for that school year. All innovations will vary depending on specific needs of their schools. However, all innovations will align to the district's overall five year, Baldwin County Schools Strategic Plan. This timeline of innovations is referenced in the matrix that is located in the addendum.

8. Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.

All actions listed in #4 above are innovations for the Baldwin County School System. All actions listed are included in the district's Strategic Plan and have been identified as an area of need for all schools through the AdvancED evaluation process as well as through staff and stakeholder feedback. Each local governance team will identify specific innovations that are a priority for their specific schools and for the district as a whole.

Baldwin County School Charter
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1. What are your school system's specific student performance expectations for your five-year charter term?

Goal 1: (required) During each year of its first five-year charter term, the Baldwin County School District shall "beat the odds" as determined by a formula measuring expected student growth.

Goal 2: (required) During each year of its first five-year charter term, each Baldwin County school shall "beat the odds" as determined by a formula measuring expected student growth. If each school fails to beat the odds in Year 1 of the charter, Baldwin County shall decrease number of schools not beating the odds during Years 2 and 3 at a rate so that all Baldwin County school will beat the odds by Year 4.

Goal 3: (required) Baldwin County will demonstrate proficiency and/or improvement on the CCRPI.

- **Year 1 of the charter term will establish a CCRPI baseline. Baldwin County's CCRPI score shall be equal to or better than the state in Year 2, and better than the state in Years 3-5 of the charter contract.**

- **If the Baldwin County's first year CCRPI score is lower than the state, it shall have until the end of Year 2 of the charter term to close the gap between the district and the state.**

- **In Years 3-5 of the charter term, Baldwin County's CCRPI score shall be better than the state.**

- **Renewal decisions for Baldwin County will be based in part on whether its CCRPI score was equal to or better than the state in Year 2, and better than the state Years 3-4 of the charter contract.**

Baldwin County School Charter System Application

LOCAL SCHOOL GOVERNANCE

A key characteristic of charter systems is their distributed leadership decision-making structure. Within such a structure, a charter system must implement school level governance and grant decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations per O.C.G.A. 20-2-2063(d).

1. Explain how your system will transition from Local School Advisory Councils to effective and fully functioning decision-making Local School Governance Teams (LSGTs).

- **Provide a timeline that shows all the major steps in this transition, including the timing of the formation of LSGTs, the training of principals and LSGTs, and anything you deem important in making this critical transition for decentralized/distributed decision making.**
- **Include information about the steps that have already occurred or will occur to inform all stakeholders of the new governance structure.**

Currently, Baldwin County School System has six Local School Advisory Councils in place at all school sites. In order to comply with our commitment for local school governance and decision-making, Baldwin County Schools will begin the recruitment of Local School Governance Teams at the opening of SY16. Opportunities for informing the stakeholders include: written notices in school newsletters, district and school websites, and verbal invitations to parents/guardians and community leaders. The information conveyed to potential candidates describes governance under a charter system, with the Local Board of Education retaining all constitutional authority and accountability, and increased decision-making capacity at the local level in matters of personnel, finances, curriculum and instruction, resource allocation, oversight of school improvement goals and school operations.

In order for clear communication of this information to our potential LSGT members, it is important that not only principals, but also all school and district leadership, as well as Board of Education members are trained in this new type of governance so that clear and concise information is communicated to faculty, staff, and stakeholders. This training will begin in the Fall of 2016. Elections

for LSGTs will take place in the Spring of 2016. Initial governance training for Local School Board members, Principals and LSGTs will take place before the opening of school in the Fall of 2016. Training should be on-going throughout the year.

2. Address the formation of the local School Governing Teams, including how members are selected, the terms of members, and how and why members may be removed.

- **Be specific!**

LSGTs will be made up of the following members: the principal of the school, three (3) parents, one (1) local business persons, and three (3) teachers. Total LSGT memberships will be eight (8) with nine (7) voting members, as the principal will serve as a non-voting member of the council. All positions are elected with the exception of the principal. Baldwin County High School will have additional two (2) members from the existing Career Academy to merge the Baldwin College and Career Academy governance team with Baldwin County High School governance team. . Baldwin County High School will have a total of ten (10) members with nine (9) members that have voting right including three (3) teachers, three (3) parents and three (3) business partners as voting members as well as the principal as a non-voting member. Baldwin College and Career Academy will be represented on the Baldwin County High School governance team that will be able to address input areas and decision making when items pertain to the Career Academy.

The Baldwin College and Career Academy has been a program in the Baldwin County High School for the past five years. All students have access to the Career Academy while attending Baldwin County High School. In order to strengthen stakeholder involvement and program continuity, the Career Academy will be part of the Baldwin County Charter System application. To formalize this merger the Baldwin College and Career Academy will incorporate their charter into the Baldwin County Charter System application resulting in one petition. The current Baldwin College and Career Academy governance team will remain in place along with their current by laws for operation and procedures for electing members. The official name of the Career Academy will be changed from its original operating

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name, *Baldwin County Career Academy* to now under the Baldwin County Charter System, the Career Academy will operate with the new official name of the Baldwin College and Career Academy. The Baldwin College and Career Academy charter merge letter signed by all members as well as a signed Memorandum of Understanding (MOU) is listed as exhibit #15. A copy of Baldwin College and Career Academy's governance structure and performance targets are listed as exhibit #16.

Teacher LSGT members are elected by their peers. Local business persons shall be nominated by the principal and approved by the other seven members of the school governance team. In the event that any of the nominees are rejected by the team, the principal shall submit additional names until the two positions are filled. The Career Academy governance team will select two members to join the newly formed Baldwin County High School governance team.

In order to be eligible to hold a LSGT position, parents must have a child enrolled at the school, or have a rising 6th grade and 9th grader. Only one family member may serve at a time, and only on one LSGT at a time. No member, with the exception of the principal, may serve more than two consecutive terms, and terms of office are one to two years initially to provide a roll-over effect after initial installation of the LSGT. All LSGTs will meet at least 10-12 times (The months schools are in operation) between July 1 and June 30.

LSGT members are expected to perform all duties in good faith and commitment to the school system. Also, the school district will create a list of by-laws for LSGTs outlining Codes of Conduct, Code of Ethics and Attendance that are required of all BCSD councils. Violation of these three areas are grounds for removal from the LSGT through a vote of the LSGT. Specific processes and procedures will be written into the by-laws and each LSGT member will sign off that they agree to follow these rules.

3. Use the Charter System Application – Local School Governance Matrix found at this link http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-Application.aspx to show how the Superintendent will share with Local School Governance Teams his/her authority to develop recommendations to the Board of Education.

Directions: LSGTs must have decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals and school operations. The second column of the matrix below describes the minimum amount of authority which must be granted to each LSGT in order to comply with the law. However, how that minimum authority is implemented is at the discretion of the district. Applicants should use the third column of the matrix below to describe the implementation of minimum authority in each category. The fourth column provides examples of additional authority which districts may choose to grant to LSGTs. Please use the fourth column to list any additional authority LSGTs will be granted. The fifth column should be used to describe the implementation of any additional authority.

School Level Governance Decision-Making Matrix				
System: BALDWIN COUNTY	**Minimum LSGT Authority**	**How and When Minimum Authority will be Implemented**	**Additional LSGT Authority***	**How and When Additional Authority will be Implemented**
Personnel Decisions	LSGTs shall provide input for the principal or school leader for recommendation by the Superintendent of Schools to the local board of education	In conjunction with the superintendent, LGSTs will develop the process for principal and school leader selection. LSGT members will receive training in the process and take part in the interview and selection process of principal vacancies beginning August of FY16.	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	LSGTs will provide feedback on principal performance, as well as input on school climate and operations through surveys. Results from these activities will be shared with the Superintendent, along with LSGT recommendations May of FY17. Additional Authority will be implemented during Year 2 of approved Charter System status.
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs	LSGTs will be informed by the Principal as to the amount of funding available to the school and allocation parameters. LSGT will make the final recommendation for LBOE approval of the local school budget. The Superintendent will meet with LSGT members twice annually to discuss	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	LSGTs will examine School Improvement Plans as well as Department Improvement Plans and identify where and how the plans are aligned with allocated resources. If there is inconsistent alignment between the Improvement Plans and the budget, the LSGT will look for ways to better align resources and goals. LSGT recommendations will be shared with the Superintendent. May FY17 This Additional Authority will be implemented during Year 2 of approved Charter System status.

	and maintenance and operations costs	funding status, availability and related issues. LSGTs will also approve school fundraising activities subject to LBOE guidelines. August FY16		
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	LSGTs review local school selection of textbooks, technology, and instructional materials in light of changes related to charter and materials to be used in innovative instruction. The BCCCA curriculum and instruction needs will also be considered. May FY17	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Baldwin County has requested Broad Flexibility under the law. LSGTs will review the alignment of waivers and instructional innovation vis-à-vis charter goals. Implementation of Additional Authority will begin in Year 1 of approved Charter status. May FY 17
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	School Improvement Plans for Baldwin County are data-based and designed to address strengths, weaknesses and opportunities for improvement. LSGTs will review their School Improvement Plan and provide oversight in the implementation. Superintendent's office will be in charge of training of LSGTs to ensure understanding of School Improvement Plans and data as a resource for monitoring of school goals.	Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	LSGTs will be a Professional Learning Community and be involved with the planning of an approval of their particular school's Improvement Plan. The LSGT will become a Professional Learning Community in the Fall of FY16 and will begin approving the SIP in the Spring of 2017.

		July FY16		
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	LGSTs will be advised of daily operations and will make recommendations to improve processes. The Superintendent will approve and assist LSGTs with requests for changes to school operations. June FY16	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	Beginning in FY16, LGSTs will assist in the development of a five-year facilities plan for the system. The format for this process will be the gathering of information, formally and informally through discussion, surveys and meetings on issues related to the system as a whole. LSGTs will present their five-year facilities plans to the Superintendent.

4. Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement.

Currently, Baldwin County School System has local school advisory councils (LSAC) in all six schools. These LSACs attempted to involve stakeholders in decision-making at local school sites. The LSACs have continued to the overall success of our schools. Their decision-making power, however, was limited to topics of field trips, calendar items, and volunteer work. While all of these items are necessary for a community-based school climate, it is also necessary to include a sustained and well-trained governance council to expand decision-making authority to permit those individuals closest to the schools to design, implement, and monitor plans to increase student achievement. Providing stakeholders with decision-making authority on personnel, finances, school improvement goals, curriculum, resource allocation and school operations ensure their meaningful participation in the governance process.

Merge the Baldwin College and Career Academy governance team with Baldwin County High School governance team. Selection process will established to include the BCCA governing members to incorporate the BCCA initiatives in accordance with the Baldwin County High School.

5. Describe the governance training to be provided to principals and members of the Local School Governing Teams in order to build the capacity needed to make decisions in the areas included in the spreadsheet.

- **Note that training should occur before the charter begins because your local School Governance Teams will be expected to make decisions beginning in Year 1 of your charter. Be sure to show this in the timeline requested in #10 above.**

Local School Governance Teams will understand their roles and responsibilities through purposeful training. First, LSGTs will be trained on what is a charter *system* and how it differs from a charter *school*. Included in this information will be a review of the approved charter petition for Baldwin County School District. It is important for LSGTs to understand that the Local Board of Education (LBOE) retains all constitutional authority in the governance of the school system. Therefore, initial training for LBOE members will uniquely address the transition to distributed leadership between local school governance teams and the LBOE, along with the roles, responsibilities and authority of each entity.

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In order to maximize the decision-making effectiveness of LSGTs, quarterly training, provided by local school administration, Central Office staff, RESA trainers, and outside vendors will be scheduled for LSGTs regarding the means by which budgets, data, and curriculum materials support school improvement plans.

Once established, LSGTs throughout the school district will be governed by the Baldwin County School District by-laws for Local School Governance Teams. By-laws will include regulations, roles, and responsibilities of each governing council, along with LSGT meeting procedures.

The following chart provides a breakdown of a possible training topics for initial LSGTs:

Training Topics	Presenter	New or Current Governance Members	Dates/Yearly
• Roles, relationships and responsibilities of the governance team, principal, school staff, superintendent and board of education • Code of Ethics/Code of Conduct • By laws	Principals	New and Current	August
• Effective governance meetings- agendas, minutes, open meeting statute, parliamentary procedure, dissemination of council actions	Contracted	New	September
• School improvement plan and system strategic plan • Student performance data	District	New	October
• School funding and budget • Budget development and implementation	Principals	New and Current	May
• Educational programs (local, state and federal) • Curriculum overview • CCRPI Indicators and score review	District	New and Current	January
• School operations (Daily	Principals	New	November

management) ● Professional Learning Program			
● Student assessment program and data analysis	District	New and Current	June

6. Provide the name of the provider(s) of local School Governing Team training that you are considering approaching, if known.

   ● **Note that such providers can be internal or external to the school district.**

Training of the local School Governing Teams will be sought through RESA Trainers, Georgia School Boards Association (GSBA), BCSD Central Office staff, BCSD Superintendent of Schools, and providers selected from the approved vendors' list located on the Georgia Department of Education website or other who have expertise.

7. Provide the name and contact information of an employee of the charter system that will facilitate communications between the Department and the chairpersons of the Local School Governing Teams in your charter system.

   ● Dr. Noris Price, Superintendent
      ➢ 110 North ABC Street
         Milledgeville, GA 31061
         (478) 453-4176

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8. Explain how your system will transition its central office from a Compliance Culture (where success is measured by simply achieving requirements) to an Achievement Culture (where success is measured by achieving high expectations).

Although we believe that Baldwin County School System has consistently and historically supported a culture of achievement, we recognize that to move fully to an Achievement Culture status requires focused and deliberate efforts. Becoming a Charter System supports this migration by allowing the district to maximize engagement of all its constituents, offices, and resources. We believe that utilizing previously untapped perspectives of parents, community members, and staff to govern a school increases achievement for all Baldwin County students. A superintendent's council, representing all LSGTs, will be in place as another means of moving toward the achievement culture. This will connect the lines of communication between the LSGTs to the district teams which connects the local board of education to efforts at each school.

Today's world moves at a super-quick pace, regardless of the entity - life, families, education, business, etc. To continue to believe that all decision-making authority can be and should be in the hands of a few denies the reality of the multitude of obligations for which a school district is responsible. That is why school systems have found it difficult to move beyond becoming a "measurer of results" while neglecting the more important task of continuous monitoring of their strategic plans, full implementation of policies, classroom innovation, meaningful professional growth of teachers, and support of research-based improvement and adjustments to support the organization.

Guided by our charter and the utilization of waivers to strategically improve student achievement, Baldwin County Schools members are committed to infuse our system with research-based strategies, improved teaching skills, and community involvement. Baldwin County students will graduate college- and career-ready to become fully participating citizens and community members, focused on their goals, and ready to achieve their dreams.

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ASSURANCES FORM AND
SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Baldwin County School System located in Baldwin County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;

2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;

3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;

4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;

5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;

6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;

7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;

8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;

9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;

10. Shall provide state and federally mandated services for English Language Learners, as applicable;

11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

12. Shall notify the state of any intent to contract with a for-profit entity for education management services;

13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;

14. Shall comply with federal due process procedures regarding student discipline and dismissal;

15. Shall be subject to all laws relating to unlawful conduct in or near a public school;

16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;

17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;

18. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;

19. Shall remit payments to TRS on behalf of employees;

20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;

21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;

22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;

23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;

24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;

25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;

26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;

27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system; and

28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training.

29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their "on-boarding" process.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the 8th day of December, 2015.

Baldwin County School Charter
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Norris Price
Superintendent

12/8/15
Date

Gloria Wicker
Chair, Local Board of Education

12/8/15
Date

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

Norris Price
Superintendent

12/8/15
Date

Gloria Wicker
Chair, Local Board of Education

12/8/15
Date

Baldwin County School Charter
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RESOLUTION OF THE
BALDWIN COUNTY BOARD OF EDUCATION

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

WHEREAS, the mission of the Baldwin County School System is to educate students who will graduate from high school with the knowledge, skills, and values to be college and/or career ready in order to be contributing members of a global society; and
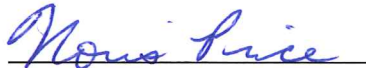
WHEREAS, the vision of the Baldwin County School System is to empower students through a positive, culturally responsive and stimulating environment where students will recognize and achieve their fullest potential; and

WHEREAS, the Baldwin County 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); and

WHEREAS, the Baldwin County School System formally and informally gathered input from members of each school community and from the greater community about the pursuit of charter system status; and

NOW THEREFORE, be it resolved by the Baldwin County Board of Education that the charter system petition, attached hereto as Exhibit "A," is approved by the Baldwin County Board of Education for submission to the State of Georgia Department of Education for consideration.
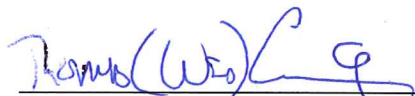
SO RESOLVED this 8th day of December, 2015.

_____
Dr. Noris Price, Superintendent

_____
Thomas (Wes) Cummings, Board Member

_____
Dr. Gloria Wicker, Board Chair

_____
John Jackson, Board Member

_____
Lynwood Chandler, Vice Chair

_____
Harold B. Simmons, Board Member

Baldwin County School Charter
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2. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.

The Baldwin County School System is in the application process to become a Charter System. In accordance with State Board requirements for the application process, the Baldwin County School System will conduct six (6) community meeting including two (2) state mandated public hearings. Parents, staff, and community members are invited to provide input into the renewal and/or ask questions during these public forums. The date, times and locations of the community forums are listed below.

1. *October 6, Community Charter System Information Meeting (BOE @ 5:30)*
2. *October 20, Community Charter System Information Meeting (BOE @ 5:30)*
3. *October 27, Community Public Hearing #1 (BOE @ 8:00 am & 5:30 pm)*
4. *November 12, Community Public Hearing #1 (Oak Hill Middle School @ 8:00 am & 5:30 pm)*

3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.

This is where you can describe the process you used to develop your Application.

Baldwin County Superintendent has held four community meetings, two public hearings, input staff meetings at all schools as well as many other workshops and events to provide all stakeholders with the charter system process and future plans. The link below will take you to Exhibit 3 an implementation timeline that breaks down the past year and a half of development and feedback opportunities.

[Implementation Timeline](#)

4. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.

***No schools in Baldwin County are in Needs Improvement Status*
Baldwin County High School/Baldwin College and Career Academy
Oak Hill Middle School
Blandy Hills Elementary School
Creekside Elementary School
Eagle Ridge Elementary School
Midway Elementary School

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5. **A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.**

   Your description will be used by the Department to provide information to the public about applicants and new charter systems.

   The mission of the Baldwin County School System is to educate students who will graduate from high school with the knowledge, skills, and values to be college and/or career ready in order to be contributing members of a global society.

   The Baldwin County School System consists of six schools and three programs: Baldwin High (9-12); Blandy Hills Elementary (K-5); Creekside Elementary (K-5); Eagle Ridge Elementary (K-5); Midway Elementary (K-5); Oak Hill Middle (6-8); Baldwin County Child & Family Development Center (Pre-K/Headstart); Georgia College Early College (7-12); and the Baldwin College and Career Academy(9-12). Starting with the 2015-16 school year Baldwin County will implement two additional partnerships as well. Foothills Education Charter High School (9-12) and Ombudsman Alternative Education Center (6-12)

   Curriculum is delivered through 21st century classrooms where instruction is based off specific student needs. At all grade levels there are high expectations and standard based instruction that is monitored by system level assessments used to constantly evaluate and adjust instruction and resources to provide every opportunity for student to not only be successful but to exceed.

   There are continuous effort to make sure that every student is being given opportunities to be successful and productive not only in school but in life. Opportunities such as Freshmen Focus, Credit Repair, Credit Recovery, weekly advisement, college visits, fifth block, and Youth Enrichment Services (YES) are available to students. Students have the opportunity to participate in the Baldwin College and Career Academy career pathways and student organizations. Baldwin County students are fortunate to have access to three higher learning institutions to

participate in dual enrollment opportunities: Georgia College and State University, Georgia Military College, and Central Georgia Technical College. The district recognized the need to have more students participate in dual enrollment.

6. **Local school governance training timeline including training topics.**

Exhibit #6

Training Topics	Presenter	New or Current Governance Members	Dates/Yearly
● Roles, relationships and responsibilities of the governance team, principal, school staff, superintendent and board of education ● Code of Ethics/Code of Conduct ● By laws	Principals	New and Current	August
● Effective governance meetings- agendas, minutes, open meeting statute, parliamentary procedure, dissemination of council actions	Contracted	New	September
● School improvement plan and system strategic plan ● Student performance data	District	New	October
● School funding and budget ● Budget development and implementation	Principals	New and Current	May
● Educational programs (local, state and federal) ● Curriculum overview ● CCRPI Indicators and score review	District	New and Current	January
● School operations (Daily management) ● Professional Learning Program	Principals	New	November
● Student assessment program and data analysis	District	New and Current	June

7. **Conflict of interest policy for local school governing teams.**

Local School Governing Teams will operate under the same policies and procedures as the local board of education when dealing with code of ethics and conflict of interest issues. A link to both policies are listed below.

Conflict of Interest-Policy BHA

Code of Ethics-Policy BH

8. **A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.**

Baldwin County Schools receive tremendous support from businesses, churches and individual volunteers that donate time and effort to help enhance the local education. The Partners In Education (PIE) program is a collective effort of the Milledgeville-Baldwin County Chamber of Commerce and local schools to match area businesses and organizations with schools for the purpose of providing extra funding and volunteer support. There are more than 130 PIE participants.

These PIEs support Baldwin County Schools and other local school systems both public and private. PIE matches each school's needs with the resources of a business, non-profit or individual in the local community. Businesses can partner with an individual school, multiple schools, or with an entire school system as a Partner At Large (PAL) advocate. Each PIE received special recognition from the school it supports each year and a sign outside each school displays its PIE partners as an additional show of appreciation. Each school hosts different activities to recognize its partners during the school year.

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Exhibit #8
List of Baldwin County Business Partners in Education

- A & U Ranch
- Adams & Jordan Attorneys
- Animal Hospital of Milledgeville
- Animal Rescue Foundation
- Applebee's
- Baldwin Bowling Center
- Baldwin Bulletin
- Baldwin County Fire Rescue
- Baldwin Sheriff Department
- BB&T
- Belk
- Bellamy Apartments
- Bodyplex
- Bojangles
- Brenda Ashley
- Bug House Pest Control
- Captain D's
- Cecila Odihe
- Cedric Davis, Attorney
- Central Georgia Technical College
- Century Bank & Trust
- Chandler Brothers Ace Hardware
- Chick-Fil-A
- Chili's Bar & Grill
- Civitan Club
- Cogentes
- Communities in Schools
- Connect Clubhouse at River Edge
- Coreda Shaw
- Cornerstone Medical Staffing
- County Line Baptist Church
- CSHLRA
- Custom Signs and Designs
- Dairy Queen
- David and CC Sinclair
- Davis Income Tax and Accounting Service
- Development Authority
- Dr. Gloria J Wicker
- Elite Gymnastics
- Exchange Bank
- Express Wash and Lube
- Family Dollar
- First Baptist Church
- First United Methodist Church
- Fowler Flemister Concrete
- Freeman's Barber and Beauty
- Fun! Faction
- Gail and Brad Oliver
- Gateway Healthcare Agency
- Gateway Properties and Restoration
- GEO
- Georgia College & State University
- Georgia Power
- Healing Hands Chiropractic
- Helms Career Institute
- Heritage Printing
- Horace Mann
- J.C. Grant
- Jack and Darcy
- Jeanie's Flower Shop
- JF Boddie Class of 1959
- Joy of Soy Candles
- Kathy Groseclose
- Kiwanis Club of Milledgeville
- Kroger
- Lieu's Peking
- Lightforce Family Chiropractic
- Longhorn Steakhouse
- Lowe's
- Lyn Chandler
- Magnolia State Bank
- Maidana Nunn
- Marco's Pizza
- McDonalds
- McDonalds Southside
- Meeks Residential Service
- Michael A. Duke, MD
- Middle Georgia Management
- Midsouth Credit Union
- Milledgeville Coca-Cola
- Milledgeville Country Club
- Need a Nerd
- Northridge Christian Church
- Oconee Family Medicine Center
- Oconee Reg. Medical Center
- Oconee Vendors
- Paul Dean
- Pickle Barrel
- Piggly Wiggly
- Rotary Club of Milledgeville
- Ryal's Bakery
- Servpro
- Simmons Lawncare & Maintenance
- Sinclair Custom Award Designs
- Sodexo(Georgia College-Food Services & Catering)
- Southside Equipment
- St. Stephens Episcopal Church
- State Farm Insurance -Kathy Rowell
- State Farm Insurance -Merritt Massey
- Straight Street Ministries
- T&S Hardwood Inc
- Tyrone Evans CPA
- T-Bones Nursery
- Tenneson Hyundai
- The Brick
- The Local Yolkal Café
- The Market Basket
- The Union-Recorder
- Three Rivers Home Health Care
- Tidal Wave
- Top Dawg Growler
- Triumph Aerostructures Vought
- Varsity Ink
- Walmart
- Walter Reynolds - Councilman District 4
- WHB Wealth Management
- Wilkinson Used Cars
- Williams Funeral Home
- Windstream
- Zaxby's
- Zschimmer and Schwartz

9. **A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.**

   Baldwin County Schools has never operated under a fiscal deficit.

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10. **Online link to the school system's most recent annual audit.**

    Annual Audit

11. **Online link to the school system's most recent accreditation report.**

    AdvancEd Executive Summary Report-Completed January 13, 2015

12. **Online link to the school system's most recent strategic plan**.

    Baldwin County Strategic Plan-Final Approval by BOE September 9, 2014

13. **Case Matrix**
    Case Matrix

14. **College and Career Pathways**
    www.careertech.org/Career-Clusters

15. **Baldwin College and Career Academy-Charter Merge Letter and MOU**
    Career Academy Merge Letter and Memorandum of Understanding

16. **Baldwin College and Career Academy-Governance Structure and Performance Targets**

    Career Academy Governance Structure and Performance Targets