

Baldwin County Schools



Charter System Renewal Application

Baldwin County Charter System Renewal Application

Charter System Information			
1. Full Name of Charter System Baldwin County School District		2. How many schools in total are included in your charter system (including college and career academies)? 7	
3. How many of each of the following schools will be included in your charter system? Primary School(s) 2 Elementary School(s) 2 Middle School(s) 1 High School(s) 1 College and Career Academy(ies) 1			
4. Charter System Street Address 110 North ABC Street Milledgeville, Georgia 31061	5. City Milledgeville	6. State Georgia	7. Zip 31061
8. Contact Person Dr. Noris Price		9. Title Superintendent	
10. Contact Street Address 110 North ABC Street	11. City Milledgeville	12. State Georgia	13. Zip 31061
14. Contact's Telephone Number 478-457-3303	15. Contact's Fax Number 478-457-3327	16. Contact's E-mail Address noris.price@baldwin.k12.ga.us	

Questions

A. Essential or Innovative Features Implementation

1. What is the status of the implementation of each Essential or Innovative Feature included in your charter system contract?

The Baldwin County Charter System Contract's Essential Innovations are: Strategic Planning, STEM (Science, Technology, Engineering, Arts, and Mathematics), College and Career Academy, Montessori, 1:1 technology, and Foothills. The response to this question outlines the innovation development and strategies for sustaining the innovations. In addition, the innovations are part of the district's strategic plan.

During 2016-2017, the Baldwin County School District (BCSD) received a grant through the College and Career Academy initiative and the financial investment made by The Development Authority of the City of Milledgeville and Baldwin County, as supported by the Ford Next Generation Learning (FNGL), to guide the strategic plan development process. The framework of the Ford NGL methodology evaluated essential practices within three researched-based strands: Using this framework, the district leadership began the process in September 2017 by creating an Executive Strategic Planning Stakeholder Committee of current leaders from business and industry, higher education, civic groups, school district-level administrators, and FNGL facilitators. In addition, from September 2017 to May 2018, the team conducted numerous planning sessions, community forums, work sessions, and discussions through Local School Governance Teams (LSGT). As a result of the effective collaborative process, three focus areas were identified: student achievement, school and community partnerships, and recruitment and retention of high performing staff. Within each area, the sub-committees developed specific goals, strategies, measurements, and timelines to drive the future decisions of the school board and the actions of the

Baldwin County Charter System Renewal Application

school district. In addition, the Strategic Planning Team updated the mission, vision, and beliefs statements to focus and communicate the direction and actions of the school district. In addition, the Strategic Planning Team updated the mission, vision, and beliefs statements to focus and communicate the direction and actions of the school district. We believe this new five-year strategic plan, beginning in FY 2019, captures the community and school district's diverse stakeholder groups' perspectives by translating them into targeted focus areas for continuous school improvement.

The Baldwin County School District has implemented innovative instructional delivery models since becoming a charter such as STEAM (Science, Technology, Engineering, Arts, and Mathematics). The purpose of using the STEAM methodology is to provide learning opportunities for students to apply prior knowledge and problem-solving skills. Immersion in STEAM principles will enable students entering high school to use evaluation skills at a much higher level than our students currently possess. In 2015, STEAM Ahead!, supported by the partnership between Baldwin County School District and Georgia College, took an inquiry-based approach to integrate Science, Technology, Engineering, the Arts, and Mathematics into the state-mandated curriculum through real-world explorations. The collaboration among middle-grade faculty at Georgia College Early College, Oak Hill Middle School, Georgia College, and community experts focused on designing and presenting STEAM projects that develop design thinking, deepen content understanding, and support student goal setting toward STEM career and college readiness.

Baldwin County School District has been working with Middle Georgia RESA to begin the STEAM certification process for all schools. Monthly district and school administrative team meetings were held to discuss the district plan, gather data, recruit teachers to obtain a STEM endorsement, and provide a STEAM faculty kick-off at each school. Fourteen (14) teachers and administrators have

Baldwin County Charter System Renewal Application

received the STEM endorsement, and (5) teachers are almost near completion. Additionally, the Board of Education approved using our Charter funding to hire a STEAM teacher at each elementary school.

The Baldwin College and Career Academy offers career pathways that will lead students to high school graduation and college and career options. Through a partnership with Ford Next Generation Learning (NGL), Baldwin County School District (BCSD) pursued a strategic plan focused on developing a wall-to-wall career academy modeled after the Academies of Nashville. This approach began the transition from a school within a school model College and Career Academy to the entire high school, becoming a wall-to-wall college and career academy. Ford NGL collaborated with BCSD to form stakeholder teams to develop the new plan focused on tailoring the Baldwin High School College & Career Academy academic experience to meet the local, regional, and state workforce's needs.

The Baldwin County School District has partnered with Foothills Education Charter High School by providing a Milledgeville site on the Baldwin High School Campus. This site provides self-paced courses allowing students time flexibility and eliminating many course completion barriers. Foothills Education Charter High School serves students who have dropped out or are not successful in the traditional high school. All classes are provided in the evening tuition-free to full-time students enabling students to work during the day and attend school at night. Our goal is for these students to graduate and be successful in the workforce, college, or the military.

The Ombudsman Alternative Education Program has been brought in-house for the 2020-2021 school year, and the name has been changed to Baldwin Success Academy (BSA). The Baldwin Success Academy serves students in grades 6-12 through a web-based learning platform. The mission and vision of the Baldwin Success Academy focus on college and career readiness, readiness to compete in a global society, and reaching their maximum potential for lifelong success.

Baldwin County Charter System Renewal Application

The Baldwin County School District has developed and implemented a strategic plan to enhance instructional technology that supports classroom instruction and build the infrastructure foundations required to create 21st-century learning environments and prepare our students to be globally competitive. Implementation of information technology and data systems support the increased use of digital tools and support the learning environments at each school. Rigorous and engaging curricular resources have been placed in the hands of students that align with the use of digital tools and support the development of personalized learning environments and enable on-demand access for students and parents to all digital tools. The Board of Education has made a significant investment in technology, and as a result, we are now a 1:1 school district.

Baldwin County School District has utilized flexibility provided by the Charter by serving students based on need rather than a state-required label of (Early Intervention Program, Gifted, Remedial Education, etc.). As a result, we have been able to serve more children. Specific Criteria have been used to identify students for these programs, but the flexibility allows teachers to serve students based on their performance and not labels or criteria set by the state.

2. For those Essential or Innovative Features that are not on schedule, what are next steps?

In partnership with the Center for the Advancement and Study of International Education, the Baldwin County School District is exploring the implementation of the IB (International Baccalaureate) Diploma Program, which complements the transition to a wall-to-wall College and Career Academy. In addition to the IB Diploma Program, Baldwin High School is currently researching opportunities associated with the IB Career-related Program (CP), which focuses on rigorous academics and the completion of a career pathway. Components of the CP program's personal and professional courses enhance our existing academy model by focusing on real-world connections to course standards.

Baldwin County Charter System Renewal Application

3. Are there any Essential or Innovative Features that should be deleted or added to your new charter system contract (including any college and career academies)?

The Schoolwide Enrichment Model (SEM) has been incorporated to increase higher-order thinking skills and project-based learning at elementary and middle school levels as part of our STEAM Initiative. It no longer needs to be a goal.

One of the most innovative programs offered in the Baldwin County School District is the Montessori Academy at the Early Learning Center in partnership with Georgia College. In its third year of operation, the Montessori Academy has achieved some incredible success. The Montessori Academy is home to students from as young as 6-weeks to 5-years old. It incorporates such strategies as mixed-aged classrooms, self-paced, and self-interest lessons that the students choose.

The Montessori Method of education, developed by Maria Montessori, is a child-centered educational approach based on children's scientific observations from birth to adulthood and has been used for over 100 years in many parts of the world. The Montessori method views the child as naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning environment. It attempts to develop children physically, socially, emotionally, and cognitively. Given the program's incredible success, the Montessori Academy expanded in the 2018-2019 school year to the primary schools with K-2 classes. For the 2021-2022 school year. The district will expand the Montessori Academy to the third-grade with the goal to add a grade level each year through the 8th Grade.

Baldwin County Charter System Renewal Application

B. Academic Accountability

1. How have your schools done on meeting the academic targets in your charter system contract? (back to the annual report, 2019 and add information and summarize there).

- **BCSD Overall CCRPI Score: 2018 - 59.6/2019 - 69.7 which is an increase of 10 percentage points**
- **Two schools Beat the Odds**
- **Graduation Rate**

	2014	2015	2016	2017	2018	2019
Georgia	72.6%	78.8%	79.4%	80.6%	81.6%	82.02%
Baldwin High School	66.6%	79.8%	86.1%	88.8%	92.34%	91.5%

- **Academic Achievement**

High School CCRPI Components Scores 2018/2019

Components	2018	2019
Content Mastery	42.8	58.0
Progress	77.8	99.9
Achievement/Closing Gaps	0.0	100.0
Readiness	66.2	70.7
Graduation Rate	91.5	91.5
Overall CCRPI Score	59.8	81.7

Baldwin County Charter System Renewal Application

Middle School CCRPI Components Scores 2018/2019

Components	2018	2019
Content Mastery	41.2	42.4
Progress	75.1	80.4
Achievement/Closing Gaps	58.3	63.5
Readiness	69.8	71.3
Overall CCRPI Score	61.3	64.3

Elementary School CCRPI Components Scores 2018/2019

Components	2018	2019
Content Mastery	44.0	44.3
Progress	76.3	78.7
Achievement/Closing Gaps	28.6	71.4
Readiness	69.8	71.3
Overall CCRPI Score	58.7	66.3

2. What steps have you taken on an annual basis at schools that did not meet their academic targets?

Every spring, schools are required to complete an annual comprehensive needs assessment. The annual process includes an in-depth examination of student achievement data, perception data from stakeholder surveys, professional learning needs, teacher recruitment, retention data, class size data, TKES data, and stakeholders' input. Additionally, an audit is conducted to determine the viability of the

Baldwin County Charter System Renewal Application

curriculum. Once the needs assessment is complete, the School Improvement Leadership Teams, Local School Governance Teams, district instructional leadership, and RESA support staff develop a School Improvement Plan (SIP) upon the identified needs. School Improvement Leadership Teams conduct bi-monthly meetings to monitor the implementation of the instructional practices and resources identified to increase student achievement and make revisions as needed. Each school is involved in district-led impact checks where school leadership teams present progress on their school improvement plans. The Local School Governance Teams are also responsible for monitoring the implementation of the School Improvement Plan. Every elementary school has an instructional coach. The middle and high school share two coaches due to a more extensive staff and student population supporting the instructional program. The district has employed behavioral specialists and behavioral interventionists to address and help any behavioral challenges that impede our students' academic success.

3. What will you be doing for schools that fail to meet their academic targets in the future?

Baldwin County School District instructional leaders support schools that fail to meet their academic targets by ensuring that students have equitable access to a robust and viable curriculum as well as targeted interventions; teachers have the targeted professional development, tools, and resources to deliver effective instruction; and administrators are equipped to lead and monitor the systems and processes for sustained improvement in student outcomes.

Baldwin County School District offers supplemental curriculum resources for students who need additional academic support through our afterschool programs, Saturday academy, and summer school. The learning opportunities are facilitated by content and instructional specialists and individualized for each student. During the summer, Baldwin County School District will continue to offer students in grades K-5 the innovative STEAM (Science, Technology, Engineering, Arts and Mathematics) summer

curriculum designed to keep our students engaged and academically challenged while school is out for summer.

C. Local Schools Governance implementation

1. What are the main successes of your implementation of Local School Governance? (full functioning when school closed).

The main successes of our implementation of Local School Governance include but are not limited to a diverse representation of our school community; participation in the strategic planning process; administrative transparency; internal and external relationship building; innovative ideas; and a broader stakeholder perspective (i.e., business/industry partners) on what parents and the community expects. Regular Local School Governance Team (LSGT) meetings provide space and time for proactive communication and monitoring with internal school staff, parents, and community members regarding progress on the strategic planning goals related to academic performance and college and career readiness for all students. Some specific highlights of the Local School Governance implementation include the following:

- Increased stakeholder participation in the hiring process through involvement as interview team members.
- Planning and implementation feedback for Baldwin High school College and Career Academy.
- Planning and implementing a history of the Old Testament course.
- Increase parent involvement and enthusiasm.
- Input received when making critical decisions that affect our students, families, and community.

Baldwin County Charter System Renewal Application

- Guidance for CCA initial certification and certification renewal.
- Implementation of additional security measures.
- Input in the development of the academic calendar.
- Increased understanding of the strategic plan and school improvement process.
- Increased stakeholder participation in school activities.

We are committed to refining and improving the Local School Governance concept to strengthen, provide, and promote our students' very best academic opportunities.

2. What barriers had to be overcome to implement Local School Governance?

The implementation of the Local School Governance concept can be an arduous and tedious undertaking without clear and frequent communication through the entire process from beginning to end. Barriers that the BCSD had to overcome in order to successfully implement Local School Governance included but are not limited to a status quo culture; fear of losing control; a clear understanding of roles and responsibilities; acquiring members who were truly dedicated to student success; misconception of team members roles; time constraints; resistance to change; lack of training; and lack of parent and community involvement.

As a result of governance training, leadership development, and dedication to the Local School Governance implementation, the BCSD is stronger and more capable of providing both relevant and rigorous learning opportunities for all students. Our district and Local School Governance Teams were engaged in a district reopening of the school task force to ensure the proper safety response to the COVID-19 pandemic resulting in maximum safety for all staff and students. From the very beginning of

Baldwin County Charter System Renewal Application

the COVID-19 pandemic crisis, these dedicated governance team members played a vital collaborative role in developing a plan to reopen schools for the 2020–2021 school year safely.

3. What remains to be done to fully implement Local School Governance with fidelity?

Full implementation of Local School Governance requires a commitment to continual growth and improvement through governance training. Through more training opportunities, team participation and engagement become more meaningful and impactful when the team goals are more focused on the strategic goals embedded in the BCSD strategic plan. Our local school leaders are committed to recruiting and collaborating with local business and industry leaders to continually assess ways to enrich and improve the BCSD's role in preparing students for post-secondary success in college, the workforce, and the military.

Our school and district level leaders will continue to engage the LSGT to create more robust and innovative methods to serve our students and enhance workforce development within our business and industry community. We will continue to recruit business members to support ongoing College and Career Academy (CCA) efforts. Finally, our leaders have fine-tuned and made an intentional effort to fully implement Local School Governance with fidelity with a refined focus on full implementation, continuous training, and continual school improvement.

D. Charter Supplement Uses

1. For what did the system use its annual charter system supplemental funds that were included in your QBE funding?

The charter system supplemental funds were used to expand our fine arts program. We added an elementary band program and a dance program at the middle and high schools. We also used the funds to

Baldwin County Charter System Renewal Application

hire STEAM teachers at the elementary schools and provide a summer enrichment program for students in grades K-5.

2. Will any changes be made in the future to how the supplemental funds are used?

We plan to continue to fund the initiatives mentioned in question D1 as well as support the implementation of the International Baccalaureate (IB) and Montessori Programs.

School Level Governance Decision-Making Matrix

<i>System Name: Baldwin County</i>	<i>Minimum LSGT Authority</i>	<i>How and When Minimum Authority will be Implemented</i>	<i>Additional LSGT Authority*</i>	<i>How and When Additional Authority will be Implemented</i>
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	In conjunction with the superintendent, LSGT has developed the process for principal and school leader selection. LSGT members has received training in the process and have taken part in the interview and selection process of principal vacancies. FY2016	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. FY2016
Financial Decisions and	LSGTs shall have input into the final	LSGTs is informed by the Principal as	Examples include: School budget	LSGTs examines School

Baldwin County Charter System Renewal Application

<p>Resource Allocation</p>	<p>recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs.</p>	<p>to the amount of funding available to the school and allocation parameters. LSGT makes the final recommendation for LBOE approval of the local school budget. The Superintendent meets with LSGT members twice annually to discuss funding status, availability and related issues. LSGTs will also approve school fundraising activities subject to LBOE guidelines. FY17</p>	<p>approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget.</p>	<p>Improvement Plans/Department Improvement Plans to 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 looks for ways to better align resources and goals. LSGT recommendations are shared with the Superintendent. FY2016</p>
<p>Curriculum and Instruction</p>	<p>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.</p>	<p>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 FY18</p>	<p>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</p>	<p>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 continue to be implemented in May FY2022</p>

Baldwin County Charter System Renewal Application

			acceleration/remediation.	
Establishing and monitoring the achievement of school improvement goals	LSGT's 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. LSGT's will review their School Improvement Plan and provide oversight in the implementation. Superintendent's office will be in charge of training of LSGT's 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	LSGT's 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 FY17 and will begin approving the SIP in the Spring of FY2017
School Operations	LSGT's shall have input into school operations that are consistent with school improvement and charter goals	LSGT's will be advised of daily operations and will make recommendations to improve processes. The Superintendent will approve and assist LSGT's with requests for	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent	Beginning in FY19, LSGT's assisted 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

Baldwin County Charter System Renewal Application

		changes to school operations. June FY2017	involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	discussion, surveys and meetings on issues related to the system as a whole. LSGTs will present their five-year facilities plans to the Superintendent
--	--	---	---	--

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 Renewal 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 District 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;
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; and
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 Renewal Application, Assurances Form, and attached Exhibits were approved by the Baldwin County Board of Education on the 9th day of February, 2021.

Wesley
Chair, Local Board of Education

2/9/2021
Date

Monica Pucci
Superintendent, Local Board of Education

2/9/2021
Date

If a Charter is granted, Petitioners assure that the charter system's 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.

Wesley
Chair, Local Board of Education

2/9/2021
Date

Monica Pucci
Superintendent, Local Board of Education

2/9/2021
Date

BALDWIN COUNTY BOARD OF EDUCATION

RESOLUTION

WHEREAS, the Baldwin County Board of Education is the governing body of the Baldwin County School District.

WHEREAS, the Baldwin County Board of Education entered into a contract with the State Board of Education on or about July 1, 2016 for the operation of Baldwin County School District as a Charter System;

WHEREAS, the Baldwin County Board of Education recognizes the positive impact charter system status has had on increasing community engagement, student achievement, and flexibility throughout the Baldwin County School District;

WHEREAS, the Baldwin County Board of Education seeks to renew its charter system contract;

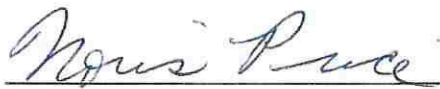
NOW, THEREFORE, BE IT RESOLVED that the Baldwin County Board of Education authorizes the renewal of its charter contract with the State Board of Education and hereby submits the renewal petition and this Resolution to the State Board of Education for final approval.

Adopted this the 9th day of February 2021.

BALDWIN COUNTY BOARD OF EDUCATION



Board Chairperson



Superintendent

CHARTER CONTRACT FOR BALDWIN COUNTY SCHOOLS

This Charter for Baldwin County Schools (“Charter”) is entered into by the Baldwin County Board of Education (“Local Board”) and the State Board of Education (“State Board”) (collectively referred to as “the parties”).

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. § 20-2-2060 et seq., the Charter Schools Act of 1998 (“Charter Schools Act”);

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. § 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. § 20-2-2062 (“Charter System”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act (ESSA).
 - b. College and Career Academy: A specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance workforce development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.
 - c. College and CareerReady Performance Index (CCRPI): A comprehensive school improvement, accountability, and communication platform for all educational stakeholders

that will promote college and career readiness for all Georgia public school students.

- d. Georgia Department of Education (GaDOE or Department): The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - f. State Board of Education (SBOE or State Board): The State Board of Education is the constitutional authority which defines education policy for public K – 12 education agencies in Georgia.
 - g. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 20121 and expiring on June 30, 2026.
 3. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System under this Charter.
 4. Charter System Schools.
 - a. Except as expressly indicated herein, all schools with a CCRPI designation, including new schools opening during the term of this charter, within the approved Charter System shall be Charter System Schools.
 - b. The Charter System shall notify the Department of any new Charter System Schools prior to obtaining a School Code.
 - c. Locally-approved start-up charter schools, conversion charter schools with separate charters and schools with admissions criteria, including but not limited to alternative education centers and magnet schools, shall be excluded from the Charter System.
 - d. The following schools are not part of the Charter System: NA.

- e. Any College and Career Academy (“CCA”) opened by or any existing CCA included in the Charter System under the terms of this Charter must meet the definition of a College and Career Academy as defined in Section 1 above, the Charter System must notify the Department’s District Flexibility and Charter Schools Division and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:
1. Provide proof that the CCA governing board will continue to serve as the Local School Governance Team (LSGT) for the CCA;
 2. If an existing CCA is included in the Charter System, then the current CCA’s governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
 3. Provide a signed Georgia College and Career Academy Partners Roles and Responsibilities Chart and, if preferred, an optional Memorandum of Understanding (MOU) between the College and Career Academy governing board, the charter system, and the CCA’s higher education and business partners, that provides the following:
 - Description of the CCA’s independence;
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall, in partnership with the District, exercise substantive control over and decision-making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations; and
 - Description of any services and supports to be provided to the CCA by the local district.
 4. The district’s charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.
5. Mission Statement. The mission of the Baldwin County School District, in collaboration with families and community, is to educate students who will graduate college and career ready and become contributing members of our local and global communities.

6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations: STEAM, College and Career Academies, Montessori Academy, Virtual School, Summer Enrichment Program, International Baccalaureate Program, and Performance Learning Center.
7. Maximum Flexibility Allowed by Law. In exchange for the Charter System's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the State Board shall grant the maximum flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education ("Department"). Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
8. Accreditation. The district's accreditation pursuant to O.C.G.A. Section 20-3-519(6.1)(A) shall be maintained for the duration of the charter term.
9. Performance-Based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in Appendix A attached to this Charter.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the organizational goals and measurable objectives that are designed to result in improvement of organizational efficiency and school-level governance as set forth in Appendix A attached to this Charter.
11. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, each Charter System School 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 § 20-14-49, O.C.G.A. § 20-2-73, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives. The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.

12. Annual Report. The Charter System shall submit an annual report by November 1 of each year to the Georgia Department of Education that complies with all requirements set forth in O.C.G.A. § 20-2-2067.1(c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 9 above and all state-mandated assessment and accountability scores from the previous year.

13. Open Enrollment and Admissions. The Charter System shall enroll students in its Charter System Schools per the terms of this Charter and in accordance with State Board rules. Each Charter System School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone for the Baldwin County School System. The attendance zone for each Charter System School shall be determined by the Baldwin County School System.

 - b. Admissions. Charter System Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. Charter System Schools may use applications for the purpose of verifying students' residence within the Charter System School's attendance zone. Charter System Schools may gather supplemental information from students after enrollment is determined.

 - c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the Charter System School, the Charter System School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process. Charter System Schools shall not conduct more than one lottery per grade per admissions cycle.

14. Withdrawal Without Penalty. The Charter System and each Charter System School shall comply with the provisions of O.C.G.A. § 20-2-2066(d).

15. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter System and each Charter System School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and

the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.

- b. English Language Learners. The Charter System and each Charter System School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
- c. Supplemental Education. The Charter System and each Charter System School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
- d. Remediation. The Charter System and each Charter System School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.

16. Governance Structure.

- a. Governing Body. Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school-level decision making. The Governing Councils shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix attached to this charter, the Governing Councils shall be designated as the School Governance Teams (SGTs).
- b. School-Level Governance. The Governing Councils shall maximize school-level governance, which is defined as 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.
- c. Control and Management by Local Board. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.
- d. Function. It shall be the function of the Governing Councils to maximize school-level governance, uphold the Charter System's mission and vision, set policy for each Charter System School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Sections 9 and 10 are met.

- e. Decision-Making Authority. The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School, and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.
- f. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.
- g. Public Meetings. The Governing Councils are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School.
- h. Public Records. The Governing Councils are subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall maintain their adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.
- i. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.
- j. Public Status. The Local Board assures that each Charter System 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 Charter System Schools shall not be home based.
- k. Governance Council Compensation. The Charter System shall not compensate Governance Council members in excess of reasonable expenses incurred in connection with actual attendance at council meetings or with performance of duties associated therewith.

17. Fiscal Control.

- a. Annual Audit. The Charter System shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts or an independent CPA licensed in Georgia as required by law.
 - b. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
 - c. Charter School Program Grant Funds Eligibility. 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.
 - d. Insurance. Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. Prior to execution of this Charter, the Charter System shall secure adequate insurance coverage and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
 - e. Responsibility for Debts. The Charter System is solely responsible for all debts incurred by the Charter System and its governing body. Except as agreed hereto, the State Board shall not be contractually bound to the Charter System or to any third party with whom the Charter System has a contract or from whom the Charter System has purchased goods or services.
18. Compliance with Other Laws, Rules, and Regulations. The Charter System and each Charter System 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 by way of example and not by way of limitation.
- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes 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.
 - b. Asbestos Remediation. The Charter System and each Charter System School shall

comply with the terms of any applicable asbestos remediation plan.

- c. Unlawful Conduct. The Charter System and each Charter System School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.
- g. Reporting Requirements. The Charter System and each Charter System 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.
- h. Tuition. The Charter System and each Charter System 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.
- i. Brief Period of Quiet Reflection. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
- j. Individual Graduation Plans. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
- k. Family Educational Rights and Privacy Act. The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.

- l. QBE Formula Earnings. The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
 - m. Funding. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.
19. Compliance with Rules, Practices, Policies, and Procedures of the Department. The Charter System shall operate in accordance with the rules, practices, policies, and procedures established by the Department under the authority granted by O.C.G.A. § 20-2-2063 *et seq.*
20. Employment Matters. Employees at each Charter System School shall not be considered employees of the State Board or Department.
- a. Background Checks. Each Charter System School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter System School.
 - b. Teachers Retirement System. All teachers at each Charter System School shall be members of the Georgia Teachers Retirement System (TRS) and subject to its requirements unless otherwise provided by law.
21. 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 Charter System School.
22. Facilities.
- a. Should the Charter System choose to participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet with all applicable Law, Rules, and Regulations.
 - a. Should the Charter System choose to not participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet the following requirements:
 - i. Approval of Site and/or Facility. The Charter System shall obtain proper approval for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation.

The Charter System shall contact the Georgia Department of Education's Facilities Services Division regarding the following:

1. Site Approval. No less than nine (9) months prior to proposed occupation, the Charter System shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter System will be issued a site code. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence, nor allow student occupation prior to site approval.
 2. Architectural Review. The Charter System shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter System during the charter term. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence nor allow student occupation prior to architectural review.
 3. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter System shall properly obtain a school code prior to occupancy of the site and/or facility.
- ii. Prior to the beginning of the charter term, the Charter System shall obtain documentation from the Facilities Services Unit that the Department is in possession of the following documents for each Charter System School:
1. Documentation of Ownership or Lease Agreement. The Charter System shall obtain documentation of ownership or the lease agreement for each Charter System School.
 2. Certificate of Occupancy. The Charter System shall obtain a Certificate of Occupancy for each Charter System School.
 3. Emergency Safety Plan. The Charter System 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 for each Charter System School.
- c. The Charter System further agrees that the list of requirements with regard to Facilities contained herein may not be exhaustive to the extent that they impact student health and safety and therefore the Charter System should approach the

Facilities Services Unit prior to committing to any certificate of lease or ownership, allowing any construction to commence or allowing student occupation of a facility.

23. Grant Programs. To the extent that the Charter System wishes to participate in a state or federal grant program, the Charter System hereby acknowledges that the requirements of the grant program may not be waivable.
24. Transportation. The Charter System and each Charter System School shall comply with all applicable laws governing transportation of students.
25. Food Services. The Charter System and each Charter System School shall comply with all applicable laws governing food service for students.
26. Agreements with Local Board. This Charter shall not preclude any Charter System School from entering into an agreement with the Local Board, provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
27. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree 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.
 - b. Requests for Termination. The termination of this Charter may be requested by any School Governing Council following the procedures set forth in O.C.G.A. § 20-2-2068 (b) and the accompanying State Board Rule.
 - c. Termination Grounds. In accordance with Sections 27(a) and (b), the State Board may terminate this Charter based on any of the following grounds:
 - i. The Charter System's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - ii. The Charter System's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iii. The Charter System's failure to meet generally accepted standards of fiscal management;

- iv. The Charter System's violation of applicable federal, state, or local laws, or court orders;
- v. The Charter System's failure to comply with any provision of O.C.G.A. § 20-2-2065;
- vi. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or
- vii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination.

28. Suspension.

- a. Pre-Opening Suspension. In the event the Charter System fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of any Charter System School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.
- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

29. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
- b. Non-Renewal. Any grounds for termination stated in Section 27(c) above may also be grounds for non- renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a Charter System School has not sufficiently increased student achievement or is no longer in the public interest.

- c. Probationary Term. In the event the State Board determines that the Charter System has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.
30. Interventions and Sanctions. In accordance with O.C.G.A. § 20-14-41 and O.C.G.A. § 20-14-45 through § 20-14-49, the State Board shall impose one or more of the following interventions or sanctions for the Charter System and Charter System Schools that receive an unacceptable rating on student achievement, achievement gap closure, student progress, or any combination thereof:
- a. Issue public notice of the deficiency to the Local Board;
 - b. Order a hearing to be conducted at the Charter System School by the Local Board with the participation of the Governing Council for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the Governor’s Office of Student Achievement, and the interventions that may be imposed under the Code sections if the performance does not improve within a designated period of time, and for the purpose of soliciting public comment on the initial steps being taken to improve performance;
 - c. Order the preparation of an intensive school improvement plan that addresses each academic excellence indicator for which the Charter System School’s performance is unacceptable, the submission of the plan to the State Board for approval, and implementation of the plan;
 - d. Appoint a third-party specialist to conduct a comprehensive on-site evaluation of each low-performing Charter System School and, in cooperation with a turnaround coach and a regional educational service agency, recommend appropriate actions and assist in the development and monitor the implementation of an intensive school improvement plan focused on student achievement;
 - e. Conduct individual assessments of students identified as low-performing and provide them with various services and supports as needed, and screen all students to diagnose factors for low performance;
 - f. Create local collaborations to identify state and community resources that are available or that could be built upon, reallocated, or repurposed to address personal and community conditions impacting a Charter System School’s performance;
 - g. Appoint a school master or management team to oversee and direct the duties of the principal of a Charter System School that has received an unacceptable rating for two consecutive years or more;
 - h. For a Charter System School that has received an unacceptable rating for three consecutive years or more after implementing an intensive school improvement plan and upon consultation with the Local Board (after an opportunity for a hearing):

- i. Remove school personnel;
- ii. Allow for the implementation of a state charter school or a special school, as defined in O.C.G.A. § 20-2-2062;
- iii. Mandate the complete reconstitution of the school;
- iv. Mandate that parents have the option to relocate their students to another public school chosen by the parents within the district;
- v. Mandate the operation of the school by a private nonprofit third-party operator selected and contracted by the Local Board;
- vi. Mandate the operation of the school by a successful school system and pursuant to funding criteria established by the State Board;
- vii. Continue the implementation of the school's intensive student achievement improvement plan; or
- viii. Mandate a complete restructuring of the school's governance arrangement and internal organization; or
- ix. Any other interventions or requirements deemed appropriate for the school by the Chief Turnaround Officer and the State Board; or
- i. For a Charter System School that has received an unacceptable rating for two consecutive years or more, upon consultation with the Local Board, in accordance with State Board rules, and in addition to any other interventions imposed, the State Board shall mandate public school choice, specified maximum class sizes, and site-based expenditure controls.

31. Temporary Extension. At the discretion of the Department and the local Superintendent, a Charter System may be extended for a grace period not exceeding sixty (60) days.
32. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.
33. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.
34. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.

35. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
36. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
37. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
38. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
39. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
41. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

Chairperson, STATE BOARD OF EDUCATION (Date)

Chairperson, BALDWIN COUNTY BOARD OF EDUCATION (Date)

Superintendent, BALDWIN COUNTY SCHOOLS (Date)

Appendices to Charter for Baldwin County Schools

Appendix A

The State Board shall hold the Charter System accountable for the full performance of each of the academic goals listed below.

Goal 1: During each year of its first five-year charter term, each Charter System School shall “beat the odds” as determined by a formula measuring expected CCRPI without Challenge points. If less than all of the Charter System Schools beat the odds in the first year of the charter contract, the Charter System shall increase the number of Charter System Schools beating the odds each year so that all Charter System Schools will beat the odds in the fourth year of the charter contract.

- Schools that Beat the Odds are those with a higher CCRPI (without Challenge points) than similar schools serving similar students in Georgia.
- The Beating the Odds analysis predicts a range within which each school’s CCRPI is statistically expected to fall – given the school’s size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility.
- If an individual school’s actual CCRPI is above the predicted range, then that school Beat the Odds.
- An annual unique cross-sectional dataset is created using information from the College and Career Ready Performance Index (CCRPI), the Governor’s Office of Student Achievement’s Report Card, and the Georgia Department of Education’s Student Record. *Beating the Odds* uses the CCRPI Single Score without Challenge points. Note that the factors may change during the charter term.

Goal 2: The Charter System will demonstrate proficiency and/or improvement on the CCRPI Single Score without Challenge Points.

1. Measure 1: Year 1 of the charter term will establish a CCRPI baseline. The Charter System’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.
2. Measure 2: If Charter System’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.

3. Measure 3: In Years 3-5 of the charter term, the Charter System's CCRPI score shall be better than the State.

The State Board shall hold the Charter System accountable for the full performance of each of the operational goals listed below.

Goal 3: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 4: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 5: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the school year.

Measure 3: All School Governing Teams will have representation from a variety of stakeholders, such as teachers, parents and community leaders.

Measure 4: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

Appendix B: School-Level Governance Decision-Making Matrix