



# Charter System Application

**DISTRICT NAME**

Cartersville City Schools

**DISTRICT ADDRESS**

P.O. Box 3310  
15 Nelson Street  
Cartersville, Georgia 30120

Dr. John D. Barge  
State School Superintendent

JULY 2014

# CHARTER SYSTEM APPLICATION COVER SHEET

Proposed Charter System Information			
1. Full Name of Proposed Charter System <b><u>Cartersville City Schools</u></b>			
2. Please indicate whether this is a:  New Petition or a <u>Renewal Petition</u> <input checked="" type="checkbox"/>	3. How many schools in total are you proposing to include in your charter system? <u>4</u>		
4. How many of each of the following schools are you proposing to include in your charter system?  <div style="display: flex; justify-content: space-around;"> <span>Primary School(s)    <u>1</u></span> <span>Middle School(s)    <u>1</u></span> </div> <div style="display: flex; justify-content: space-around;"> <span>Elementary School(s) <u>1</u></span> <span>High school(s)        <u>1</u></span> </div>			
5. On July 1 of what year do you want your charter contract to be effective? <u>2015</u>			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) <u>10</u>			
7. Charter System Street Address  <u>P.O. Box3310</u>  <u>15 Nelson Street</u>	8. City  <u>Cartersville</u>	9. State  <u>GA</u>	10. Zip  <u>30120</u>
11. Contact Person <u>Ken Clouse</u>		12. Title <u>Assistant Superintendent</u>	
13. Contact Street Address  <u>P.O. Box 3310</u>	14. City  <u>Cartersville</u>	15. State  <u>GA</u>	16. Zip  <u>30120</u>
17. Contact's telephone number <u>(770) 382-5880</u>	18. Contact's fax number <u>(770) 387-7476</u>	19. Contact's E-mail Address  <a href="mailto:kclouse@cartersville.k12.ga.us">kclouse@cartersville.k12.ga.us</a>	

# CHARTER SYSTEM APPLICATION

## THE CASE

<p>1. What challenges is your school district facing?</p>	<p><i>The Cartersville City School System is intentional in continuing its Charter pathway to increase student achievement and to increase the rate at which improvement occurs. Although listed separately, each of our challenges are interdependent, and the solutions and strategies for addressing them are interwoven.</i></p> <p>Increasing the high school graduation rate</p> <p>Preparing students to be college and/or work ready when they graduate from high school</p> <p>Meeting the varied educational needs of an academically diverse population</p> <p>Closing the achievement gap between minority students and all other students</p> <p>Maintaining a cohesive and seamless K-12 educational program within the organizational pattern and design desired by our stakeholders and community</p> <p>Maintaining community support and trust in the school system and its schools amidst a changing student demographic</p>
<p>2. What is the rank order of these challenges (from most to least important)?</p>	<ol style="list-style-type: none"> <li>1. Increasing the high school graduation rate</li> <li>2. Preparing students to be college and/or work ready when they graduate from high school</li> <li>3. Meeting the varied educational needs of an academically diverse population</li> <li>4. Closing the achievement gap between minority students and all other students</li> <li>5. Maintaining a cohesive and seamless K-12 educational program within the organizational pattern and design desired by our stakeholders and community</li> <li>6. Maintaining community support and trust in the school system and its schools amidst a changing student demographic</li> </ol>
<p>3. Which of these challenges will your school district be able to address by becoming a charter system?</p>	<ol style="list-style-type: none"> <li>1. Increasing the high school graduation rate</li> <li>2. Preparing students to be college and/or work ready when they graduate from high school</li> <li>3. Meeting the varied educational needs of an academically diverse population</li> <li>4. Closing the achievement gap between minority students and all other students</li> <li>5. Maintaining a cohesive and seamless K-12 educational program within the organizational pattern and design desired by our stakeholders and community</li> </ol>

<p>4. What specific actions will your district take to address each of these challenges (listed in #3 above) during its charter term?</p>	<p><i>The following represents highlights of actions being considered by the system's schools. During the charter term, schools will be expected to continually look at all effective and efficient ways to meet the goals of the Charter and its intent.</i></p> <p><u>Challenges 1 &amp; 2:</u></p> <ul style="list-style-type: none"> <li>A. Continuation of the system's <i>GateKey</i> scholarship program through the Cartersville Schools Foundation</li> <li>B. Seat time flexibility in earning course credit, and class size waivers</li> <li>C. Increased alignment between middle school preparation and content with high school courses and pathways</li> <li>D. Flexible scheduling and service delivery models; broader curriculum options for students; and alternative ways to earn a high school course credit.</li> <li>E. Embry-Riddle Aeronautical University dual enrollment partnership</li> <li>F. Gifted certification for all grade 6-8 core content teachers</li> <li>G. Exploration of STEM program initiatives</li> <li>H. IMPACT leadership program</li> </ul> <p><u>Challenges 3 &amp; 4:</u></p> <ul style="list-style-type: none"> <li>I. Flexible scheduling, service delivery models, and differentiated instruction (K-12)</li> <li>J. Class size flexibility (K-12)</li> <li>K. Alternatives to retention of students who have not mastered grade-level standards</li> <li>L. Learning beyond school hours (K-12)</li> <li>M. Use of on-going diagnostic assessment and additional materials (K-12)</li> <li>N. Creating a culture of student engagement &amp; instructional innovation (K-12)</li> </ul> <p><u>Challenge 5:</u></p> <ul style="list-style-type: none"> <li>O. The charter will enable the schools in the school system to maintain a consistent and unified focus on the overarching academic goals of the school system.</li> <li>P. Maintaining an open and transparent approach to all decision making from the School Board, to the School Governance Councils, to school leadership teams</li> </ul>
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<p>5. Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenges being addressed.</p>	<p><i>The following represents highlights of actions being considered by the system's schools. During the charter term, schools will be encouraged to look at all effective and efficient ways to meet the goals of the Charter and its intent.</i></p> <p>A. The <i>GateKey</i> scholarship program identifies qualifying students as early as 5<sup>th</sup> grade who are guaranteed a 2-year scholarship to Chattahoochee Technical College or Georgia Highlands College upon successfully graduating from high school. This motivation is used for students who probably would not have the opportunity to attend college otherwise. This is in addition to the HOPE scholarship program. <i>GateKey</i> is the prototype of the Governor's REACH Scholarship Program.</p> <p>B. The high school will examine various ways students can earn high school credit toward graduating, shifting the emphasis to demonstrated proficiency rather than purely by seat time and the strictest definition of a Carnegie unit. Credit recovery programs will be enhanced and/or expanded.</p> <p>The Ombudsman program, which is a contractual relationship with the school system, serves identified grade 6-12 students who are behind and at risk of dropping out or not graduating. Unlike many alternative education programs, the vast majority of our Ombudsman students are not placed because of a disciplinary tribunal, but as a true alternative school setting.</p> <p>Class size flexibility will be used to schedule students in the most instructionally effective manner. For example, gifted classes may have as many students as regular education classes.</p> <p>C. A more aligned emphasis and stronger articulation program will be established between the middle and high schools to better ensure a seamless educational process for all students. For example, the middle school will consider a feeder class for the high school Embry-Riddle aeronautics pathway.</p> <p>D. Allowing maximum flexibility is designed to support giving all students the opportunity to be successful, to graduate, and be college and career ready. Not all students fit in the same mold and we need to individualize their pathway for success. While it will continue to be necessary to identify "eligible" students for funding purposes (REP, gifted, etc.), flexibility will be implemented to best serve students and their exact needs. Flexibility will enable students to be treated as individuals and not just lumped into categories. This flexibility will include, but not be limited to, the design of scheduling, instructional materials and resources, and instructional strategies. Flexible service models rather than on state-identified labels will help school staff to drill down to meet individual academic needs. State identifiers will continue to be used for funding purposes, but the way in which students are served may vary.</p> <p>The high school will utilize online learning options to meet the needs of individual students, including but not limited to PLATO and/or Odysseyware. The high school will also examine the feasibility of</p>
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	<p>beginning on online virtual academy which will expand offerings for first time credit and not just credit recovery.</p> <p>More curriculum options for students and alternative ways to earn a high school course credit will be a highlight of the charter. Optional models such as virtual delivery, apprenticeships, and different related experiences will be used to provide a broader platform for students. Increasing the percentage of students completing a pathway (CTAE, advanced academics, fine arts, world languages) will be emphasized. Additionally, the high school will explore other programs to meet student needs such as JROTC and other CTAE courses.</p> <p>Student learning beyond the walls of the classroom, or the walls of the school for that matter, will no longer be a controlling agent in the education of young people. The traditional textbook and classroom setting will no longer be boundaries to student learning. A much greater use of technology will be used to enhance instruction and student learning opportunities. The school will also expand its use of bring-your-own-device technology.</p> <p>E. Cartersville has entered into a dual enrollment partnership agreement with Embry-Riddle Aeronautical University, the leading post-secondary program of its kind in the world. Students who have an interest in applied science, aviation, business, computers &amp; technology, engineering, safety, security &amp; intelligence, or space have an avenue through this program to launch a career. Select and interested rising 9<sup>th</sup> grade students enter this pathway which has both CTAE &amp; advance academics components. Pathway completers have an opportunity to enter the work force or pursue further post-secondary studies in real-life applications.</p> <p>F. All core content area grade 6-8 teachers will have training &amp;/or certification in gifted education. This will expose a greater number of students to appropriate instructional strategies to better prepare them for advanced content and the rigor of expected high school work.</p> <p>G. Each school will investigate and employ STEM initiatives to better prepare all students for college and/or work readiness. For instance, a partnership with Embry-Riddle Aeronautical University provides opportunities for students to engage in a STEM initiative. The middle school will consider a feeder course into the Embry-Riddle program. The primary &amp; elementary schools are considering and will pursue STEAM activities.</p> <p>H. Research is clear that students are more engaged in school when they can identify and have a sense of connection and purpose. The Cartersville IMPACT program annually identifies a group of high school students of all backgrounds, abilities, and interests, and provides them with an intense summer program emphasizing leadership, positive choices, purpose, and commitment.</p> <p>I. Flexibility in scheduling, expansion of delivery models, and implementation of differentiated instruction will allow alternatives to traditional retention of students who have not mastered grade-level standards by the end of traditional grading periods. This may include remediation sessions before school, after school, during the summer, or</p>
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	<p>additional courses during the school year. Improvement in instructional practices that provide more problem-based learning, real-life application, and web-based tools that align with the curriculum will be designed to promote and enhance student engagement.</p> <p>Focus Classes (K-2) will allow for smaller class size and intensive remediation work to early at-risk students. These classes will allow for additional teachers in the classroom to assist struggling learners. Students in grades 3-5 will utilize daily Enhanced Learning Time for enrichment or intervention. Enrichment opportunities may be opportunities such as foreign language instruction, STEM initiatives, or other appropriate enhancements. Intervention will be for those students struggling with reading and/or math. Students in grades 6-8 will explore daily Extended Learning Time to enrich and preview materials for advanced learners, and to provide targeted support for specific skill development for at-risk students and on-level learners to impact student growth percentiles.</p> <p>J. Schools will utilize class size waivers to group students in the most effective instructional model in order to promote achievement and students success. For example, gifted classes will have as many students as regular education classes; early grade Focus classes will have smaller numbers to address the needs of struggling learners. Flexibility will be used in the grouping and re-grouping of students based upon individual need.</p> <p>K. School staffs best know the needs of their students. Cartersville is composed of four distinct schools with no overlaying of grades. The Primary School houses grade PK-2 students, the Elementary School has grades 3-5, the Middle School has grades 6-8, and the High School has grades 9-12. Therefore, there are no inherent inequities concerning the various grade levels. Since the schools have all the students of a particular grade level, they are in the best position to adapt schedules, placements, and instructional delivery models to meet the needs of their students. Greater flexibility in scheduling and seat time will allow alternatives to traditional retention for students who have not mastered grade-level standards by the end of traditional grading periods. This may include remediation sessions after school or during the summer or additional courses during the school year. Scheduling flexibility will also allow greater opportunity for middle school students to earn high school credit.</p> <p>L. Understanding that all students do not learn at the same rate in the same amount of time, schools will examine extended learning opportunities that best meet the need of their students. These programs may include, but not be limited to, after-school or before-school sessions, summer bridge programs, after school classes, credit recovery, and Saturday programs.</p> <p>The high school will offer before &amp; after school tutoring sessions to all students. Specific content teachers will be available on specific days/times for English, math, science, social studies and foreign languages. Students in all levels of courses are eligible to attend any session. Computer lab time will also be available with content teachers.</p> <p>M. Schools have implemented a consistent diagnostic screener (<i>Classworks</i>) for initial and on-going benchmarking against performance standards. Schools will be responsible to select, approve, and adopt their own</p>
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	<p>curriculum materials and support resources. Knowing how students are performing on standards over the course of the academic year, as opposed to the end of the year, will provide a greater opportunity to adjust instruction and give intervention strategically.</p> <p>N. The Cartersville School Foundation will continue to offer competitive teacher grants but will set aside a portion of these funds to award for innovative programs and activities. This will encourage teachers to think outside-the-box and take calculated chances to enhance classroom instruction.</p> <p>Student engagement is clearly a factor in student success. Schools will seek ways to engage students in their own learning. For example, the system is exploring implementation of instructional technology specialists or similar position in each school to support the use of effective instructional technology for teachers and students.</p> <p>A summer bridge program is being considered for rising 3<sup>rd</sup> grade students moving from the primary school to the elementary school, especially for math skill development.</p> <p>O. Although a system charter provides a great deal of leeway for schools in terms of innovation, operations, and strategies, it is still important to note that the Cartersville community and Board wish to remain a united school system and not a system of loosely organized schools. Providing opportunities for parents, teachers, and business representatives to serve on School Governance Councils will help spread the trust necessary for effective school partnerships. A school’s improvement plan must address the goals of the System Charter.</p> <p>P. Having elected representatives from each of the School Governance Councils to serve on a system wide advisory panel will promote communication between each of the councils, between the schools, and with central office operations. When everyone understands the purpose, role, and goals of the Charter, then there is greater likelihood that all students will be successful. The System’s Strategic Plan will be fundamentally based on the System Charter, therefore, continuing an on-going coherent focus on the efforts of the system and its schools. Each school’s improvement plan will include the goals of the System Strategic Plan.</p>
<p>6. Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific GA law or State Board rule that must be waived to allow your district to implement each specific action</p>	<p>SBOE Rule 160-5-1-.08; O.C.G.A. §20-2-182  <i>Class size</i>  SBOE Rule 160-5-1-.10  <i>Student Attendance</i>  SBOE Rule 160-4-2-.16; 160-5-1-.02; 160-4-8-.12; O.C.G.A. §20-2-168(c)  <i>Scheduling for Instruction</i>  O.C.G.A. §20-2-167, 182, 185-186, 200; SBOE Rule 160-5-1-.22  <i>Personnel Required; Certification; Expenditure of Funds</i>  O.C.G.A. §20-2-153; SBOE Rule 160-4-2-.17  <i>Early Intervention Program (EIP)</i>  O.C.G.A. §20-2-156; SBOE Rule 160-4-5-.02  <i>English Language Learners (ELL)</i>  O.C.G.A. §20-2-154; SBOE Rule 160-4-5-.01</p>

(listed in #4 above).	<p><i>Remedial Education Program (REP)</i> O.C.G.A. §20-2-152 &amp; 161; SBOE Rule 160-4-2-.38</p> <p><i>Gifted Education Program</i> O.C.G.A. §20-2-171</p> <p><i>Minimum direct classroom expenditures</i> SBOE Rule 160-4-2-.05; SBOE Rule 160-4-2-.05</p> <p><i>Middle School Criteria</i> O.C.G.A. §20-2-159.4; SBOE Rule 160-4-2-.46</p> <p><i>Awarding Units for High School Credit; Seat Time</i> SBOE Rule 160-4-2-.11; O.C.G.A. §20-2-283-285</p> <p><i>Promotion, Placement &amp; Retention</i> O.C.G.A. §20-10-1010</p> <p><i>Textbooks</i></p>
7. Indicate the timeline for implementation of each specific action (listed in #4 above).	<p>Since this is a Charter renewal, implementation of the various actions and strategies will begin immediately upon approval and continue throughout the Charter term. The Charter agreement will serve as a basic framework providing overarching goals and performance objectives while at the same time providing flexibility throughout the charter term.</p>
8. Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.	<p>Since this is a Charter renewal, the actions represent in large part a continuation of the pathway already established by the school system. It is the intent that these strategies will be broadened within the scope of our purpose in providing for the individual needs of students. Our basic tenets of improvement established in the initial charter (2011-2015) have not changed. Because of changes in state mandated measurements, however, the dimension of accountability has changed. Certainly each of the following represent programs/strategies not typically found in other settings: <i>GateKey</i>, <i>Embry-Riddle</i>, <i>IMPACT</i>, and <i>Classworks</i>.</p>

## PERFORMANCE EXPECTATIONS

### 9. What are your school system’s specific student performance expectations for your ten-year charter term?

**Goal 1:** The school system and schools’ CCRPI scores shall be higher than the State CCRPI average for each year of the charter term.

<i>CCRPI 2013*</i>	<b>Elementary School</b>	<b>Middle School</b>	<b>High School</b>	<b>System</b>
<b>Cartersville</b>	74.1	75.7	80.8	76.3
<b>Georgia</b>	78.5	75.0	72.0	75.8

- *Latest year available at time of application*

**Goal 2:** The school system will demonstrate proficiency and/or improvement in the percentage of students meeting and exceeding standards on the state mandated assessments over the course of the charter term.

- A. Performance Measure 1: The aggregate percentage of grade 3-8 students meeting or exceeding standards on each required state assessment in Reading, Language Arts, and Mathematics will exceed the aggregate state percentage and increase by at least 1% annually, up to 95%.
- B. Performance Measure 2: The aggregate percentage of grade 3-8 students meeting or exceeding standards on each required state assessments in Science and Social Studies will exceed the aggregate state percentage and increase by at least .5% annually, up to 93%.
- C. Performance Measure 3: The percentage of students meeting or exceeding standards on each required high school EOCT assessment will exceed the state percentage and increase by at least 1% annually, up to 95%.

**Goal 3:** The school system will demonstrate proficiency and/or improvement in the percentage of students exceeding standards on state mandated assessments over the course of the charter term.

- A. Performance Measure 1: The aggregate percentage of grade 3-8 students exceeding standards on each of the required state assessments in Reading, Language Arts, Mathematics, Science, and Social Studies will exceed the aggregate state percentage and increase by at least 1% annually, up to 50%.
- B. Performance Measure 2: The percentage of students exceeding standards on each required high school EOCT assessment will exceed state percentages and increase by at least 1% annually, up to 50%.

**Goal 4:** The school system will reduce the achievement gap on state mandated assessments between minority student groups and all students over the course of the charter term.

- A. Performance Measure 1: The aggregate achievement gap between grade 3-8 minority student groups and all students meeting and exceeding standards will decrease by at least .2% annually on each state assessment in Reading, Language Arts, Mathematics, Science and Social Studies.
- B. Performance Measure 2: The aggregate percentage of grade 3-8 minority student groups exceeding standards on state required assessments in Reading, Language Arts, Mathematics, Science and Social Studies will increase by at least .8% annually, up to 94%.

**Goal 5:** The school system will demonstrate an increase in the percentage of students graduating from high school over the course of the charter term.

- A. Performance Measure 1: The 4-year cohort graduation rate will increase by at least 1.5% annually.
- B. Performance Measure 2: The 5-year cohort graduation rate will increase by at least .6% annually.

## LOCAL SCHOOL GOVERNANCE

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

Each school in the Cartersville City system will continue to have a fully functioning decision-making School Governance Council (SGC) which has been in place since the initial Charter (July 2010). The transition from an “advisory” role to a governance structure was accomplished in summer 2010 when the System Charter was first approved by the State Board of Education. Over time, SGCs have continued to develop and evolve, becoming more comfortable with their decision-making opportunities. SGCs meet 9-10 times per year and comply with open records and open meetings laws. The focus of SGC operation is on school oversight, review, and governance while daily operations and management is left up to the school administration and school staff. SGCs receive regular briefings and updates on academic, operational, and financial progress of the school. Current membership along with contact information is listed on each school’s website. Additionally, school

websites contain meeting dates/times/places, and minutes. Appropriate training sessions will continue as identified to assist SGCs in their role and function.

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

Initially SGC bylaws were based upon a template provided by the Superintendent and called for 7-member councils with the authority to change their by-laws. The composition at each school now includes at least 9 members; generally 3 parents, 3 full time certified non-administrative staff members, 2 business/community representatives, and the principal. Parent members must have students enrolled at that school. Staff members, excluding the principal, must be full time certified instructional staff. Business/community members are appointed by the Council and must have a physical presence in the community as defined as within Bartow County. Business/community members are the individuals themselves and not the business, agency, or entity.

The SGC can modify the composition upon amending their by-laws, but the number of parents has to at least equal, if not exceed, the number of non-administrative staff. Parents elect parent members; staff members elect staff representatives, each in open elections. Elections are done by majority vote and members are elected for two-year terms as long as they remain eligible. The SGC by-laws determine when elections are held, but generally it is April-May or August. As much as possible, membership on the SGC is designed to be staggered with both old and new members to ensure seamless transitions between school years. If an elected SGC position becomes vacant prior to an unexpired term, an election is to be held within 45 days unless there is less than 90 days remaining in the term in which case the spot remains vacant until the scheduled election. The principal is responsible for initiating the election process when needed.

Any SGC member may withdraw his or her membership by providing notice to the principal or chair person. SGC membership is automatically vacated if the member resigns, if the member no longer meets the qualifications in the by-laws, or if the member is removed by formal action of the SGC as allowed in the by-laws (e.g., non-participation). Certified staff members become ineligible when they

are no longer employed in the qualifying position and assigned to that school. Parents become ineligible if their child is no longer enrolled at the school. Business/community members may be removed at the will of the other Council members by majority vote for non-participation, evidence of ethical violations, conflict of interest, or no longer having an operating presence in the community.

The Superintendent and School Board may remove any SGC member upon evidence of ethical or illegal violations, or if the member exhibits behavior or demeanor no longer congruent with the purpose of the school system or community.

Each SGC elects a chair person, vice chair, and secretary. The principal cannot serve in any of these offices. The SGC must have a quorum to conduct any business, and all voting is by majority vote with members having to be present in order to cast a vote.

It is the desire of the School Board that the composition of the SGC is inclusive and each SGC should make reasonable means to engage parents and community members so that an open and unbiased atmosphere exists within the school and on the Council. The School Board, at its discretion, may appoint up to two additional members to each SGC to serve for a specific amount of time in order to achieve representation which reflects the composition of the school. These appointed members shall have all the rights, privileges, duties and responsibilities of the other members of the SGC.

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

<b>School Level Governance Decision-Making Matrix</b>				
<b>System Name: Cartersville City</b>	<b>Minimum LSGT Authority</b>	<i>How and When</i> <b>Minimum Authority will be Implemented</b>	<b>Additional LSGT Authority*</b>	<i>How and When</i> <b>Additional Authority will be Implemented</b>
<b>Personnel Decisions</b>	LSGTs shall recommend the principal or school leader for selection by the BOE	The SGC has been involved in making a recommendation to the Superintendent for	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements	Each SGC has the authority now to provide input into requirements for substitutes and the addition of staffed

		the position of principal since July 2010 at the onset of the initial Charter. The SGC has interviewed and made a recommendation on each of the current 4 principals. The School Board approved each of those recommendations.	for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	positions. For example, during 2013-14 two of the schools jointly petitioned the School Board for a School Resource Officer which was acted upon by the Board.
<b>Financial Decisions &amp; Resource Allocation</b>	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	The SGC has had the authority, and encouragement, from the central office to provide input into school budgets during the system budget process. Also, the Superintendent & Assistant Superintendent meet with SGC representatives twice annually to discuss funding status, availability, and related issues.	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	The SGC has the authority to review and give input on all school level funding sources.
<b>Curriculum &amp; Instruction</b>	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	The SGC has had the authority to provide input into selection of curriculum, accompanying materials, and implementation of innovative strategies. All curriculum materials are selected at the school level since each school has all students of a particular grade at that one school. All materials must support the Charter performance goals.	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Each SGC has the authority to recommend acceleration/remediation opportunities for students. The high school SGC has the authority to make recommendations concerning graduation requirements and new course or program offerings.

<p><b>Establishing &amp; monitoring the achievement of school improvement goals</b></p>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation</p>	<p>The SGC approves the school improvement plan annually. They are also presented with and have input into other required plans including Title I School-wide Plan, Parent Involvement Plan &amp; Compact, and Title II Needs Assessment, budget and plan. The SGC reviews progress of these plans throughout each year.</p>	<p>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</p>	
<p><b>School Operations</b></p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and charter goals</p>	<p>The SGC's are regularly asked by the central office to review &amp; provide input into suggested Board policies &amp; system procedures before final approval. The SGC can consider operational procedures affecting only that school.</p>	<p>Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan</p>	<p>Each SGC has the authority to review &amp; recommend changes in school operations including to partnerships, co-curricular &amp; extra-curricular activities, stakeholder surveys, parent involvement programs, communication strategies, student dress code, and student discipline rules.</p>

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

When SGC's were implemented in Cartersville (July 2010) there was limited involvement from school councils regarding decision-making activity and processes. School councils existed primarily in advisory functions and often served only as a sounding board or receivers of information. The advent of SGC's slowly but steadily shifted the function of these governance teams to one of being much more actively involved in decision making and even initiating changes at both the school and system level. The renewal of the system charter will place further emphasis and growth on the SGC's to take responsibility for their involvement and accountability in the school improvement process.

Features of the SGC process will continue to include, but not be limited to:

- Providing oversight governance (not management) to school programs, policies, and initiatives
- Remaining substantially autonomous from the local school district
- Participating in on-going training
- Representing the composition of the school community
- Complying with effective operational processes such as Open Meetings & Open Records statutes
- Maintaining a school-wide and a system perspective in all considerations
- Supporting the System Strategic Plan and performance goals of the System Charter

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

On-going support and training is essential to the effective operation of a School Governance Council. Timely and relevant training will be a critical component in this effort. Training may be in the form of face-to-face sessions, PowerPoint/video presentations, guest speakers, and any other formats deemed appropriate. Principals may be provided specific training so they can more effectively support the function of the SGC.

Since SGCs have already been established (July 2010), much of the training now comes from initiation and request from the SGC itself based upon their identified need. Initial training is provided to new SGC members annually in September to provide orientation to the concept and framework of the SGC. The focus of this important orientation is on gaining a shared understanding of the operation of the school as a charter school and the purpose of the governing body. Additionally, the orientation covers:

- Roles and responsibilities of the SGC and its members
- Role and responsibilities of the Superintendent and School Board
- Maintaining a broad school-wide perspective when considering information, innovations, and solutions, as well as a system perspective to ensure a seamless educational program for all students
- Effective SGC meetings to include agendas, minutes, Open Meetings law, Open Records law, parliamentary procedures, communications, immunity, process of SGC actions

Other presentations have been provided and will continue. These include such topics as, school funding & budgets; federal, state & local program initiatives (Title I, Title II, Title III), student assessment/performance data, school improvement planning, strategic plan & goals, charter process & goals, curriculum considerations (Common Core, Pathways), College & Career Ready Performance (CCRPI), personnel earnings & allotments, Teacher & Leader Keys Evaluation System, and instructional technology. Additional training/information sessions can be initiated by the SGC at any time. As a foundation, SGC’s will be offered in-house training/information sessions annually on each of the following topics.

TOPIC	TIMELINE
New SGC member orientation	August – September
SGC Effectiveness / Purpose	September / October
Student achievement including CCRPI	November / December
School Funding / Budgeting	January / February
Personnel Earnings / Allotments / Staffing	February / March
Strategic Planning	March / April

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

Training sessions may be developed and/or conducted by school system staff, Northwest GA RESA staff, DOE staff, and consultants retained by the school system.

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

Dr. J. Howard Hinesley, Superintendent

P.O. Box 3310

Cartersville, GA 30120

(770) 382-5880

hhinesley@cartersville.k12.ga.us

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

Cartersville has already made the shift in philosophy from a compliance culture to one of achievement. High expectations have been established for all students and all staff members. This philosophy will continue to permeate our approach in all aspects of operation. The System Strategic Plan is based upon three fundamental directions: academic achievement, efficient operations, and stakeholder involvement.

The implementation of the SGC structure has allowed for more direct involvement by stakeholders in the decision-making process. SGC efforts have been focused on eliciting more parental involvement leading to a more effective organization, higher achievement levels, and a stronger commitment from all stakeholders to school improvement. As the SGC accepts more responsibility and accountability, more effective solutions and innovations may be implemented. The central office has provided support and guidance to SGC's without exercising control or mandates. The central office understands that the flexibility designed in the charter relationship is best implemented at the school level because of the culture that exists within the boundaries of that individual school.

Although SGCs operate independently of each other and without interference from the school district, it still remains the intent of the School Board and system administration to have a school system and not a system of schools. This is the express desire of the Cartersville community and its stakeholders. In order to support this feature of the charter, each SGC will annually select two representatives from its membership to serve on the System Charter Advisory Panel (SCAP). At least one representative must be a parent or business member of the SGC. The principal and any student in case the SGC has student membership cannot serve on the SCAP. The SCAP meets at least bi-annually with the Superintendent and Assistant Superintendent, once in the fall and again in the spring. Other meetings may be scheduled as needed. The purpose of the SCAP meetings is for representatives to share with one another issues under consideration or discussion, and to receive system perspective information from the central office. Any initiative considered or proposed by a SGC must take into consideration

potential impact on other schools in the district. These meetings also provide a platform for SGC members to express concerns and information with the Superintendent.

## ASSURANCES FORM AND SIGNATURE SHEET

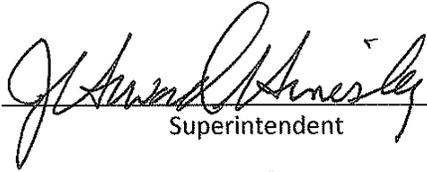
The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Application Package, 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 Cartersville City Schools (*name of school system*) located in Bartow County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system; and
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training.
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their “on-boarding” process.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Cartersville City Board of Education on the 27<sup>th</sup> day of October, 2015.

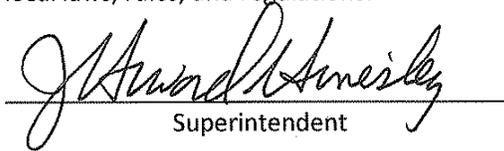
  
\_\_\_\_\_  
Superintendent

oct-27, 2014  
Date

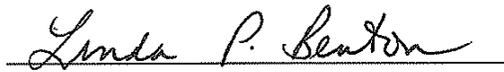
  
\_\_\_\_\_  
Chair, Local Board of Education

Oct. 27, 2014  
Date

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

  
\_\_\_\_\_  
Superintendent

oct. 27, 2014  
Date

  
\_\_\_\_\_  
Chair, Local Board of Education

Oct. 27, 2014  
Date

## EXHIBITS

The following Exhibits are required to complete your Charter System Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exceptions to this size limitation for Exhibits are your most recent annual audit and your most recent accreditation report.

1. Signed local Board of Education resolution approving the creation of the charter system.
2. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.
3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.

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

4. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.
5. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.

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

6. Local school governance training timeline including training topics.
7. Conflict of interest policy for local school governing teams.
8. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.
9. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.
10. Online link to the school system's most recent annual audit.
11. Online link to the school system's most recent accreditation report.
12. Online link to the school system's most recent strategic plan.

Exhibit 1

**CARTERSVILLE CITY SCHOOLS  
RESOLUTION FOR CHARTER SYSTEM**

- WHEREAS The Official Code of Georgia Annotated [20-2-2063.2] allows for the State Board of Education to enter into a charter with a local board to establish a local school system as a charter system; and
- WHEREAS The Official Code of Georgia Annotated [20-2-2061] encourages local school systems to utilize the flexibility of a performance based contract called a charter in order to increase student achievement through academic and organizational innovation; and
- WHEREAS The Cartersville City School System has developed a charter petition which meets the requirements and intent of the law and State Board regulations as pertaining to charter systems; and
- WHEREAS The Cartersville School Board believes it to be in the best interest of the school system, each of the system schools, the Cartersville community in general, and the individual students of the school system in particular, to seek a charter relationship with the State Board,

NOW, THEREFORE BE IT RESOLVED that the Cartersville City School Board, meeting in official session on October 27, 2014, by majority vote of the Board, does hereby respectfully exercise their option to ask the State Board to be granted approval of the Cartersville City Schools Charter Petition.

BE IT FURTHER RESOLVED that a copy of this resolution be included in the system application and sent to the State Board of Education per the requirements of the Georgia Department of Education.

Oct 27, 2014  
Date

Linda P. Beator  
Board President

Jeffrey W. Kinsey  
Superintendent

Exhibit 2



**MEMORANDUM**

TIME SENSITIVE

To: Principals  
From: Ken Clouse, Assistant Superintendent  
Date: September 23, 2014

RE: **Notice of Public Forums – System Charter Renewal**

The Cartersville School Board will be hosting two public hearings regarding the renewal application for our System Charter. Please communicate this information to your parents, staff, and stakeholders in any appropriate manner including the distribution of the attached flier to students. Please also share this information with your staff and School Governance Council. Additionally, the school system will sent out a *School Messenger* automated phone message before each of these events.

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**Cartersville City Schools  
Notice of System Charter Renewal Application**

The Cartersville City School Board is considering applying for renewal of its System Charter agreement with the Georgia State Board of Education. Currently, the school system is in the final year of the System Charter which is set to expire June 30, 2015. In accordance with State Board requirements for the renewal process, the Cartersville School Board will conduct a time for public input about the renewal during the following opportunities. Parents, staff, and community members are invited to provide input into the renewal and/or ask questions during these public forums.

- 1) Thursday, October 9, 2014, 6:00 p.m., Board Room, 15 Nelson Street, Cartersville, GA
- 2) Monday, October 20, 2014, 6:00 p.m., Board Room, 15 Nelson Street, Cartersville, GA

Exhibit 3

To initiate the process for the System Charter, the system contact began discussing with the School Board, central office staff, and school principals the intent and desire to apply for renewal. The contact met with each School Governance Council to initiate the discussion about renewal and seek input into the application process including a review of progress in the current Charter. The contact also met with the Cartersville Schools Foundation Board for additional input. The School Board, each School Governance Council, and the Cartersville Schools Foundation Board unanimously showed support for pursuing a renewal of the Charter.

Once input was received from these various entities, the contact began constructing draft responses to the questions in the application. The School Board hosted two public hearings (October 9 and 20) to provide an opportunity for parents and members of the community to ask questions, provide input, and learn further about the design and intent of the Charter. These meetings were communicated by several means including: 1) Notice to each principal with a flyer designed to be sent home with students, 2) Two automated phone calls to every student's family in the system and every staff member, 3) An email to every staff member, 4) Article in the Daily-Tribune newspaper, the legal organ of the school system, and 5) A press release to the four local news outlets.

Drafts of the renewal application were sent to the schools via the principal and to other administrators in the system. A final draft was emailed to every staff member and placed on the system website prior to consideration and final vote by the School Board. The School Board approved the application by way of a resolution on October 27, 2014.

Exhibit 4

Cartersville City Schools is composed of four schools:

1. Cartersville Primary School (Grades: Pre-K – 2<sup>nd</sup>)
2. Cartersville Elementary School (Grades: 3<sup>rd</sup> – 5<sup>th</sup>)
3. Cartersville Middle School (6<sup>th</sup> – 8<sup>th</sup>)
4. Cartersville High School (9<sup>th</sup> – 12<sup>th</sup>)

With this organizational pattern, there are no attendance zone conflicts or feeder school patterns. The community strongly supports this concept of having all students go to school together in a continuous flow as opposed to housing students in multiple locations and feeding into a consolidated school. The learning environment created by this organization has served student needs and is expected to continue. This organizational pattern easily supports a charter school system. No Cartersville City schools are in Needs Improvement or any other deficit category (Priority, Focus, Alert).

Exhibit 5

The mission statement of the Cartersville City School System is:

*We lead . . .*

*... in preparing students for the challenges of progress and change*

*... through development of the skills necessary to become lifelong learners*

*... in order that they may live successful and productive lives.*

The essence of the mission of the Cartersville City Schools is captured in the system vision statement, **“Exceeding Expectations ... Making It Personal.”** When looking at historical performance data and other indicators, there is no question that Cartersville City Schools is recognized as a very good school system. We are not a system of schools, but a school system which believes in a seamless educational process for each and every student. The community wholly supports this concept and our instructional organization is designed with this approach in mind. The mission of the school system perfectly coincides with the Charter School Act. In Cartersville, being a Charter System is as much about beliefs, culture and values as it is about strategies and programs. The flexibility afforded by provisions of the legislation will allow for the implementation of delivery models and programs designed to increase learning experiences and student performance.

System charter status positions the school district to provide flexibility in scheduling which is essential to the successful delivery of innovative and creative programming. The ability to implement programs unrestricted by the parameters of state rules and regulations will provide the schools the capacity to offer a greater array of valuable learning experiences to all students. Additionally, the system charter status will enhance the ability to pursue innovative ways to effectively serve the educational needs of all Cartersville City students.

One of 21 independent public school systems in Georgia, the district is composed of 4 schools, each with an excellent reputation of quality. Over the past few years, however, there has been an awareness that being “good” is not good enough. With changing community demographics, it is apparent that without a systemic commitment to move forward the system might earn a label less than “good.” These changes are challenging and it is in that spirit that Cartersville City seeks to continue as a charter school system.

With the changing demographics, continued reduction in state funding, and the importance of preparing students for a more complex world, it is critically important to seek charter status for flexibility to meet the needs of today's students.

One of the major focuses of the System Strategic Plan is highest academic achievement. The system believes all students can achieve high academic standards. This has been the driving pursuit and prevalent emphasis in each of the four schools and their School Governance Councils. The System Strategic Plan, which is developed with the System Charter as its backbone, forms the basis for each individual school improvement plan and therefore becomes the guide to drive instruction. Each individual student becomes more than a number and more than just a name on the paper.

Drilling down in the data to the individual student level is critical, and teachers in the district use the data to *make it personal*. Each school develops a School Improvement Plan (SIP) from the goals of the system Strategic Plan which utilizes research-based best practices. These school plans are based upon identified needs within the district's goal for instructional improvement as being at the core for increased student performance. The district works to support each school's efforts in student achievement and performance as well as inclusion of all students.

In order for all students to achieve and master essential knowledge and skills, a variety of methodologies and strategies have been implemented in the schools. A variety of instructional strategies and methodologies to address individual student needs is implemented on a strategic and continuing basis. On-going review and analysis of data and assessment results provide direction for the implementation of appropriate strategies.

Research shows that wise use of instructional time is critical to both individual progress and overall classroom success. When teachers take ownership of the academic progress of each student in their class, the district mission becomes more valuable and there is more likelihood of success for each student. It is

incumbent upon the district to provide teachers with the tools necessary to make that happen. Differentiation of instruction has been a major focus throughout the district over the past two years. To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning, interests, and how to react responsively. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiation is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

With the support of the Cartersville Schools Foundation, the school system has implemented a college scholarship program called *GateKey*. *GateKey* provides opportunities for deserving, at-risk students to be identified as early as fifth grade as recipients of a two-year college scholarship to either Georgia Highlands College or Chattahoochee Technical College. Students selected must sign a contract with the Foundation and meet academic and behavior requirements. This program provides for a college program for students who otherwise probably would not have this opportunity. To date, the Foundation has raised over \$1,000,000 for *GateKey* scholarships. Flexibility in funding will allow for more students to apply and be considered for this program.

The school system also has an agreement with local churches that provide after-school tutoring at their respective sites. This tutoring is provided as a service to students who may not have this opportunity for curriculum enhancement and homework support. The school system provides minimal transportation to these sites on a daily basis. Flexibility granted under the charter will enhance this opportunity and ensure that it is available to more students for a longer period of time during the school year.

Exhibit 6

As a foundation, School Governance Councils (SGC) will be offered training/information sessions annually on each of the following topics. Additional training/information sessions can be initiated by the SGC at any time.

<b>TOPIC</b>	<b>TIMELINE</b>
New SGC member orientation	August – September
SGC Effectiveness / Purpose	September / October
Student achievement including CCRPI	November / December
School Funding / Budgeting	January / February
Personnel Earnings / Allotments / Staffing	February / March
Strategic Planning	March / April

Exhibit 7

*Date Adopted:* 10/27/14

*Descriptor Code:* **BBFA-R**

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**CONFLICT OF INTEREST FOR SCHOOL GOVERNANCE COUNCIL**

School Governance Council (SGC) members shall adhere to these Conflict of Interest provisions:

1. No SGC member shall use or attempt to use his/her position on the Council to secure unwarranted privileges, advantages, or contract, or employment for himself/ herself, his/her immediate family member, or others.
2. No SGC member shall act in his/her capacity in any matter where he/she, his/her immediate family member, or a business organization in which he/she has an interest or a material financial interest that would reasonably be expected to impair his/her objectivity or independence of judgment.
3. No SGC member shall solicit, accept or knowingly allow his/her immediate family member or a business organization in which he/she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, political contribution, service, promise of future employment, or other thing of value was given or offered for the purpose of influencing that SGC member in the discharge of his/her service or duties.
4. No SGC member shall use, or knowingly allow to be used, his/her official position or any information not generally available to the members of the public which he/she receives or acquires in the course of and by reason of his/her position for the purpose of securing financial gain for himself/herself, his/her immediate family member, or any business organization with which he/she is associated.
5. No SGC member or any of his/her immediate family members or business organization in which he/she has an interest shall represent any person or party other than the board of education or school system in connection with any cause, proceeding, application, or other matter pending before the Council in which he/she serves.
6. No SGC member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the SGC member or his/her immediate family in return therefore.
7. No SGC member shall be deemed in conflict with these provisions if, by reason of his/her participation in any matter required to be voted upon by the Council, no material or monetary gain accrues to him/her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity that directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.
9. Each SGC member shall fully disclose any potential conflict pertaining to the provisions of this regulation as soon as he/she becomes aware of the matter.
10. Each SGC shall sign annually a copy of this Conflict of Interest signifying understanding and agreement to provisions.

Exhibit 8

Community, business, and educational partnerships are encouraged in order to support the school system and its schools in pursuit of improvement goals and objectives. Each school is responsible for reporting to the Superintendent or his/her designee and maintaining open communication between all current and potential partners. The system charter proposes no conflicts of interest in continuing relationship with current business arrangements or partnerships. A listing of current partnerships is listed below:

- Ombudsman, Inc. (alternative educational programs for identified students)
- Georgia Highlands College (*GateKey* Scholarship)
- Kennesaw State University (dual enrollment program; student teacher placements)
- Reinhardt College (student teacher placements)
- Chattahoochee Technical College (*GateKey* Scholarship)
- Northwest Georgia Regional Educational Services Agency (Professional development & training)
- Cartersville City Police Department (School Resource Officers)
- Boys and Girls Club of Cartersville (Tutorial programs)
- Cartersville City Council and City Government (City Charter)
- Cartersville-Bartow County Chamber of Commerce (Community support)
- Cartersville City Parks and Recreation Department (Facility usage & youth programs)
- Service Solutions (Custodial services)
- Ashton Staffing (Personnel staffing: paraprofessionals, bus monitors, cafeteria staffing)
- Sun Trust Bank (System banking services)
- Century, Hamilton, Renasant banks (School banking services)
- Renasant Bank (System Teacher of the Year program)
- Cartersville Schools Foundation (Educational support, *GateKey* Scholarship)
- Cartersville Housing Authority (Tutorial programs)
- Hands of Christ (Tutoring programs)
- Bartow County Library (Resource sharing)
- Teacher Resource Center (Professional materials; Teacher support)
- Bartow County History Center (Student educational programs)
- Tellus Science Museum (Student educational programs)
- Booth Museum (Student educational programs)
- The Grand Theater (Student educational programs)

Exhibit 9

The Cartersville City School System has operated without a deficit for at least the last nine plus fiscal years (2005-2013), representing five years prior to the initial charter term. The system has consistently maintained a \$5.5 million reserve in the operating budget for future capital outlay during this period. The Board of Education has also committed to building enough operating reserve annually to avoid tax anticipation notes and other borrowing for payroll during the months of July to November before tax receipts are collected. This reserve balance began at about \$300,000 (2005), and has grown to over \$2 million today. The goal of the system is three months payroll or about \$4.5 million. Currently, the school system is on track to pay off all bond debt (\$9,218,000) by the end of the 2015 calendar year.

The Government Finance Officers Association of the United States and Canada (GFOA) has awarded a Certificate of Achievement for Excellence in Financial Reporting to the Cartersville Board of Education for its comprehensive annual report (CAFR) each of the 2005-2013 fiscal years. The Certificate of Achievement is a prestigious national award recognizing conformance with the highest standards for preparation of state and local government financial reports. In order to be awarded a Certificate of Achievement, a government unit must publish an easily readable and efficiently organized comprehensive annual financial report, whose contents conform to program standards. The CAFR must satisfy both generally accepted accounting principles and applicable legal requirements.

Exhibit 10

Link to the school system's 2013 annual audit conducted by Mauldin & Jenkins Certified Public Accountants, LLC (Atlanta):

<http://www.cartersville.k12.ga.us/Download.asp?L=2&LMID=864388&PN=DocumentUploads&DivisionID=14646&DepartmentID=20921&SubDepartmentID=&SubP=&Act=Download&T=1&I=404672>

Exhibit 11

Link to the school system's latest District Accreditation report:

<http://www.cartersville.k12.ga.us/Download.asp?L=0&LMID=591876&PN=DocumentUploads&DivisionID=&DepartmentID=&SubDepartmentID=&SubP=Documents&Act=Download&T=1&I=404219>

Exhibit 12

Link to the school system's Strategic Plan goals:

<http://www.cartersville.k12.ga.us/Download.asp?L=0&LMID=591876&PN=DocumentUploads&DivisionID=&DepartmentID=&SubDepartmentID=&SubP=&Act=Download&T=1&I=340787>