

CHARTER FOR FLOYD COUNTY SCHOOLS

This Charter for Floyd County Schools (“Charter”) is entered into by the Floyd 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. 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, 2010, and expiring on June 30, 2015.
2. 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 (“System Charter Schools”) under this Charter.
3. System Charter Schools. The Charter System shall consist of the following schools:
 - a. Alto Park Elementary
 - b. Armuchee Elementary School
 - c. Armuchee Middle School
 - d. Armuchee High School
 - e. Cave Spring Elementary
 - f. Coosa Middle School
 - g. Coosa High School
 - h. Floyd County College and Career Academy
 - i. Garden Lakes Elementary
 - j. Glenwood Primary
 - k. Johnson Elementary
 - l. McHenry Primary
 - m. Midway Primary
 - n. Model Elementary
 - o. Model Middle School

- p. Model High School
 - q. Pepperell Primary
 - r. Pepperell Elementary
 - s. Pepperell Middle
 - t. Pepperell High School
4. Mission Statement. The Charter System mission is to provide a quality education for a quality life.
 5. Essential Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:
 - a. Modified calendar designed for remediation and to accelerate learning by creating additional instructional time for students;
 - b. High school scheduling designed under a hybrid block model that allows the use of a variety of scheduling options to accommodate specific needs of students;
 - c. Restructuring of the high school science curriculum to develop a Physics First program for all 9th grade students;
 - d. LINKS classes in grades K-8 as an alternative to retention designed to fill in learning gaps of students who have mastered some, but not all, skills needed to advance to the next grade;
 - e. Freshman academies as a school within a school concept designed to assist with transition from middle school to high school;
 - f. Staffing decisions (i.e., interview, selection, and utilization of staff);
 - g. Increased effectiveness in the use of community partnerships (i.e., school governance teams, and school-based/community services);
 - h. Resource management (i.e., using school governance teams to set budget priorities);
 - i. Use of facilities (i.e., capital improvement review); and,
 - j. Promoting school mission, vision, and brand throughout the community.
 6. Broad 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 7 below, the State Board shall grant the broad 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 broad 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 broad flexibility, the Charter System and each System Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 15 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
 7. Performance-based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 6 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 the Appendix attached to this Charter.

8. Assessment and Accountability. Notwithstanding Sections 6 and 7 above, each System Charter 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 § 20-14-41. The System Charter Schools further are subject to all federal accountability requirements under No Child Left Behind.
9. Annual Report. The Charter System shall submit an annual report by October 1 of each year following the first year of operation 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 7 above and all state-mandated assessment and accountability scores from the previous year.
10. Open Enrollment and Admissions. The Charter System shall enroll students in its System Charter Schools per the terms of this Charter and in accordance with State Board rules. Each System Charter 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. The attendance zone for each System Charter Schools shall be the existing attendance zones determined by the Floyd County School System.
 - b. Admissions. System Charter Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school. System Charter Schools may use applications for the purpose of verifying students' residence within the System Charter School's attendance zone. System Charter 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 System Charter School, the System Charter School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process.
11. Withdrawal without Penalty. The Charter System and each System Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students.
12. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter System and each System Charter 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.

- b. English Language Learners. The Charter System and each System Charter 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 System Charter School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and No Child Left Behind.
- d. Remediation. The Charter System and each System Charter School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and No Child Left Behind.

13. Governance Structure.

- a. Governing Body. Each System Charter 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 Council shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix attached to this charter, the Governing Council shall be designated as the Local School Governance Team (LSGT).
- b. School Level Governance. The Governing Council 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 System Charter School shall be subject to the control and management of the Local Board.
- d. Function. It shall be the function of the Governing Council to maximize school level governance, uphold the Charter System’s mission and vision, set policy for the System Charter School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Section 7 are met.
- e. Public Meetings. The Governing Council is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.* The Governing Council shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the System Charter School.
- f. Public Records. The Governing Council is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.* The Governing Council shall maintain its adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.

- g. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Council and System Charter School employees shall abide by such conflicts of interest policy.
- h. Public Status. The Local Board assures that each System Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the System Charter Schools shall not be home based.

14. Fiscal Control.

- a. Annual Audit. The Charter System and each System Charter School shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts as required by law.
- b. Federal Monitoring Requirements. Each System Charter 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.

15. Compliance with Other Laws, Rules, and Regulations. The Charter System and each System Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed 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 System Charter 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. Unlawful Conduct. The Charter System and each System Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
- c. Student Conduct and Discipline. The Charter System and each System Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.

- d. State Board Rules. The Charter System and each System Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 6 above.
 - e. Prohibition on Discrimination. The Charter System and each System Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, the need for special educational services or any other characteristic protected by local, state or federal law.
 - f. Reporting Requirements. The Charter System and each System Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.
 - g. Tuition. The Charter System and each System Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - h. Brief Period of Quiet Reflection. The Charter System and each System Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
 - i. Family Educational Rights and Privacy Act. The Charter System and each System Charter School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a System Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
16. Employment Matters. The Local Board shall be the employer of all employees of the Charter System and each System Charter School. Employees at each System Charter School shall not be considered employees of the State Board or the Department.
- a. Background Checks. Each System Charter 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 System Charter School.
 - b. Teachers' Retirement System. All teachers at each System Charter School shall be members of the Georgia Teachers' Retirement System (TRS) and subject to its requirements. Each System Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements.
17. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records,

reports, documents, and files relating to any activity, program, or student at each System Charter School.

18. Facilities. Each System Charter School shall obtain a Certificate of Occupancy for the facility in which the System Charter School shall be located. Each System Charter School shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency.
19. Transportation. The Charter System and each System Charter School shall comply with all applicable laws governing transportation of students.
20. Food Services. The Charter System and each System Charter School shall comply with all applicable laws governing food service for students.
21. Agreements with Local Board. This Charter shall not preclude any System Charter School from entering into an agreement with the Local Board; provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
22. 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 School Governing Council following the procedures set forth in O.C.G.A. § 20-2-2068 (b).
 - c. Termination Grounds. In accordance with Sections 22(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 7 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 existence of competent substantial evidence that the continued operation of the Charter System would be contrary to the best interests of the students or the community;
- vi. The Charter System's failure to comply with any provision of O.C.G.A. § 20-2-2065;
- vii. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or
- viii. 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.

23. 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 System Charter 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 1.
- 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.

24. 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 22(c) above also may 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 System Charter 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.

25. 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.
26. 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 State Superintendent of Schools or designee.
27. 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.
28. 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.
29. 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.
30. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
31. 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.
32. 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 County.
33. 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, FLOYD COUNTY SCHOOLS
BOARD OF EDUCATION

(Date)

Superintendent, FLOYD COUNTY SCHOOLS

(Date)

Appendix to Charter for Floyd County Schools

Appendix Table 1

As a charter system, Floyd County Schools will adopt the following performance goals:

1. All students will meet high academic standards by 2013-2014. (see Goal 1 below for specific indicators)
2. The percentage of students who exceed high academic standards in reading, math, language arts, science and social studies will increase by at least 10% by 2014-2015. (see Goal 2 below for specific indicators)
3. The System high school graduation rate will increase by at least 20% by 2014-2015. (see Goal 3 below for specific indicators)
4. The achievement gap in Economically Disadvantaged will be reduced by 2014-2015. (see Goal 4 below for specific indicators)
5. The achievement gap in Students with Disabilities (SWD) will be reduced by 2014 – 2015. (see Goal 5 below for specific indicators)
6. Floyd County Schools will increase our graduates' readiness to be successful in careers in 2014-2015 and throughout the 21st century. (see Goal 6 below for specific indicators)

Goal 1: All students will meet high academic standards by 2013-2014.

Target Objective 1.1 – 100% of all grade 1-8 students will meet or exceed academic standards on the CRCT-Reading, Language Arts and Math

Target Objective 1.2 – 100% of high school students will meet or exceed academic standards on the GHSGT – English, Math, Science, Social Studies and on the GHSWT

Target Objective 1.3 – 100% of all students will meet or exceed standards on each required high school EOCT

Target Objective 1.1 ~ 100% of all grade 1-8 students will meet or exceed academic standards on the CRCT-Reading, Language Arts and Math.

**Charter Target Objectives – System CRCT: Reading, Language Arts, Math
% Students Meeting/Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1 st Grade	93%	94%	96%	100%	100%
2 nd Grade	93%	94%	96%	100%	100%
3 rd Grade	92%	93%	95%	100%	100%
4 th Grade	93%	94%	96%	100%	100%
5 th Grade	93%	94%	96%	100%	100%
6 th Grade	94%	95%	97%	100%	100%
7 th Grade	89%	91%	95%	100%	100%
8 th Grade	95%	96%	97%	100%	100%
Language Arts				100%	
1 st Grade	85%	89%	94%	100%	100%
2 nd Grade	86%	90%	95%	100%	100%
3 rd Grade	81%	88%	93%	100%	100%
4 th Grade	81%	88%	93%	100%	100%
5 th Grade	80%	87%	92%	100%	100%
6 th Grade	82%	89%	94%	100%	100%
7 th Grade	83%	90%	95%	100%	100%
8 th Grade	92%	93%	95%	100%	100%
Math				100%	
1 st Grade	88%	91%	95%	100%	100%
2 nd Grade	86%	90%	96%	100%	100%
3 rd Grade	77%	86%	91%	100%	100%
4 th Grade	74%	85%	92%	100%	100%
5 th Grade	72%	84%	90%	100%	100%
6 th Grade	82%	89%	94%	100%	100%
7 th Grade	83%	90%	95%	100%	100%
8 th Grade	73%	85%	92%	100%	100%

Unit of Measure	School	Performance Measure	Pre Charter School Target 2010	Post Charter School Target 2010	Target 2010 2011	Target 2011 2012	Target 2012 2013	Target 2013 2014	Target 2014 2015
% of Students Meeting and/or Exceeding on the First CRCT-AYP Administration	Alto Park Elementary	All Students / Grades 3, 4, 5 / Meets-Exceeds / Reading-ELA	73.3%	90.0%	92.0%	94.0%	96.0%	100.0%	100.0%
	Alto Park Elementary	SWD Students / Grades 3, 4, 5 / Meets-Exceeds / Reading-ELA	73.3%	80.0%	82.0%	87.0%	94.0%	100.0%	100.0%
	Alto Park Elementary	All Students / Grades 3, 4, 5 / Exceeds / Reading-ELA	21.0%	25.0%	27.0%	28.0%	29.0%	30.0%	31 %
	Armuchee Elementary	All Students / Grades 3, 4, 5 / Exceeds / Math	31.0%	35.0%	36.0%	37.0%	38.0%	40.0%	42%
	Armuchee Elementary	SWD Students / Grades 3, 4, 5 / Meets-Exceeds / Math	67.6%	67.6%	76.0%	84.0%	92.0%	100.0%	100.0%
	Cave Spring Elementary	All Students / Grades 3, 4, 5 / Meets-Exceeds / Math	67.6%	78.0%	80.0%	87.0%	92.0%	100.0%	100.0%
	Garden Lakes Elementary	All Students / Grades 3, 4, 5 / Exceeds / Reading-ELA	22.0%	25.0%	27.0%	29.0%	31.0%	33.0%	35 %
	Glenwood Primary	All Students / Grades 1 and 2 / Meets-Exceeds / Math	67.6%	95.0%	96.0%	97.0%	98.0%	100.0%	100.0%
	Glenwood Primary	All Students / Grades 1 and 2 / Exceeds / Math	35.0%	40.0%	41.0%	42.0%	43.0%	44.0%	45 %
	Glenwood Primary	SWD Students / Grades 1 and 2 / Meets-Exceeds / Math	67.6%	80.0%	82.0%	84.0%	92.0%	100%	100%
	Johnson Elementary	All Students / Grades 3, 4, 5 / Meets-Exceeds / Math	67.6%	90.0%	92.0%	94.0%	96.0%	100.0%	100.0%
	McHenry Primary	All Students / Grade 3 / Meets-Exceeds / Reading-ELA	73.3%	90.0%	92.0%	94.0%	96.0%	100.0%	100.0%
	Midway Primary	All Students / Grade 3 / Meets-Exceeds / Math	67.6%	82.5%	84.0%	86.0%	92.0%	100.0%	100.0%
	Midway Primary	SWD Students / Grade 3 / Meets-Exceeds / Math	67.6%	67.6%	76.0%	84.0%	92.0%	100.0%	100.0%
	Model Elementary	All Students / Grades 3, 4, 5 / Meets-Exceeds / Math	67.6%	85.0%	87.0%	89.0%	92.0%	100.0%	100.0%
	Model Elementary	All Students / Grades 3, 4, 5 / Exceeds / Math	21.0%	24.0%	26.0%	28.0%	29.0%	30.0%	31%
	Model Elementary	Econ. DisAdv. / Grades 3, 4, 5 / Meets-Exceeds / Math	67.6%	70.0%	76.0%	84.0%	92.0%	100.0%	100.0%
	Pepperell Elementary	All Students / Grades 4 and 5 / Meets-Exceeds / Reading-ELA	73.0%	92.0%	94.0%	96.0%	98.0%	100.0%	100.0%

Pepperell Elementary	SWD Students / Grades 4 and 5 / Meets-Exceeds / Reading-ELA	73.0%	92.0%	94.0%	96.0%	98.0%	100.0%	100.0%
Pepperell Primary	All Students / Grade 3 / Meets-Exceeds / Math	67.6%	80.0%	87.0%	89.0%	92.0%	100.0%	100.0%
Pepperell Primary	All Students / Grade 3 / Exceeds / Reading-ELA	32.6%	34.0%	35.0%	36.0%	37.0%	38.0%	39%
Armuchee Middle	All Students / Grades 6, 7, 8 / Meets-Exceeds / Math	67.6%	86.0%	88.0%	90.0%	92.0%	100.0%	100.0%
Coosa Middle	All Students / Grades 6, 7, 8 / Meets-Exceeds / Math	67.6%	82.0%	84.0%	86.0%	92.0%	100.0%	100.0%
Model Middle	All Students / Grades 6, 7, 8 / Meets-Exceeds / Math	67.6%	90.0%	92.0%	94.0%	96.0%	100.0%	100.0%
Pepperell Middle	All Students / Grades 6,7,8 / Meets-Exceeds / Math	67.6%	90.0%	92.0%	94.0%	96.0%	100.0%	100.0%
Pepperell Middle	All Students / Grades 6, 7, 8 / Exceeds / Math	23.0%	27.0%	28.0%	29.0%	30.0%	31.0%	32 %

Unit of Measure	School	Performance Measure	Pre Charter School Target 2010	Post Charter School Target 2010	Target 2010 2011	Target 2011 2012	Target 2012 2013	Target 2013 2014	Target 2014 2015
% of Students First Time Grade 11, Test-Takers Meeting and/or Exceeding on the GHSGT-AYP Administration	Armuchee High	All Students / Grade 11 / Meet-Exceeds / Math	74.9%	80.0%	82.0%	88.0%	94.0%	100.0%	100.0%
	Coosa High	Econ.DisAdv / Grade 11/ Meet-Exceeds / Math	74.9%	74.9%	82.0%	88.0%	94.0%	100.0%	100.0%
	Model High	All Students / Grade 11 / Meets-Exceeds / Math	74.9%	80.0%	82.0%	88.0%	94.0%	100.0%	100.0%
	Pepperell High	All Students / Grade 11 / Meets-Exceeds / Math	74.9%	86.0%	87.0%	88.0%	94.0%	100.0%	100.0%

Objective 1.2 ~ 100% of high school students will meet or exceed academic standards on the GHSGT – English, Math, Science, Social Studies and on the GHSWT.

**Charter Target Objectives – System GHSGT & GHSWT
% Students Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	94%	95%	97%	100%	100%
Math	99%	99%	99%	100%	100%
Social Studies	90%	92%	95%	100%	100%
Science	93%	94%	96%	100%	100%
Writing	95%	96%	97%	100%	100%

Target Objective 1.3 ~ 100% of all students will meet or exceed standards on each required high school EOCT

**Charter Target Objectives – System EOCT
% Students Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English					
9 th English Lit	84%	90%	95%	100%	100%
American Lit	86%	91%	96%	100%	100%
Math				100%	
Math I	44%	52%	75%	100%	100%
Geometry	46%	54%	77%	100%	100%
Science				100%	
Physical Science	57%	65%	85%	100%	100%
Biology	70%	85%	92%	100%	100%
Social Studies				100%	
U.S. History	61%	76%	89%	100%	100%
Economics	63%	77%	90%	100%	100%

Goal 2: The percentage of students who exceed high academic standards in reading, math, language arts, science and social studies will increase by at least 10% by 2014-2015.

The second charter goal is based upon the intent to increase the percentage of students exceeding minimum standards. Floyd County Schools has the expectations that students

achieve beyond minimum standards in all academic areas. Therefore, it is our goal to increase the number of students exceeding minimum standards on the CRCT, GHSGT and EOCT. In addition, at the end of each target objective, an example is included detailing how a school(s) in accordance with their school governance team can set SMART goals and target objectives that aligns with the system initiatives.

Target Objective 2.1 – The percentage of grade 1-8 students exceeding academic standards on each of the CRCT-Reading, Language Arts, Math, will increase by at least 10%.

Target Objective 2.2 – The percentage of students exceeding academic standards on each of the GHSGT-English, Math, Science and Social Studies assessments, and the GHSWT will increase by at least 10%.

Target Objective 2.3 – The percentage of students exceeding academic standards on each of the high school EOCT assessments will increase by at least 10%.

Target Objective 2.1 ~ The percentage of grade 1-8 students exceeding academic standards on each of the CRCT-Reading, Language Arts, Math, assessments will increase by at least 10%.

**Charters Target Objectives – System CRCT
% Students Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1 st Grade	39%	40%	43%	46%	49%
2 nd Grade	47%	48%	51%	54%	57%
3 rd Grade	30%	31%	34%	37%	40%
4 th Grade	38%	39%	42%	45%	48%
5 th Grade	22%	23%	26%	29%	32%
6 th Grade	36%	37%	40%	43%	46%
7 th Grade	14%	15%	18%	21%	24%
8 th Grade	30%	31%	34%	37%	40%
Language Arts					
1 st Grade	24%	25%	28%	31%	34%
2 nd Grade	17%	18%	21%	24%	27%
3 rd Grade	25%	26%	29%	32%	35%
4 th Grade	23%	24%	27%	30%	33%
5 th Grade	27%	28%	31%	34%	37%
6 th Grade	31%	32%	35%	38%	41%
7 th Grade	18%	19%	22%	25%	28%
8 th Grade	30%	31%	34%	37%	40%
Math					
1 st Grade	36%	37%	40%	43%	46%
2 nd Grade	20%	21%	24%	27%	30%
3 rd Grade	34%	35%	38%	41%	44%

4th Grade	26%	27%	30%	33%	36%
5th Grade	26%	27%	30%	33%	36%
6th Grade	15%	16%	19%	22%	25%
7th Grade	25%	26%	29%	32%	35%
8th Grade	23%	24%	27%	30%	33%

Target Objective 2.2 ~ The percentage of students exceeding academic standards on each of the GHSGT-English, Math, Science and Social Studies assessments, and the GHSWT will increase by at least 10%.

**Charter Target Objectives – System GHSGT & GHSWT
% Students Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	56%	57%	60%	63%	66%
Math	69%	70%	73%	76%	79%
Social Studies	40%	41%	44%	47%	50%
Science	53%	54%	57%	60%	63%
Writing	9%	10%	13%	16%	19%

Target Objective 2.3 ~ The percentage of students exceeding academic standards on each of the high school EOCT assessments will increase by at least 10%.

**Charter Target Objectives – System EOCT
% Students Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English					
9 th English Lit	29%	30%	33%	36%	39%
American Lit	24%	25%	28%	31%	34%
Math					
Math I	9%	10%	13%	16%	19%
Geometry	6%	7%	10%	13%	16%
Science					
Physical Science	26%	27%	30%	33%	36%
Biology	24%	25%	28%	31%	34%
Social Studies					
U.S. History	23%	24%	27%	30%	33%

Economics	20%	21%	24%	27%	30%
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Goal 3: The System high school graduation rate will increase by at least 20% by 2014-2015.

The school system will show incremental increases in the graduation rate over the charter period.

Target Objective 3.1 – By the end of Year 1 of the charter, Floyd County Schools System will have a graduation rate of 80% or higher.

Target Objective 3.2 – By the end of Year 2 of the charter, Floyd County Schools System will have a graduation rate of 85% or higher.

Target Objective 3.3 – By the end of Year 3 of the charter, Floyd County Schools System will have a graduation rate of 90% or higher.

Target Objective 3.4 – By the end of Year 4 of the charter, Floyd County Schools System will have a graduation rate of 95% or higher.

Target Objective 3.5 – By the end of Year 5 of the charter, Floyd County Schools System will have a graduation rate of 100%.

Goal 4: The achievement gap in Economically Disadvantaged will be reduced by 2014-2015.

Floyd County Schools will increase the percentage of economically disadvantaged students meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Target Objective 4.1 – The achievement gap for economically disadvantaged students on the CRCT assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.

Target Objective 4.2 - The achievement gap for economically disadvantaged students on the GHS GT and GHS WT assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.

Target Objective 4.3 – The percentage of economically disadvantaged students who exceed standards on the CRCT assessments will increase by at least 10%.

Target Objective 4.4 – The percentage of economically disadvantaged students who exceed standards on the GHS GT assessments and the GHS WT will increase by at least 10%.

Target Objective 4.1 ~ The achievement gap for economically disadvantaged students on the CRCT assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.

**Charter Target Objectives – System CRCT
% Economically Disadvantaged Students Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1 st Grade	91%	92%	94%	100%	100%
2 nd Grade	91%	92%	94%	100%	100%
3 rd Grade	94%	95%	97%	100%	100%
4 th Grade	90%	91%	95%	100%	100%
5 th Grade	95%	96%	97%	100%	100%
6 th Grade	90%	91%	95%	100%	100%
7 th Grade	85%	89%	94%	100%	100%
8 th Grade	95%	96%	97%	100%	100%
Language Arts				100%	
1 st Grade	80%	88%	93%	100%	100%
2 nd Grade	82%	89%	94%	100%	100%
3 rd Grade	87%	90%	96%	100%	100%
4 th Grade	87%	90%	96%	100%	100%
5 th Grade	92%	93%	95%	100%	100%
6 th Grade	89%	91%	95%	100%	100%
7 th Grade	82%	89%	94%	100%	100%
8 th Grade	91%	92%	94%	100%	100%
Math				100%	
1 st Grade	86%	90%	95%	100%	100%
2 nd Grade	81%	88%	93%	100%	100%
3 rd Grade	76%	85%	90%	100%	100%
4 th Grade	74%	85%	92%	100%	100%
5 th Grade	82%	89%	94%	100%	100%
6 th Grade	78%	87%	92%	100%	100%
7 th Grade	77%	86%	91%	100%	100%
8 th Grade	78%	87%	92%	100%	100%

Target Objective 4.2 ~ The achievement gap for economically disadvantaged students on the GHS GT and GHS WT assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.

**Charter Target Objectives – System GHS GT & GHS WT
% Economically Disadvantaged Students Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	88%	90%	94%	100%	100%
Math	93%	94%	96%	100%	100%
Social Studies	80%	87%	92%	100%	100%
Science	86%	90%	96%	100%	100%

Writing 84% 91% 95% 100% 100%

Target Objective 4.3 ~ The percentage of economically disadvantaged students who exceed standards on the CRCT assessments will increase by at least 10%.

**Charters Target Objectives – CRCT
% Economically Disadvantaged Students Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1 st Grade	31%	33%	35%	38%	41%
2 nd Grade	38%	40%	42%	45%	48%
3 rd Grade	22%	24%	26%	29%	32%
4 th Grade	27%	29%	31%	34%	37%
5 th Grade	13%	15%	17%	20%	23%
6 th Grade	27%	29%	31%	34%	37%
7 th Grade	8%	10%	12%	15%	18%
8 th Grade	19%	21%	23%	26%	29%
Language Arts					
1 st Grade	19%	21%	23%	26%	29%
2 nd Grade	10%	12%	14%	17%	20%
3 rd Grade	15%	17%	19%	22%	25%
4 th Grade	15%	17%	19%	22%	25%
5 th Grade	18%	20%	22%	25%	28%
6 th Grade	22%	24%	26%	29%	32%
7 th Grade	11%	13%	15%	18%	21%
8 th Grade	19%	21%	23%	26%	29%
Math					
1 st Grade	31%	33%	35%	38%	41%
2 nd Grade	12%	14%	16%	19%	22%
3 rd Grade	25%	27%	29%	32%	35%
4 th Grade	20%	22%	24%	27%	30%
5 th Grade	18%	20%	22%	25%	28%
6 th Grade	12%	14%	16%	19%	22%
7 th Grade	17%	19%	21%	24%	27%
8 th Grade	14%	16%	18%	21%	24%

Target Objective 4.4 ~ The percentage of economically disadvantaged students who exceed standards on the GHS GT assessments and the GHS WT will increase by at least 10%.

**Charter Target Objectives – System GHSGT & GHSWT
% Economically Disadvantaged Students Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	44%	46%	48%	51%	54%
Math	47%	49%	51%	54%	57%
Social Studies	27%	29%	31%	34%	37%
Science	43%	45%	47%	50%	53%
Writing	4%	6%	8%	11%	14%

Goal 5: The achievement gap in Students with Disabilities (SWD) will be reduced by 2014-2015.

Floyd County Schools will increase the percentage of students with disabilities meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Target Objective 5.1 – The achievement gap for students with disabilities on the CRCT assessments will decrease annually when compared to non- students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.

Target Objective 5.2 - The achievement gap for students with disabilities on the GHSGT and GHSWT assessments will decrease annually when compared to non- students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.

Target Objective 5.3 – The percentage of students with disabilities who exceed standards on the CRCT assessments will increase by at least 10%.

Target Objective 5.4 – The percentage of students with disabilities who exceed standards on the GHSGT assessments and the GHSWT will increase by at least 10%.

Target Objective 5.1 – The achievement gap for students with disabilities on the CRCT assessments will decrease annually when compared to non- students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.

**Charter Target Objectives – System CRCT
% Students With Disabilities Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1st Grade	77%	86%	91%	100%	100%

2 nd Grade	75%	86%	93%	100%	100%
3 rd Grade	82%	89%	94%	100%	100%
4 th Grade	71%	83%	89%	100%	100%
5 th Grade	85%	89%	94%	100%	100%
6 th Grade	75%	86%	93%	100%	100%
7 th Grade	69%	81%	87%	100%	100%
8 th Grade	86%	90%	95%	100%	100%
Language Arts				100%	
1 st Grade	61%	76%	89%	100%	100%
2 nd Grade	54%	62%	83%	100%	100%
3 rd Grade	76%	85%	90%	100%	100%
4 th Grade	61%	76%	89%	100%	100%
5 th Grade	79%	86%	91%	100%	100%
6 th Grade	70%	82%	88%	100%	100%
7 th Grade	61%	76%	89%	100%	100%
8 th Grade	75%	86%	93%	100%	100%
Math				100%	
1 st Grade	68%	83%	90%	100%	100%
2 nd Grade	62%	77%	90%	100%	100%
3 rd Grade	51%	59%	80%	100%	100%
4 th Grade	50%	58%	79%	100%	100%
5 th Grade	55%	63%	84%	100%	100%
6 th Grade	44%	52%	75%	100%	100%
7 th Grade	52%	58%	79%	100%	100%
8 th Grade	55%	63%	84%	100%	100%

Target Objective 5.2 - The achievement gap for students with disabilities on the GHS GT and GHS WT assessments will decrease annually when compared to non-students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.

**Charter Target Objectives – System GHS GT & GHS WT
% Students With Disabilities Meeting Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	65%	79%	92%	100%	100%
Math	74%	85%	92%	100%	100%
Social Studies	59%	67%	87%	100%	100%
Science	66%	80%	93%	100%	100%
Writing	53%	61%	82%	100%	100%

Target Objective 5.3 – The percentage of students with disabilities who exceed standards on the CRCT assessments will increase by at least 10%.

**Charters Target Objectives – System CRCT
% Students With Disabilities Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Reading					
1st Grade	20%	22%	24%	27%	30%
2nd Grade	22%	24%	26%	29%	32%
3rd Grade	13%	15%	17%	20%	23%
4th Grade	12%	14%	16%	19%	22%
5th Grade	9%	11%	13%	16%	19%
6th Grade	9%	11%	13%	16%	19%
7th Grade	1%	3%	5%	8%	11%
8th Grade	4%	6%	8%	11%	14%
Language Arts					
1st Grade	10%	12%	14%	17%	20%
2nd Grade	5%	7%	9%	12%	15%
3rd Grade	8%	10%	12%	15%	18%
4th Grade	3%	5%	7%	10%	13%
5th Grade	7%	9%	11%	14%	17%
6th Grade	2%	4%	6%	9%	12%
7th Grade	1%	3%	5%	8%	11%
8th Grade	7%	9%	11%	14%	17%
Math					
1st Grade	19%	21%	23%	26%	29%
2nd Grade	5%	7%	9%	12%	15%
3rd Grade	13%	15%	17%	20%	23%
4th Grade	5%	7%	9%	12%	15%
5th Grade	11%	13%	15%	18%	21%
6th Grade	3%	5%	7%	10%	13%
7th Grade	5%	7%	9%	12%	15%
8th Grade	10%	12%	14%	17%	20%

Target Objective 5.4 – The percentage of students with disabilities who exceed standards on the GHS GT assessments and the GHS WT will increase by at least 10%.

**Charter Target Objectives – System GHS GT & GHS WT
% Students With Disabilities Exceeding Standards**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
English	15%	17%	19%	22%	25%
Math	11%	13%	15%	18%	21%

Social Studies	10%	12%	14%	17%	20%
Science	20%	22%	24%	27%	30%
Writing	2%	4%	6%	9%	12%

Goal 6: Floyd County Schools will increase our graduates' readiness to be successful in careers by 2014-2015 and throughout the 21st century.

Floyd County Schools will partner with post-secondary institutions (i.e., Georgia Northwestern Technical College; Georgia Highlands College) and the business community represented by the Greater Rome Chamber of Commerce to insure that our graduates can be successful in careers in the 21st century economy. In addition, Floyd County Schools will introduce innovations related to but not limited to dual/joint enrollment, Move on when Ready, Ford P.A.S. curriculum, all for the purpose of increasing student's chances of work ready and post secondary success.

Target Objective 6.1 – By the end of 2011-2012, Floyd County Schools will develop a data base for the purpose of tracking career placement and post secondary enrollments of high school graduates.

Target Objective 6.2 – By the end of 2014-2015, 20% of Floyd County seniors will achieve gold level as measured by the Work Keys assessment. More specially, Floyd County Schools will utilize the Work Keys data as an instrument for evaluating the effectiveness of our curriculum in preparing our students for post secondary and career success; whereby, the percent of students achieving at gold level or higher will be successful at the post secondary level without the remediation.

**Charter Target Objectives –
% of Students Obtaining Gold Certificate Level**

	Year 1: 2010- 2011	Year 2: 2011- 2012	Year 3: 2012- 2013	Year 4: 2013- 2014	Year 5: 2014- 2015
Gold Certificate Level	12.5%	14%	16%	18%	20%

Appendix Table 2

School Council	Floyd County LSGT	Training Level Required
EXPECTATIONS		
Maintain school-wide perspective	LSGT shall maintain school-wide perspective and system wide perspective.	Initial
Regularly participate in council meetings	LSGT's shall regularly participate in team meetings and system meetings if serving as the system representative	Initial
Participate in information an training programs	Members of the LSGT shall participate in initial and ongoing training is mandatory	Initial, Intermediate, Advanced
Act as a link between the school council and community	The LSGT shall be a primary link between the LSGT and the community and shall meet a minimum of four times annually. The LSGT shall share system wide perspective when appropriate.	Initial
Encourage participation of parents and other within the school community	The LSGT shall encourage participation of parents and others within the school community	Initial
FUNCTION		
Advisory body	The LSGT shall be an advisory and decision making body	Initial
AREAS OF RESPONSIBILITY		
Advice and recommendations: School board policies	The LSGT shall provide advice, recommendations and approvals for local school policies and advice and recommendations to the Coordinating Council for recommendations to the FCBOE regarding School board policies.	Intermediate
Advice and recommendations: School improvement plan	The LSGT shall assist in the development of and approve School Improvement Plan	Intermediate

Advice and recommendations: Curriculum assessments	The LSGT shall approve and recommend: Curriculum assessments and the need for additional and/or alternative assessment tools pertinent to school goals and objectives.	Intermediate
Advice and recommendations: Report cards or audits of the school conducted by the Office of Student Achievement	The LSGT shall advise and approve the development of the School Improvement Plan based on, but not limited to report cards and/or audits of the school conducted by the Office of Student Achievement.	Intermediate
Development of a school profile which shall contain data as identified by the council to describe academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate	The LSGT shall develop a school profile which shall contain data as identified by the council to describe academic performance, academic progress, services, awards, interventions, environment, and other such data as the council deems appropriate. Input in the Local School Improvement Plan	Intermediate
School budget priorities, including school capital improvement plans	The LSGT shall approve school budget priorities, including school capital improvement plans	Advanced
School-community communication strategies	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Methods of involving parents and the community	The LSGT shall develop school-community communication strategies to insure input from stakeholders.	Initial
Extracurricular activities in the school	The LSGT shall provide advice, recommendations and approval of extracurricular activities in the school.	Intermediate

School –based and community services	The LSGT shall provide advice, recommendations and approval of school based and community services in accordance with FCBOE policy.	Intermediate
Community use of school facilities	The LSGT shall provide advice, recommendations and approval of the community use of school facilities in accordance with FCBOE policies.	Intermediate
	The LSGT shall develop and approve a school wide dress code in accordance with FCBOE policy	Intermediate
Student discipline and attendance	The LSGT shall provide advice, recommendations and approval of a school – wide student discipline plan and attendance plan.	Intermediate
Method and specifications for the for the delivery of early intervention services or other appropriate services for underachieving students	The LSGT shall provide advice, recommendations and approval of methods and specifications for the delivery of early intervention services or other appropriate services for underachieving students	Intermediate
Reports from principal regarding progress toward the school’s student achievement goals, including progress within specific grade levels and subject areas by school personnel	The LSGT shall receive reports from principal regarding progress toward the school’s student achievement goals, including progress within specific grade levels and subject areas by school personnel and approve the local School Improvement Plan for the upcoming year	Intermediate
	The LSGT shall approve local staffing decisions to best meet local student achievement goals	Advanced
	The LSGT shall determine parent and student satisfaction with school	Intermediate

	programs and services through a variety of appropriate methods	
	The LSGT shall assist in determination of appropriate dropout prevention strategies	Intermediate
	The LSGT shall assist in development and approval of local school budget and appropriations	Advanced
	Other responsibilities may be determined and addressed as needed through agreement with the FCBOE	To be determined