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May 6-7, 2015

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MINUTES OF THE STATE BOARD OF EDUCATION MEETING

Atlanta, Georgia
Ms. Helen Odom Rice, Chairperson

May 6-7, 2015
Mr. Richard Woods, Superintendent

On May 6, 2015, the State Board of Education assembled to consider its committee work, conduct its public hearings, and take action on official business.

Roll Call – Committee of the Whole May 6, 2015

Ms. Helen Rice, Chair	Mr. Kevin Boyd	Dr. Mary Sue Murray
Mr. Mike Royal	Mr. W.T. Henry	Mr. Scott Johnson
Ms. Lisa Kinnemore	Mr. Brian Burdette	Mr. Larry Winter
Ms. Barbara Hampton	Mr. Kenneth Mason	

On May 6, 2015, at 1:00 p.m., by motion of Mr. Kevin Boyd and a second by Ms. Barbara Hampton, a unanimous affirmative vote was given to enter into Executive Session for the purpose of discussing appeals, legal and personnel matters.

At 2:30 p.m., the Budget Committee, District Flexibility and Charter Schools Committee, and Rules and Policy Committee met to consider State Board items to be presented to the Committee of the Whole.

At 4:00 p.m., the Operations Committee met to consider items for the May 7, 2015, State Board of Education meeting agenda.

Roll Call – State Board meeting May 7, 2015

Ms. Helen Rice, Chair	Mr. Kevin Boyd	Dr. Mary Sue Murray
Mr. Mike Royal	Mr. W.T. Henry	Mr. Kenneth Mason
Ms. Lisa Kinnemore	Mr. Brian Burdette	Mr. Larry Winter
Ms. Barbara Hampton	Mr. Scott Johnson	

At 8:00 a.m., on May 7, 2015, Chair Helen Rice called the meeting to order.

At 8:05 a.m., by motion of Mr. Mike Royal, seconded by Mr. Scott Johnson, a unanimous affirmative vote was given to adjourn from Executive Session.

Guest Recognition

Chair Rice welcomed the following guests in attendance: Dr. Philip Lanoue, Superintendent of Clarke County Schools, Mrs. Carol Williams, former member of the State Board of Education and current member of the Clarke County School Board, and Lt. Col. William McMickle, director of the Clarke Central High School Army JROTC. Lt. Col. McMickle was joined by the Clarke Central High School Army JROTC Color Guard which included cadets Corey Grier, Andrew Williams, Jarikas Collins, and Abigail Ramos-Dottin. The Chair also recognized Dr. Arianne Weldon, director of Get Georgia Reading Campaign, and Mr. Justin Pauly, Director of Communications for the Georgia School Boards Association.

Inspiration/Pledge of Allegiance

Chair Rice called upon Mr. Burdette to introduce Mrs. Carol Williams. Mrs. Williams introduced the National Superintendent of the Year, Dr. Philip Lanoue, to provide the inspiration.

Public Hearing

Pursuant to the public notice and posting of the agenda, the Chair asked if there were any comments from the public regarding State Board Rule - 160-5-1-.10 Student Attendance (Adoption). No public comments were made.

Superintendent's Report

The State Board of Education received the following report from Superintendent Woods:

1. Dr. Garry McGiboney presented a report on the School Climate Star Ratings.
2. Superintendent Woods acknowledged May as Children's Mental Health Month.
3. Superintendent Woods presented a Resolution for Teacher Appreciation Week and also presented a Proclamation to Teachers from Governor Deal.
4. Superintendent Woods introduced Dr. Barbara Wall, Director of Career Technical and Agricultural Education (CTAE) who gave a brief overview of the mission, vision, and goals of the division.
5. Superintendent Woods reported on the Science and Social Studies surveys.
6. Pam Smith provided an update on the Governor's Arts Learning Task Force and Jeremy Spencer spoke about the easy integration of art into the Georgia Virtual School.
7. Lou Erste gave an update on the 2015 Legislative Session.

Chair's Report

The State Board of Education received the following report from Chair Rice:

1. Dr. McGiboney reported on the top five requests received from ASK DOE and the number of calls and emails responded to in the last year.
2. Pam Smith provided a brief status report on the Georgia Standards of Excellence (GSE) for English/Language Arts and Math.
3. Sandi Woodall provided an update on the Foundations of Algebra Course.

4. Chair Rice and Vice Chair Royal provided a brief update and announced the members on the Text Book Review “AdHoc” Committee.
5. Barbara Hampton reported on the Education Reform Commission Review.
6. Dr. Melissa Fincher gave an update on the 2015 administration of the Georgia Milestones assessment.
7. Chair Rice acknowledged the work that has been done with the Science and Social Studies standards surveys and encouraged other Board members to contact their local district superintendents to remind principals and teachers of the online survey.

ACTION ITEMS

(Please note that the items in their entirety, with backup material and attachments 1-5, can be found on the State Board of Education’s e-Board website, May 7, 2015, State Board meeting.)

AGENDA

By motion of Mr. W.T. Henry and a second by Mr. Kevin Boyd, a unanimous affirmative vote was made to approve the agenda for the May 7, 2015, State Board meeting.

CONSENT AGENDA

By motion of Ms. Lisa Kinnemore and a second by Mr. Mike Royal, a unanimous affirmative vote was made to approve the Consent Agenda for the May 7, 2015, State Board meeting.

1. **TS – FY16 Contract – Georgia Virtual School – Desire2Learn.** The State Board of Education authorized the State School Superintendent to enter into a contract with Desire2Learn at a cost not to exceed \$253,090.20 in Tuition Funds (Other Tuition) and \$142,363.24 in State Funds for a total of \$395,453.44 for Georgia Virtual School students, Georgia Credit Recovery students, blended learning, and teacher professional development for a learning management system.
2. **CI – Grant Amendment - FY15 Grant for State Interagency Services.** The State Board of Education authorized the State School Superintendent to amend the grant with funds to eligible school districts for a cost not to exceed \$98,000 in State Funds for the purpose of reimbursements for evaluations of students with disabilities. (Appendix 6)
3. **SI – Grant – FY16 Title I, Part A, 1003(a) RESA School Improvement Grants.** The State Board of Education authorized the State School Superintendent to award a grant to the Regional Educational Service Agencies (RESAs) at a cost not to exceed \$3,960,000.00 in Federal Funds for school improvement services to Title I schools identified as Focus Schools. (Appendix 7)

4. **FBO - Five Year Local Facilities Plan.** The State Board of Education authorized the State School Superintendent to approve the Five-Year Local Facilities Plan for the following school systems: Bacon County, Brantley County, Catoosa County, Crisp County, Dougherty County, Hart County, Jackson County, Johnson County, Lincoln County, Madison County, McIntosh County, Paulding County, Seminole County, Tift County, Buford City, Commerce City, and Social Circle City.
5. **FBO - Authorization to Issue Bonds.** The State Board of Education (SBOE) adopted the resolution authorizing the State School Superintendent to take the appropriate actions necessary for the Georgia State Financing and Investment Commission (GSFIC) to issue a total of \$192,065,000 in general obligation bonds on behalf of the Georgia Department of Education (GaDOE). (Appendix 8)
6. **FBO - \$50,000.01 - \$250,000 Recurring Contracts List for May, 2015.** The State Board of Education authorized the State School Superintendent to enter into contracts with the vendors specified in the Attachments entitled "\$50,000.01 - \$250,000 Recurring Contracts (May, 2015)" at a cost not to exceed the amounts provided in said Attachments. (Appendix 9)
7. **CI - State Board Rule - Rule 160-4-2-.20 List of K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years (Initiation).** The State Board of Education authorized the State School Superintendent to initiate rulemaking procedures in accordance with the Georgia Administrative Procedure Act so as to amend State Board of Education Rule Rule 160-4-2-.20 List of K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years.
8. **CI - Curriculum - High School Mathematics Course Options (Posting for Comment).** The State Board of Education granted permission for the posting of the Georgia Performance Standards for High School Course 3 (Advanced Algebra/Algebra II) and Course 4 (Pre-Calculus) for public review and comment. (Appendix 10)
9. **EAP – System Waiver – Minimum Direct Classroom Expenditures FY 14.** The State Board of Education (SBOE) approved for the 2013-2014 school year, the hardship waiver provided in SBOE Rule 160-5-.29 Minimum Direct Classroom Expenditures (3)(b) and O.C.G.A. § 20-2-171 (b)(4) as authorized by O.C.G.A. § 20-2-244 for the Thomasville City School System.
10. **EAP – System Waiver – Personnel Required – Appling County School System.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the Appling County School System's waiver request of SBOE Rule 160-5-1-.22 (2)(a)14 & 15 Personnel Required and O.C.G.A. § 20-2-180 as authorized by O.C.G.A. § 20-2-244 to allow the district to operate the media center at Fourth District Elementary School with a paraprofessional instead of the required half-time media specialist. Also to allow the district to operate with one school nutrition manager to serve Appling County Middle School at 90% and Fourth District Elementary School at 10% of the full time position.

11. **EAP – System Waiver – Personnel Required – Chattahoochee County School System.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the Chattahoochee County School System’s waiver request of SBOE Rule 160-5-1-.22 (2)(a)13 Personnel Required and O.C.G.A. § 20-2-180 as authorized by O.C.G.A. § 20-2-244 to allow the district to serve Chattahoochee County Middle School and Chattahoochee County High School with one principal.
12. **EAP – System Waiver – Personnel Required – Jefferson City Schools.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the Jefferson City School System’s waiver request of SBOE Rule 160-5-1-.22 (2)(a)1 Personnel Required and O.C.G.A. § 20-2-180 as authorized by O.C.G.A. § 20-2-244 to allow the district to employ the superintendent at 49%.
13. **EAP – System Waiver – Personnel Required – Atlanta Public School System.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the Atlanta Public School System’s waiver request of SBOE Rule 160-5-1-.22 (2)(a)13 Personnel Required and O.C.G.A. § 20-2-180 as authorized by O.C.G.A. § 20-2-244 to allow the district to serve South Atlanta Computer Animation & Design, South Atlanta Health & Medical Sciences, and South Atlanta Law and Social Justice schools with one full-time principal. Also, to allow the district to serve Carver Early College and Carver School of Technology with one certified principal and to serve Carver School of the Arts and Carver School of Health Sciences and Research with one certified principal.
14. **EAP – System Waiver – Class Size.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the waiver requests of SBOE Rule 160-5-1-.08 Class Size and O.C.G.A. § 20-2-182 as authorized by SBOE Rule 160.4-9-.07 Charter Systems, SBOE Rule 160-5-1-.33 Investing In Educational Excellence (IE2) and Status Quo School Systems and O.C.G.A. § 20-2-244 to allow an increase in class size for the districts on the attached list.
15. **EAP – System Waiver – Statewide Passing Score – Rockdale County School System.** The State Board of Education (SBOE) approved for the 2015-2016 school year, the Rockdale County School System’s waiver request of SBOE Rule 160-4-2-.13 Statewide Passing Score so as to implement standards-based report cards in grades four and five.
16. **EAP – Local Board Governance Training Providers FY16.** The State Board of Education (SBOE) approved for the 2015-2016 school year the Local Board Governance Training Providers on the attached list. (Appendix 11)
17. **EAP – Start-Up Charter Renewal – Berrien Academy Performance Learning Center.** The State Board of Education renewed a charter for Berrien Academy Performance Learning Center, a grades 9-12 start-up charter school approved by the Berrien County Board of Education, for a five-year term beginning July 1, 2015 and ending June 30, 2020.

18. **EAP – Start-Up Charter Renewal – Leadership Preparatory Academy.** The State Board of Education renewed a charter for Leadership Preparatory Academy, a K-8 start-up charter school approved by the DeKalb County Board of Education, for a five-year term beginning July 1, 2015 and ending June 30, 2020.
19. **EAP – Charter Amendment – Chamblee Charter High School.** The State Board of Education approved a charter amendment for Chamblee Charter High School, a grades 9-12 conversion charter school approved by the DeKalb County Board of Education, to extend the charter term by one year to expire June 30, 2016.
20. **EAP – Charter Amendment – Newton College and Career Academy.** The State Board of Education approved a charter amendment for Newton College and Career Academy, a grades 9-12 start-up charter school approved by the Newton County Board of Education, to extend the charter term by one year to expire June 30, 2016.
21. **EAP – Charter School Board Governance Training Providers FY 16.** The State Board of Education (SBOE) approved for the 2015-2016 school year the addition of BoardOnTrack to the list of approved Charter School Board Governance Training Providers.
22. **SBOE Meeting Minutes - April 2015.** The State Board of Education approved the April 2015 State Board Meeting minutes.
23. **Executive Session Minutes – April 2015.** The State Board of Education approved the April 2015 Executive Session minutes.
24. **Personnel.** The State Board of Education approved the April 2015 Personnel Report as presented.
25. **Case Number 2015-26. J.B. v. Richmond County Board of Education.** The State Board of Education affirmed the decision of the Local Board.
26. **Case Number 2015-27. D.T v. Richmond County Board of Education.** The State Board of Education affirmed the decision of the Local Board.
27. **Case Number 2015-28. D.H. v. Clarke County Board of Education.** The State Board of Education affirmed the decision of the Local Board.
28. **Case Number 2015-29. K.A.F. v. Houston County Board of Education.** The State Board of Education accepted the dismissal of the Appeal by the Appellant.
29. **Case Number 2015-30. D.G. v. Henry County Board of Education.** The State Board of Education affirmed the decision of the Local Board.
30. **Case Number 2015-31. Tommy Molden v. Atlanta Independent School System.** The State Board of Education affirmed the decision of the Local Board.
31. **Case Number 2015-32. Terrance Haywood v. McIntosh County Board of Education.** The State Board of Education accepted the dismissal of the Appeal by the Appellant.

POLICY AND RULES COMMITTEE

1. **EAP- State Board Rule - 160-5-1-.10 Student Attendance (Adoption).** By motion of Mr. Scott Johnson and a second by Mr. Kevin Boyd, the Board unanimously adopted the amendment to State Board of Education Rule 160-5-1-.10 Student Attendance.

COMMITTEE MINUTES

The minutes of the Budget Committee, Rules Committee, District Flexibility and Charter Schools Committee, Operations Committee, Executive Session, and Audit Committee meetings are located in the Appendices as 1-5.

ADJOURNMENT

At 10:20 a.m., by motion of Ms. Lisa Kinnemore and a second by Mr. W.T. Henry, a unanimous affirmative vote was given to adjourn the State Board meeting.

The next meeting of the State Board of Education is scheduled for Thursday, June 11, 2015, at 10:00 a.m.

Respectfully submitted by:
Debbie Caputo
Recording Secretary

**STATE BOARD BUDGET COMMITTEE MEETING
GEORGIA DEPARTMENT OF EDUCATION
May 6, 2014– 2:30p.m**

Attending: Barbara Hampton (chair), Mike Royal, Allen Rice, Larry Winter

Action Items

1. (p)TS - FY16 Georgia Virtual School – Desire 2 Learn
 - Jeremy Spencer presented
2. (p)CI – Grant Amendment – FY15 Grant for State Interagency Services
 - Debbie Gay Presented
3. (p)SI – Grant – FY16 Title I, Part A, 1003(a) RESA School Improvement Grants
 - Barbara Lunsford Presented
4. (p)FBO – Contract - Five Year Local Facilities Plan
 - Mike Rowland Presented
5. (p)FBO – Authorization to Issue Bonds
 - Mike Rowland Presented
6. FBO - \$50,000.01 - \$250,000 Recurring Contracts List for May, 2015
 - Reggie Lampkin presented

Items for Information

1. **Contracts 50k and Under – No questions**
2. **Information from Scott Austensen on English Language Learner Students**



Richard Woods, Georgia's School Superintendent

"Educating Georgia's Future"

**STATE BOARD
DISTRICT FLEXIBILITY AND CHARTER SCHOOLS COMMITTEE
MEETING**

May 6, 2015 • 2:30 P.M.

MINUTES

1. The meeting was called to order by Mr. Burdette at 2:32 p.m.
2. State Board of Education Charter Committee Chair Brian Burdette and Charter Committee Members Kenneth Mason, Scott Johnson, Lisa Kinnemore, and Kevin Boyd were present.
 - Georgia Department of Education staff present included Associate Superintendent for Policy & Charter Schools Louis Erste, Charter Schools Division Director Aarti Sharma, and Staff Attorney Janelle Cornwall.
 - Charter Advisory Committee (CAC) Chair Mark Whitlock was present.
 - State Charter Schools Commission (SCSC) Executive Director Bonnie Holliday and General Counsel Gregg Stevens were present.
 - Governor's Office of Student Achievement (GOSA) Deputy Director Sam Rauschenberg and Policy & Research Analyst Pascael Beaudette were also present.
 - Approximately 30 people attended the meeting, including members of the general public, charter school governing board members and staff, and the media.
3. Mr. Burdette welcomed the Committee, staff, and meeting attendees, and Mr. Mason read the Committee's Mission Statement.
4. Mr. Rauschenberg and Ms. Beaudette presented information on GOSA's 2013-2014 Investing in Education Excellence (IE2) System evaluation results for Gwinnett, Forsyth, and Rabun counties.

5. Dr. Holliday provided a State Charter Schools Commission update, including information on the academic accountability metrics utilized by the SCSC for their annual school accountability reviews and charter renewal as well as the results of that evaluation.
6. Mr. Whitlock provided a Charter Advisory Committee update, including information that was shared at the CAC's April 10 meeting and a preview of the next CAC meeting to be held on June 12, 2015.
7. At Mr. Burdette's request, Mr. Erste presented the Department's Petition Pipeline and System Flexibility Choices Pipeline.
8. At Mr. Burdette's request, Ms. Cornwall presented the Department's recommendation that the State Board of Education grant charter renewals for Berrien Academy Performance Learning Center and Leadership Preparatory Academy.
 - The renewal petition team members for Berrien Academy Performance Learning Center and Leadership Preparatory Academy presented and then responded to questions from the Committee members.
 - After completing discussion of each school's charter renewal, the Committee agreed to move each board item to Action and then onto the Consent Agenda.
9. At Mr. Burdette's request, Ms. Cornwall presented the Department's recommendation that the State Board of Education approve charter amendments for Chamblee Charter High School and Newton College and Career Academy to extend their charter terms by one year. The Committee agreed to move each board item to Action and then onto the Consent Agenda.
10. At Mr. Burdette's request, Mr. Erste presented the Department's recommendation that the State Board of Education approve the addition of BoardOnTrack to the list of approved Charter School Board Governance Training Providers for 2015-2016. The Committee agreed to move this board item to Action and then onto the Consent Agenda.
11. At Mr. Burdette's request, Ms. Sharma presented the Department's recommendation that the State Board of Education grant a charter renewal for Southeastern Early College and Career Academy. This will be an Action Item at the June 2015 SBOE meetings.
12. Mr. Burdette adjourned the meeting at 4:10 p.m.



**State Board of Education Rules Committee
20th Floor Conference Room, 2056 Twin Towers East
May 6, 2015, 2:30 P.M.**

Attending: Dr. Mary Sue Murray, Mrs. Helen Rice, Mr. William "W.T." Henry

AGENDA

I. Action Items

1. (Adoption) State Board Rule 160-5-1-.10 Student Attendance

- a. State Board Rule 160-5-1-.10 enumerates excused absences, or absences that are not considered for truancy calculation purposes. There are seven categories of excused absences, but there is not a category that provides flexibility for local school districts in extraordinary and rare cases.
 - b. The amended rule adds another category to the list of excused absences to provide flexibility for local school districts without creating another class of excused absences. The amended rule will add the following sentence to the section on excused absences, "Any other absence not explicitly defined herein but deemed by the local school board of education to have merit based on circumstances".
 - c. The rule was last amended in 2012.
 - d. It is recommended that the amended rule be adopted.
- Dr. Garry McGiboney presented this item. Dr. McGiboney explained that if approved, the amended rule would give local school systems flexibility without creating another class of excused absences. Dr. McGiboney reported that, to date, no public comments had been received. There was no Committee discussion. The Committee recommended approval. This item will not be placed on the consent agenda.

2. (Initiate) State Board Rule 160-4-2-.20 List of K-8 Subjects and 9-12 Courses

- a. State Board Rule 160-4-2-.20 requires all state-funded K-8 subjects and 9-12 courses be approved by the State Board. Currently, each subject and course must be approved by the State Board subsequently the State Board rule must also be amended acknowledging the previously approved new courses.
- b. The amended rule would state that once a course is approved by the State Board, it is also approved to add to the list of state-funded K-8 subjects and 9-12 courses. Also, the amended rule would separate the text part of the Rule from the actual list of state-funded K-8 subjects and 9-12 courses so that approved courses can be added to the state-funded list on an

ongoing basis without awaiting the State Board Rule process a second time.

Dr. Garry McGiboney presented this item. Dr. McGiboney explained that the State Board of Education would continue to approve all new courses. The Committee discussed that the number of new courses is much greater than in the past and that if approved, the amended rule would streamline the approval process for new state funded courses. This item will be placed on the Consent Agenda.

3. (Post) High School Mathematics Course Options

- a. High school mathematics standards for Course 3 (Advanced Algebra/Algebra II) and Course 4 (Pre-Calculus) have been resorted and revised based on approved changes to high school Course 1 (Coordinate Algebra/Algebra I) and Course 2 (Analytic Geometry/Geometry).
- b. It is recommended that the State Board of Education grant permission for the posting of the Georgia Standards of Excellence (GSE) for High School Course 3 (Advanced Algebra/Algebra II) and Course 4 (Pre-Calculus).

Dr. Garry McGiboney presented this item. The Committee discussed the review process for these mathematics courses. This item will be placed on the Consent Agenda.

4. State Board Rule 160-5-1-.29 Minimum Direct Classroom Expenditures-System Waiver-Thomasville City School System

- a. State Board Rule 160-5-1-.29(3)(b) Minimum Direct Classroom Expenditures and O.C.G.A. § 20-2- 171(b)(4) establish the requirements for ensuring that at least 65 percent of the Local Education Agency's (LEA) total operating expenditures are spent on direct classroom instruction. LEAs have three ways in which they can meet the statutory requirements:
 1. Spending 65% or more of total operating expenditures on direct classroom instruction;
 2. Demonstrating at least a 2% growth in direct classroom expenditures from the previous year, or
 3. Meeting student achievement performance levels that exceed the state average in graduation rate or SAT score.
- b. Thomasville City School System is requesting approval to receive a hardship waiver of Rule 160-5-1-.29(3) (b) Minimum Direct Classroom Expenditures and O.C.G.A. § 20-2-171(b)(4) due to substantial financial hardship.
- c. Thomasville City School System notified the Department that it is in the process of deciding between IE² and Charter System.
- d. Thomasville City School System has 5 schools and 2,880 students.
- e. Thomasville City School System superintendent is Sabrina Boykins-Everett.
- f. It is recommended that the Minimum Direct Classroom Expenditures waivers for the Thomasville City School System be approved for the 2013-

2014 school year. *(NOTE: The waiver is for FY 14, not FY 15, because expenditures and student achievement results cannot be calculated until after the fiscal year ends. Transportation, food services, plant operations and maintenance, media centers, teacher training, school nurses and school counselors are not included in the definition and calculation of Direct Classroom Expenditures.)*

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

5. State Board Rule 160-5-1-.22 Personnel Required-System Waiver-Applying County School System

- a. State Board Rule 160-5-1-.22 requires districts employ specified positions and numbers of positions including superintendent, curriculum director, school psychologist, visiting teacher/school social worker, attendance officer, school nutrition program director, special education director, vocational supervisor, school counselor, technology specialist, art/music/P.E. specialist, principal, media-specialist, and school nutrition program manager.
- b. Applying County School System is eligible to request a personnel required waiver, as provided in State Board Rule 160-5-1-.33 Investing in Educational Excellence (IE²) and Status Quo School Systems, because the district submitted a letter of intent to become an IE² school system and has submitted a supporting resolution from the Applying County Board of Education.
- c. Applying County School System is requesting approval of its waiver for financial reasons to allow Fourth District Elementary School to operate without a full-time media specialist and instead employ a full-time media paraprofessional. The school has 152 students.
- d. Applying County School System is also requesting for financial reasons to operate two schools with one school nutrition manager. The manager will serve Applying County Middle School (770 students) and Fourth District Elementary School. Meals are transported to Fourth District Elementary School from Applying County Middle School.
- e. Applying County has five schools and 3,351 students.
- f. Applying County School superintendent is Scarlet Copeland.
- g. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

6. State Board Rule 160-5-1-.22 Personnel Required-System Waiver-Chattahoochee County School System

- a. State Board Rule 160-5-1-.22 requires districts employ specified positions and numbers of positions including superintendent, curriculum director, school psychologist, visiting teacher/school social worker, attendance officer, school nutrition program director, special education director,

vocational supervisor, school counselor, technology specialist, art/music/P.E. specialist, principal, media-specialist, and school nutrition program manager.

- b. Chattahoochee County School System is eligible to request a personnel required waiver, as provided in State Board Rule 160-5-1-.33 Investing in Educational Excellence (IE²) and Status Quo School Systems, because the district submitted a letter of intent to become an IE² school system and has submitted a supporting resolution from the Chattahoochee County Board of Education.
- c. Chattahoochee County School System is requesting approval of its waiver for financial reasons to allow the district to serve Chattahoochee County Middle School (133 students) and Chattahoochee County High School (464 students) with one principal and two assistant principals. Both schools are in the same building.
- d. Chattahoochee County School System has three schools and 905 students.
- e. Chattahoochee County School System superintendent is David McCurry.
- f. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

7. State Board Rule 160-5-1-.22 Personnel Required-System Waiver-Jefferson City School System

- a. State Board Rule 160-5-1-.22 requires districts employ specified positions and numbers of positions including superintendent, curriculum director, school psychologist, visiting teacher/school social worker, attendance officer, school nutrition program director, special education director, vocational supervisor, school counselor, technology specialist, art/music/P.E. specialist, principal, media-specialist, and school nutrition program manager.
- b. Jefferson City School System is eligible to request a personnel required waiver, as provided in State Board Rule 160-5-1-.33 Investing in Educational Excellence (IE²) and Status Quo School Systems, because the district submitted a letter of intent to become an IE² school system and has submitted a supporting resolution from the Jefferson City Board of Education.
- c. Jefferson City School System is requesting approval of its waiver for financial reasons to allow the school system to employ the superintendent at 49%.
- d. Jefferson City School System has three schools and 3,182 students.
- e. Jefferson City School System superintendent is John Jackson.
- f. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

8. State Board Rule 160-5-1-.22 Personnel Required-System Waiver-Atlanta Public Schools

- a. State Board Rule 160-5-1-.22 requires districts employ specified positions and numbers of positions including superintendent, curriculum director, school psychologist, visiting teacher/school social worker, attendance officer, school nutrition program director, special education director, vocational supervisor, school counselor, technology specialist, art/music/P.E. specialist, principal, media-specialist, and school nutrition program manager.
- b. Atlanta Public Schools is eligible to request a personnel required waiver, as provided in State Board Rule 160-4-9-.07 Charter Systems because the district submitted a letter of intent to become a charter school system and has submitted a supporting resolution from the Atlanta Public Schools Board of Education.
- c. Atlanta Public Schools is requesting approval of its waiver:
 1. To operate South Atlanta Computer Animation & Design, South Atlanta Health & Medical Sciences, and South Atlanta Law and Social Justice high schools with one full-time principal and three assistant principals. The schools are currently located in one building and together serve 900 students.
 2. To operate Carver Early College and Carver School of Technology with one full-time principal and three assistant principals. The schools are in one building and together serve 600 students.
 3. To operate Carver School of the Arts and Carver School of Health Sciences and Research with one full-time principal and three assistant principals. The Carver schools are on the same campus and serve 600 students.
- d. Atlanta Public Schools has 100 schools and approximately 49,000 students.
- e. Atlanta Public Schools superintendent is Dr. Meria Carstarphen.
- f. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

9. State Board Rule 160-5-1-.08 Class Size-System Waiver – consolidate

- a. State Board Rule 160-5-1-.08 sets forth class size requirements.
- b. These school systems are requesting approval of its class size waiver for the 2015-2016 school year. (list of school systems is attached)
- c. These systems are eligible to request a class size waiver, as provided in State Board Rule 160-5-1-.33 Investing in Educational Excellence (IE²) and Status Quo School Systems, because the district submitted a letter of intent to become an IE² school system and has submitted a supporting resolution from their local boards of education.
- d. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. The Committee discussed that a school system's CCRPI scores could be impacted by increased class size. This item will be placed on the Consent Agenda.

10. State Board Rule 160-4-2-.13 Statewide Passing Score –System Waiver- Rockdale County School System

- a. The rule provides that each local board of education shall establish 70 as the minimum passing score for all subjects/courses taught in grades 4-12 in the public schools of the state and further provides that, if letter grades, instead of numerical grades are given in grades 4-8, the local board shall determine the relationship of the letter grades to the numerical passing score of 70.
- b. Standards based report cards would be used for reporting in Grades 4-5 Special Courses which include art, health, music, physical education, and world language.
- c. Standards- based reporting in grades four and five has the support of the school system's principals, teachers, and parents.
- d. Rockdale County School System has 18 schools and 15,582 students.
- e. Rockdale County School System superintendent is Richard Autrey
- f. It is recommended that the waiver be approved for the 2015-2016 school year.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

11. Local School Board Governance Training Providers-2015-2016 School Year

- a. The State Board of Education adopted training requirements for local school boards of education as required by SB 84 from the 2010 legislative session, currently O.C.G.A. § 20-2-230 (b).
- b. The providers were solicited by posting a Request for Proposal (RFP) on the Georgia Department of Education website. The previous providers were sent an RFP by email.
- c. Twenty-one potential providers submitted applications for 2015-2016 approval. Twenty of the twenty-one applicants were approved last year. The Charter System Foundation is a new applicant.
- d. Providers must give the Department details of their training program, qualifications and experience of their instructors, names of the courses they propose to deliver, and they must include a nepotism agreement for each instructor.
- e. All new board members must receive 15 hours of training by approved providers, including five hours of approved financial training which can only be delivered by the Georgia Department of Education Finance and Budget Office. All veteran board members must receive 9 hours annually of approved training.
- f. It is recommended that the State Board of Education approve the list of 21 Local Board Governance Training Providers for 2015-2016.

Dr. Garry McGiboney presented this item. There was no Committee discussion. This item will be placed on the Consent Agenda.

II. Discussion Item

1. State Board Rule 160-4-5-.02 Language Assistance: Program for English Learners
The proposed amendment to the rule will expand the program options available to local school systems to meet the needs of identified students.
 2. State Board Rule – 160-5-6-.01 Statewide School Nutrition Program
The proposed amendment to rule will reflect federal requirements such as continuing education requirements for School Nutrition Program personnel.
 3. Federal Update
- **U.S. Department of Education Announces \$4.1 Million through the Charter Schools Program (CSP) National Leadership Activities Program.** Recently, the U.S. Department of Education has announced the allotment of \$4.1 Million in Charter School Program National Leadership grants. The purpose of these grants is to provide further support to charter schools and charter school authorizers, while, at the same time, strengthening and enhancing the capabilities of charter schools and authorizers to serve English learners and students with disabilities. Furthermore, among the recipients of the aforementioned grants, are the following six grantees: (1) the Alameda County Office of Education; (2) the California Charter Schools Association; (3) the Illinois Network of Charter Schools; (4) the Massachusetts Charter Public School Association; (5) the National Association of Charter School Authorizers (of which GaDOE is a member); and (6) New Schools for New Orleans. These grantees will supply technical assistance and share promising practices with charters nationwide. More specifically, grantees will utilize the money by: (1) Equipping teachers with on-site coaching or professional development; (2) supplying charter school English learners and students with disabilities with services; and (3) producing shared systems across multiple charter schools designed for finding and accessing qualified teachers and experts. These grants will last for three years.

Source: <http://www.ed.gov/news/press-releases/us-department-education-awards-41-million-charter-school-program-national-leadership-grants>

- **Minority Students Outpace the Graduation-Rate Growth of All Students Nationwide.** Expanding upon last month's announcement of a record-breaking national graduation rate (students graduating at a higher rate than ever before), the U.S. Department of Education has announced that new data suggests the achievement gap between minority students and all other students narrowing as the graduation rates for black and Hispanic students increased by nearly 4 percent from the 2011 to 2013 school years. The overall national graduation rate increased by 2.4 percent from 2011 to 2013. It is worth noting that Georgia data mirrored the national data between 2011 and 2013. Over that period of time, Georgia, experienced a 4.2 percentage point increase in the graduation rate among Hispanic students and a 3.4 percentage point increase in the graduation rate among black students. Furthermore, it is also noteworthy that the gap between

white students and black and Hispanic students also diminished over time, with respect to their graduation rates. These rates are derived utilizing the common metric that is utilized nationwide among all schools and systems—the adjusted cohort graduation.

Source: <http://www.ed.gov/news/press-releases/achievement-gap-narrows-high-school-graduation-rates-minority-students-improve-faster-rest-nation>

- **Brief discussion on status of NCLB in congress reauthorization**

State Board of Education Operations Committee

Minutes

May 6, 2015

Ms. Helen Rice, Chair
Ms. Lisa Kinnemore
Mr. Mike Royal
Mr. W.T. Henry
Dr. Mary Sue Murray
Mr. Richard Woods

Mr. Kevin Boyd
Mr. Brian Burdette
Mr. Larry Winter
Ms. Lisa Kinnemore
Mr. Matt Jones
Ms. Cindy Morley

Dr. Melissa Fincher
Ms. Jennifer Hackemeyer
Dr. Garry McGiboney
Ms. Pamela Smith
Ms. Sandi Woodall
Carolyn Waters

I. Committee Agenda Items

- a. ***Budget Committee Recommendations*** – Requested that **Items #1-6** under Budget Committee Items be moved as action items to the Committee of the Whole agenda.
- b. ***District Flexibility and Charter Schools Committee Recommendations*** – Requested that **Items #2, 3, 5, 6 & 7** under Items for Information be moved as action items to the Committee of the Whole agenda.
- c. ***Rules Committee Recommendations*** - Requested that **Item #1** under Rules Committee Items be moved as action item under Rules Committee for separate vote. It was recommended that **Items #2-11** under Rules Committee Items be moved as action items to the Committee of the Whole agenda.
- d. ***Other Business***
 1. **Social Studies and Science Standards** – Pam Smith spoke briefly about the social studies and science standards survey results to date and announced a June 15th deadline for teachers to complete the survey. Ms. Smith will provide a complete report to the State Board at the May 7, 2015 meeting.
 2. **English Language Arts/Math:** Sandi Woodall and Carolyn Williams gave a brief overview of the status of the Georgia Standards of Excellence ELA and Math standards. Ms. Woodall will provide a full report of the high school mathematics project to the State Board at the May 7, 2015 meeting.
- e. ***Superintendent's Report to the Board:***
 - a) School Climate Star Ratings – Garry McGiboney
 - b) Children's Mental Health Month – Superintendent Woods

- c) Teacher Appreciation Week Resolution & Governor's Proclamation - Superintendent Woods
- d) Introduce Dr. Barbara Wall, Director of CTAE - Superintendent Woods
- e) Science and Social Studies Surveys – Superintendent Woods
- f) Governor's Arts Learning Task Force – Georgia Virtual School – Pam Smith and Jeremy Spencer
- g) 2015 Legislative Overview – Lou Erste

f. ***Chair's Report to the State Board:***

- a) ASK DOE Report – Garry McGiboney
- b) Georgia Standards of Excellence Status Report for ELA and Math – Pam Smith
- c) Foundation of Algebra Course Review – Sandi Woodall
- d) Text Book Review “AdHoc” Committee Members – Helen Rice
- e) Education Reform Commission Review – Barbara Hampton
- f) Assessment – Melissa Fincher
- g) Science and Social Studies Surveys – Helen Rice

**State Board of Education
Executive Session Minutes
May 6, 2015
1:00 p.m.**

Attendees

Ms. Helen Rice, Chair
Ms. Lisa Kinnemore
Ms. Barbara Hampton
Mr. Mike Royal
Mr. Richard Woods
Mr. Matt Jones

Mr. Scott Johnson
Mr. Kevin Boyd
Mr. Brian Burdette
Mr. Kenneth Mason
Ms. Cindy Morley

Mr. W. T. Henry
Dr. Mary Sue Murray
Mr. Larry Winter
Ms. Jennifer Hackemeyer
Ms. Jennifer Colangelo

Agenda

1. **Legal Appeals Discussion**. Jennifer Hackemeyer briefed the committee members on certain pending litigation and appeals. Refer to Legal Memorandum dated May 7, 2015 for a summary of May legal matters.
2. **Personnel**. Denise Peterson presented the May personnel action items to the Committee for discussion. (Attachment A)

Adjournment

The Executive Session adjourned at 2:00p.m.



Recommended Personnel Actions -- Appointments
State Board of Education Meeting
May 6-7, 2015

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Summary of Appointment Recommendations

State Superintendent of Schools Richard Woods recommends the following Georgia Department of Education at-will appointments:

Name	Job Title	Organizational Unit
Jessica Booth	Education Technology Specialist Fine Arts	Georgia Virtual School
Paula Gumpman	Education Program Specialist	Exceptional Students
Julie James	Paralegal	Legal Services
Cindell Mathis	Migrant Education Program Specialist	Outreach Programs
Yolanda Norman	Budget Analyst 1	Georgia Virtual School
Kerry Pritchard	Research Analyst	Charter Schools
Lakshmi Sankar	Education Program Specialist	Exceptional Students

Georgia Department of Education

FY 2015 State Interagency Budget Allocations List

1. Funds for Teachers Serving Students (CSP)		District	# of Teachers	FY14 Amount	FY15 Initial Amount
Crisis Stabilization Program		Bibb County	1	\$ 90,000	\$ 90,000
Crisis Stabilization Program		Chatham County	1	\$ 90,000	\$ 90,000
Crisis Stabilization Program		DeKalb County	2	\$ 180,000	\$ 180,000
Crisis Stabilization Program		Meriwether County	1	\$ 90,000	\$ 90,000
Community Group Home		Pike County	1	\$ 90,000	\$ 90,000
Community Group Home		Rome City	1	\$ 90,000	\$ 90,000
Community Group Home		Richmond County	1	\$ 90,000	\$ 90,000
Sub-Total 1.			8	\$720,000	\$720,000
2. Funds for Teachers in State Agencies		State Agency Program	# of Teachers	FY14 Amount	FY15 Initial Amount
Dept. of Behavioral Health & Developmental Disabilities		Hospital Programs	1	\$ 90,000	\$ 90,000
GA Vocational Rehabilitation		Warm Springs Rehab.	8	\$ 720,000	\$ 810,000
Dept. of Corrections- Adult Prisons		Statewide	4	\$ 360,000	\$ 360,000
Sub-Total 2.			13	\$ 1,170,000	\$ 1,260,000
Total 1 & 2			21	\$ 1,890,000	\$ 1,980,000
3. Amount Available to Districts for Reimbursement for Student Evaluations				\$ 649,213	\$ 559,213
LEAs Eligible for Reimbursement for Evaluations					
Georgia Baptist Children's Home			Appling Co.	\$25,000	
Price Educational Center			Bibb Co.		
Middle GA Wilderness Institute			Bleckley Co.		
KidsPeace			Carroll Co.		
UHS of Savannah Coastal Harbor Treatment Center			Chatham Co.	\$ 38,000	
Devereux Ackerman Academy			Cobb Co.	\$ 53,000	
UHS of Laurel Heights			DeKalb Co.	\$ 9,000	
Georgia Baptist Children's Home			Fulton Co.		
Morningstar Treatment Services			Glynn Co.		
Good Shepherd Therapeutic Center			Meriwether Co.		

Georgia Department of Education

Harpst Academy				Polk Co.		
Lighthouse Care Center of Augusta				Richmond Co.		
Georgia Center				Taylor Co.		
Bradfield Center - Ault Academy				Troup Co.		
Hillside Conant School				Atlanta City		
Community Hope Center				Dublin City		
George W. Hartmann Center				Marietta City		
Nelson Price Treatment Center of GBCH & FM				Marietta City		
Parkwood Developmental Center				Valdosta City	\$ 10,000	
Total Reimbursements					\$135,000	
Total Remaining in state funds					\$ 514,213	\$ 559,213
Grand Total - #1,#2 and #3.					\$ 2,539,213	\$ 2,539,213



**Georgia Department of Education
FY 16 Title I 1003a RESA Grants
Allocation**

RESA	Basic	Additional	Total	FY16 Allocation	FY 15 Allocation	FY14 Allocation
Central Savannah	1	1	2	\$240,000.00	\$240,000.00	\$287,500.00
Chattahoochee-Flint	1	1	2	\$240,000.00	\$240,000.00	\$230,000.00
Coastal Plains	1	0.5	1.5	\$180,000.00	\$180,000.00	\$172,500.00
First District	1	1.5	2.5	\$300,000.00	\$300,000.00	\$287,500.00
Griffin	1	1	2	\$240,000.00	\$240,000.00	\$230,000.00
Heart of Georgia	1	0.5	1.5	\$180,000.00	\$180,000.00	\$172,500.00
Metro	1	9	10	\$1,200,000.00	\$1,200,000.00	\$1,150,000.00
Middle Georgia	1	1	2	\$240,000.00	\$240,000.00	\$230,000.00
North Georgia	1	0	1	\$120,000.00	\$120,000.00	\$115,000.00
Northeast Georgia	1	0.5	1.5	\$180,000.00	\$180,000.00	\$172,500.00
Northwest Georgia	1	0	1	\$120,000.00	\$120,000.00	\$115,000.00
Oconee	1	0	1	\$120,000.00	\$120,000.00	\$115,000.00
Okefenokee	1	0	1	\$120,000.00	\$120,000.00	\$115,000.00
Pioneer	1	0	1	\$120,000.00	\$120,000.00	\$172,500.00
Southwest Georgia	1	1	2	\$240,000.00	\$240,000.00	\$230,000.00
West Georgia	1	0	1	\$120,000.00	\$120,000.00	\$115,000.00
Total	16	17	33	\$3,960,000.00	\$3,960,000.00	\$3,910,000.00
Allocation for 1 Full Time Equivalent is \$120,000 for FY16						

**RESOLUTION
OF THE
STATE BOARD OF EDUCATION**

I. WHEREAS, the State Board of Education (the "Board"), in accordance with O.C.G.A. § 20-2-240, has the power to perform all duties vested in it by provisions of law for the provision of an equal and quality public elementary and secondary education for all citizens of the State of Georgia (the "State");

II. WHEREAS FURTHER, the Board has general supervision of the Department of Education (the "Department") of the State, as provided by O.C.G.A. § 20-2-11;

III. WHEREAS FURTHER, the Board is responsible for administering the expenditure of capital outlay funds for public county and independent elementary and secondary school systems, in accordance with O.C.G.A. §§ 20-2-11, 20-2-16 and 20-2-260;

IV. WHEREAS FURTHER, pursuant to Article VII, Section IV of the Constitution of the State of Georgia (the "Georgia Constitution"), the State may finance certain capital needs directly through the issuance of general obligation debt;

V. WHEREAS FURTHER, pursuant to Article VII, Section IV, Paragraph VII(a) of the Georgia Constitution, and the "Georgia State Financing and Investment Commission Act", O.C.G.A. §§ 50-17-20 through 50-17-30 (the "Commission Act"), the Georgia State Financing and Investment Commission (the "Commission") is the agency and instrumentality of the State charged with issuing debt of the State and ensuring the proper application, as provided by law, of the proceeds of such debt to the purposes for which the debt is incurred;

VI. WHEREAS FURTHER, Article VII, Section IV, Paragraph I (c) of the Georgia Constitution, and the Commission Act provide that certain general obligation debt (as defined by O.C.G.A. § 50-17-21 (5) and hereinafter "General Obligation Debt") may be incurred to acquire, construct, develop, extend, enlarge, or improve land, waters, property, highways, buildings, structures, equipment, or facilities of the State, its agencies, departments, institutions, and of those State authorities which were created and activated prior to November 8, 1960;

VII. WHEREAS FURTHER, Article VII, Section IV, Paragraph I (d) of the Georgia Constitution, and the Commission Act provide that certain General Obligation Debt may be incurred to provide educational facilities for county and independent school systems and to provide public library facilities for county and independent school systems, counties, municipalities, and boards of trustees of public libraries or boards of trustees of public library systems;

VIII. WHEREAS FURTHER, as set forth in **ATTACHMENT 1** attached hereto and incorporated herein, the General Assembly has passed and the Governor has signed various appropriations acts authorizing amounts from state general funds to be appropriated for the purpose of financing certain capital projects through the issuance of General Obligation Debt, and such appropriations are more fully set forth in such **ATTACHMENT 1**;

IX. WHEREAS FURTHER, with respect to the appropriations set forth in **ATTACHMENT 1** hereto, the State previously has issued General Obligation Debt as indicated and there remains the General Obligation Debt Available, as more fully set forth in **ATTACHMENT 1** hereto;

X. WHEREAS FURTHER, the Board finds an immediate need for the aggregate principal amount of \$192,065,000 of the General Obligation Debt Available as set forth in **ATTACHMENT 1** hereto for the purpose of financing some or all of the projects and facilities associated with the appropriations set forth in **ATTACHMENT 1** hereto (the "Projects");

XI. WHEREAS FURTHER, the Board therefore desires to request the issuance of \$192,065,000 in aggregate principal amount of State of Georgia General Obligation Bonds, the instruments of which shall have maturities not in excess of the respective appropriations set forth in **ATTACHMENT 1** hereto (the "General Obligation Bonds"), for the purpose of financing some or all of the Projects;

XII. WHEREAS FURTHER, the Board is aware that the Projects shall be completed with proceeds derived from the sale of the General Obligation Bonds with the intent that interest on such General Obligation Bonds be excludable from gross income for federal income tax purposes pursuant to Section 103 of the Internal Revenue Code of 1986, as amended (the "Code");

XIII. WHEREAS FURTHER, the Board is aware of the provisions and requirements of the Code and the regulations issued thereunder respecting arbitrage bonds, private activity bonds, and qualified school construction bonds, and is aware that the Projects must proceed with due diligence and be timely completed following receipt of the proceeds derived from the sale of the General Obligation Bonds (the "Bond Proceeds");

XIV. WHEREAS FURTHER, as used in this Resolution, the term:

A. "Prior QSC Bonds" shall mean previously issued General Obligation Debt, which at the time of their issuance by the State, were designated by the State as qualified school construction bonds within the meaning of Section 54F(a) of the Code;

B. "Prior QSC Proceeds" shall mean the proceeds derived from the sale of Prior QSC Bonds;

C. "Prior QSC Bond Projects" shall mean those Department projects and facilities previously financed with Prior QSC Proceeds from the sale of Prior QSC Bonds,

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF EDUCATION THAT:

SECTION 1.

The Board hereby approves and authorizes the Projects.

SECTION 2.

The Board hereby requests the Georgia State Financing and Investment Commission to undertake to issue \$192,065,000 in aggregate principal amount of State of Georgia General Obligation Bonds, the instruments of which shall have maturities not in excess of the respective appropriations set forth in **ATTACHMENT 1** hereto, for the purpose of financing some or all of the Projects.

SECTION 3.

The Board hereby determines and agrees that:

- (a) the final plans for the Projects are sufficiently complete such that substantial binding obligations to a third party or parties (as defined in the regulations issued under the Code), involving the expenditure of at least five percent (5%) of the Bond Proceeds herein requested, to commence or acquire the Projects will be incurred within six (6) months after the issuance of such General Obligation Bonds;
- (b) eighty-five percent (85%) of the Bond Proceeds herein requested will be expended within three (3) years after the issuance of such General Obligation Bonds;
- (c) the Bond Proceeds herein requested, and anticipated investment proceeds (net of interest on such General Obligation Bonds during the estimated period of construction), will not exceed the amount necessary for the governmental purposes of financing the Projects;
- (d) during the time the General Obligation Bonds herein requested are outstanding, the Department will not take, or omit to take, any action which would cause such General Obligation Bonds to be deemed private activity bonds or arbitrage bonds under the Code;
- (e) the Department will not use the Bond Proceeds herein requested, or the Projects financed with such Bond Proceeds, for any non-governmental purpose, or any purpose that would give rise to private business use within the meaning of the Code, except for those specific instances in which the Department has previously consulted with the

Commission;

(f) the term of the General Obligation Bonds related to the Projects will not be longer than 120% of the reasonably expected economic life of the Projects financed thereunder;

(g) no Bond Proceeds herein requested will be used for reimbursement of any Project expenditures which were made before the anticipated delivery date of such General Obligation Bonds, except in situations where, prior to any such expenditure, the Department has obtained a declaration of "Official Intent" (as defined by the Code) from the Commission, or the Department has been otherwise advised in writing by the Commission that such reimbursement will be permitted, it being the intention of the Department to comply in all respects with Section 1.150-2 of the regulations under the Code;

(h) all of the expenditures of the Bond Proceeds for the Projects will constitute capital expenditures (as defined in Section 1.150-1(b) of the regulations under the Code);

(i) with respect to the Projects, all of the Bond Proceeds will be allocated to Project expenditures no later than the earlier of: (i) eighteen (18) months after the date such Project is placed in service, or (ii) five (5) years after the issuance of such General Obligation Bonds; any unallocated Bond Proceeds remaining after the earlier of such dates shall be transferred to the Commission and used to redeem outstanding tax-exempt General Obligation Debt of the applicable issue.

SECTION 4.

The Board hereby determines and agrees that with respect to any Department project previously financed with proceeds of General Obligation Debt issued by the State with the intent that (i) the interest on such bonds be excludable from gross income for federal income tax purposes pursuant to Section 103 of the Code or (ii) such bonds at the time of their issuance were designated by the State as Build America Bonds under Section 54AA of the Code (a "Prior Bond Project"), and where any Prior Bond Project bonds remain outstanding (including any refunding bonds), the Board certifies that such Prior Bond Project is not now being used for any private business use within the meaning of pertinent provisions of the Code, except for those specific instances in which the Department has identified to the Commission such use of the Prior Bond Project(s) and (a) provision was made so as to retire, redeem or defease any and all then-remaining outstanding bonds for the Prior Bond Project(s) concurrent with such use or (b) the Commission has determined that the aforementioned retirement, redemption or defeasance is not required to maintain the tax-exempt or Build America Bond status of such bonds.

SECTION 5.

The Board hereby determines and agrees that with respect to any Prior QSC Bond Projects funded by Prior QSC Bonds which remain outstanding (including any bonds issued to refund all or a portion of the Prior QSC Bonds), the Board certifies that:

(a) the final plans for the Prior QSC Bond Project are sufficiently complete such that substantial binding obligations to a third party or parties (as defined in the regulations issued under the Code), involving the expenditure of at least ten percent (10%) of the available Prior QSC Bond Proceeds has been or will be expended for the construction, rehabilitation or repair of public school facilities or for the acquisition of land on which such a facility is to be or was constructed within six (6) months after the issuance of such Prior QSC Bonds;

(b) with respect to the Prior QSC Bond Projects, all of the Prior QSC Bond Proceeds have been or will be expended within three (3) years after the issuance of such Prior QSC Bonds, and to the extent not so expended, the Board shall notify the Commission and acknowledges that any such unallocated Prior QSC Bond Proceeds remaining shall be transferred to the Commission and used to redeem outstanding Prior QSC Bonds of the applicable issue, which redemption shall be completed within ninety (90) days after the end of such three (3) year period unless such three (3) year period has been extended in accordance with the Code;

(c) during the time the Prior QSC Bonds are outstanding, the Department will not take, or omit to take, any action which would cause such Prior QSC Bonds to be deemed private activity bonds or arbitrage bonds under the Code, including the special rules relating to arbitrage under Section 54A(d)(4) of the Code;

(d) no Prior QSC Bond Proceeds will be used for reimbursement of the related Prior QSC Bond Project expenditures which were made before the anticipated delivery date of such Prior QSC Bonds, except in situations where, prior to any such expenditure, the Department has obtained a declaration of "Official Intent" (as defined by the Code) from the Commission, or the Department has been otherwise advised in writing by the Commission that such reimbursement will be permitted, it being the intention of the Department to comply in all respects with Section 54A(d)(2)(D) of the Code;

(e) all of the Prior QSC Bond Proceeds of any outstanding Prior QSC Bonds have been or will be used for the construction, rehabilitation or repair of a public school facility or for the acquisition of land on which such facility is to be constructed with part of the Prior QSC Bond Proceeds, including expenditures for costs of acquisition of equipment to be used in such portion or portions of the public school facility that is

being constructed, rehabilitated or repaired with such Prior QSC Bond Proceeds;

(f) with respect to any outstanding Prior QSC Bonds, the Board certifies that all applicable State and local law requirements governing conflicts of interest are satisfied;

(g) with respect to any outstanding Prior QSC Bonds, the Board certifies that all Prior QSC Bond Projects funded, whether funded entirely or partially with Prior QSC Bond Proceeds shall be acquired, constructed, installed and equipped in compliance with the labor standards and prevailing wage rates as applicable to certain contracts for laborers and mechanics utilized in the construction, installation and equipping of such Prior QSC Bond Projects as described in Subchapter IV of Chapter 31 of Title 40 of the United States Code and the American Recovery and Reinvestment Act of 2009, Pub. L. No. 111-5, 123 Stat. 115 (2009).

SECTION 6.

The State School Superintendent, the Chairperson of the Board, the Secretary of the Board, and their valid delegates each are hereby authorized and directed to execute any instruments and take whatever action which may be necessary in connection with the issuance of the General Obligation Bonds by the Commission, including, but not limited to, the preparation and execution of answers in connection with any legal proceeding as to the validity of any action by the Board with respect to the issuance of the General Obligation Bonds by the Commission. The Attorney General or any Assistant Attorney General of the State are authorized to execute Acknowledgment of Service and Waiver of Process in such legal proceedings.

SECTION 7.

All attachments, exhibits and schedules attached hereto or referenced in this Resolution are hereby incorporated herein and made a part hereof.

[Remainder of page intentionally left blank]

This Resolution is hereby adopted this ____ day of May, 2015.

**CHAIRPERSON
STATE BOARD OF EDUCATION**

ATTEST:

**SECRETARY
STATE BOARD OF EDUCATION**

CERTIFICATE

I, _____, Secretary of the State Board of Education, do hereby certify that I am custodian of the minutes of said Board, and that the foregoing is a true and correct copy of a Resolution duly adopted by said Board at a meeting held on the ____ day of June, 2015.

SO CERTIFIED, this ____ day of May, 2015.

**SECRETARY
STATE BOARD OF EDUCATION**

ATTACHMENT 1

DEPARTMENT OF EDUCATION APPROPRIATIONS

Pursuant to Paragraphs I through III of Section IV of Article VII of the Georgia Constitution, the General Assembly has passed and the Governor has signed various appropriations acts set forth in this Attachment 1, so as to make certain appropriations to the State of Georgia General Obligation Debt Sinking Fund for the purpose of financing certain capital projects through the issuance of General Obligation Debt.

H.B. 78, State Fiscal Year 2011-2012:

The General Appropriations Act for State Fiscal Year 2011-2012 (Ga. L. 2011, Volume One, Book Two Appendix, commencing at p. 1 of 231, Act No. 223, 2011 Regular Session, H.B. 78) signed by the Governor on May 12, 2011; as amended by the Supplementary General Appropriations Act for State Fiscal Year 2011-2012 (Ga. L. 2012, Volume One Appendix, commencing at p. 1 of 216, Act No. 406, 2012 Regular Session, H.B. 741) signed by the Governor on March 15, 2012; as further amended by the General Appropriations Act for State Fiscal Year 2014-2015 (Ga. L. 2014, Volume One Appendix, commencing at p. 1 of 139, Act No. , 2014 Regular Session, H.B. 744) signed by the Governor on April 28, 2014.

H.B. 742, State Fiscal Year 2012-2013:

The General Appropriations Act for State Fiscal Year 2012-2013 (Ga. L. 2012, Volume One Appendix, commencing at p. 1 of 175, Act No. 775, 2012 Regular Session, H.B. 742) signed by the Governor on May 7, 2012; as amended by the Supplementary General Appropriations Act for State Fiscal Year 2012-2013 (Ga. L. 2013, Volume One Appendix, commencing at p. 1 of 131, Act No. 11, 2013 Regular Session, H.B. 105) signed by the Governor on March 27, 2013.

H.B. 106, State Fiscal Year 2013-2014:

The General Appropriations Act for State Fiscal Year 2013-2014 (Ga. L. 2013, Volume One Appendix, commencing at p. 1 of 239, Act No. 309, 2013 Regular Session, H.B. 106) signed by the Governor on May 7, 2013; as amended by the Supplementary General Appropriations Act for State Fiscal Year 2013-2014 (Ga. L. 2014, Volume One Appendix, commencing at p. 1 of 174, Act No. 347, 2014 Regular Session, H.B. 743) signed by the Governor on February 26, 2014.

H.B. 744, State Fiscal Year 2014-2015:

The General Appropriations Act for State Fiscal Year 2014-2015 (Ga. L. 2014, Volume One Appendix, commencing at p. 1 of 139, Act No. 632, 2014 Regular Session, H.B. 744) signed by the Governor on April 28, 2014; as amended by the Supplementary General Appropriations Act for State Fiscal Year 2014-2015 (Ga. La. 2015, Volume One Appendix, commencing at p. 1 of 98, Act No. 1, 2015 Regular Session, H.B. 75) signed by the Governor on February 19, 2015.

H.B. 76, State Fiscal Year 2015-2016:

The General Appropriations Act for State Fiscal Year 2015-2016 (Ga. L. 2015, Volume One Appendix, commencing at p. 1 of 251, Act No. ___, 2015 Regular Session, H.B. 76) pending signature by the Governor.

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H.B.	Bond	Appropriation	General Obligation Debt Authorized	General Obligation Debt Previously Issued	General Obligation Debt Available	General Obligation Debt Requested
78	379.301	From State General Funds, \$4,398,764 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$44,120,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 240 months.	\$43,880,000	\$42,880,000	\$1,000,000	\$1,000,000
78	379.303	From State General Funds, \$11,829,405 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$118,650,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 240 months.	116,450,000	113,000,000	3,450,000	2,610,000
78	379.305	From State General Funds, \$2,054,745 is specifically appropriated for the purpose of financing projects and facilities for the Department of Education by means of the acquisition, construction, development, extension, enlargement, or improvement of land, waters, property, highways, buildings, structures, equipment or facilities, both real and personal, necessary or useful in connection therewith, through the issuance of not more than \$8,895,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 60 months.	8,895,000	6,000,000	2,895,000	2,895,000
742	1	From State General Funds, \$4,820,992 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$56,320,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	56,320,000	52,000,000	4,320,000	4,320,000
742	2	From State General Funds, \$2,202,488 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$25,730,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	25,730,000	23,000,000	2,730,000	1,190,000

H.B.	Bond	Appropriation	General Obligation Debt Authorized	General Obligation Debt Previously Issued	General Obligation Debt Available	General Obligation Debt Requested
742	4	From State General Funds, \$1,208,244 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$14,115,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	13,350,000	9,700,000	3,650,000	3,650,000
106	362.301	From State General Funds, \$12,406,590 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$148,050,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 240 months.	148,050,000	114,500,000	33,550,000	2,145,000
106	362.302	From State General Funds, \$2,472,938 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$29,510,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 240 months.	29,510,000	10,000,000	19,510,000	10,000,000
106	362.303	From State General Funds, \$2,019,580 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$24,100,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of 240 months.	24,100,000	14,000,000	10,100,000	6,500,000
744	1	From State General Funds, \$16,062,412 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$187,645,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	187,645,000	80,000,000	107,645,000	40,000,000
744	3	From State General Funds, \$2,374,544 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$27,740,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	27,740,000	5,000,000	22,740,000	11,500,000

H.B.	Bond	Appropriation	General Obligation Debt Authorized	General Obligation Debt Previously Issued	General Obligation Debt Available	General Obligation Debt Requested
744	5	From State General Funds, \$462,800 is specifically appropriated for the purpose of financing projects and facilities for the Department of Education by means of the acquisition, construction, development, extension, enlargement, or improvement of land, waters, property, highways, buildings, structures, equipment or facilities, both real and personal, necessary or useful in connection therewith, through the issuance of not more than \$2,000,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of sixty months.	2,000,000	0	2,000,000	2,000,000
744	9	From State General Funds, \$252,948 is specifically appropriated for the purpose of financing projects and facilities for the Department of Education by means of the acquisition, construction, development, extension, enlargement, or improvement of land, waters, property, highways, buildings, structures, equipment or facilities, both real and personal, necessary or useful in connection therewith, through the issuance of not more than \$2,955,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	2,955,000	500,000	2,455,000	2,455,000
76	355.101	From State General Funds, \$16,160,424 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$188,790,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	188,790,000	0	188,790,000	60,000,000
76	355.102	From State General Funds, \$2,696,400 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$31,500,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	31,500,000	0	31,500,000	9,000,000
76	355.104	From State General Funds, \$2,656,000 is specifically appropriated for the purpose of financing educational facilities for county and independent school systems through the State Board of Education (Department of Education) through the issuance of not more than \$20,000,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of one hundred and twenty months.	20,000,000	0	20,000,000	20,000,000

H.B.	Bond	Appropriation	General Obligation Debt Authorized	General Obligation Debt Previously Issued	General Obligation Debt Available	General Obligation Debt Requested
76	355.106	From State General Funds, \$68,480 is specifically appropriated for the purpose of financing projects and facilities for the Department of Education by means of the acquisition, construction, development, extension, enlargement, or improvement of land, waters, property, highways, buildings, structures, equipment or facilities, both real and personal, necessary or useful in connection therewith, through the issuance of not more than \$800,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	800,000	0	800,000	800,000
76	355.108	From State General Funds, \$1,027,200 is specifically appropriated for the purpose of financing projects and facilities for the Department of Education by means of the acquisition, construction, development, extension, enlargement, or improvement of land, waters, property, highways, buildings, structures, equipment or facilities, both real and personal, necessary or useful in connection therewith, through the issuance of not more than \$12,000,000 in principal amount of General Obligation Debt, the instruments of which shall have maturities not in excess of two hundred and forty months.	12,000,000	0	12,000,000	12,000,000
Total			\$939,715,000	\$470,580,000	\$469,135,000	\$192,065,000

\$50,000.01-\$250,000 Recurring Contract (May 2015)

Vendor	Term	Program Manager	Cost	Objective	Funding Source	Renewal # or number of years recurring	Program Name	Changes from Previous Year
TROMIK Technology Corporation	7/1/2015-6/30/2016	John Wight	\$57,500.00	To maintain existing COEstar migrant student data systems in use by GaDOE's two (2) regional Migrant offices and two (2) state locations to manage migrant student data/information.	Federal 11035	Recurring (20 yrs)	Title I Part C - Migrant Education Program	Addition of the COEstar MSIX Course History Web Portal to aid in the transfer of migrant student course history. Addition of the Supplemental Services Web Portal to aid in the collection of required data on services provided for reporting to US ED.
Last Year Performance Criteria and Results: On an annual basis through this contract, the GaDOE Title I, Part C - Migrant Education Program (MEP) will use the COEstar Information System to collect Certificate of Eligibility (COE) and other pertinent data about migrant children as required by the Elementary and Secondary Education Act of 1965. The GaDOE will use six (6) licenses to collect COE information during the year, create reports for school districts providing services to migrant children, and create reports for the Georgia's Consolidated State Performance Report (CSPR) submitted annually to the U. S. Department of Education. This renewal ensures that the GaDOE will maintain program performance data and be able to continue to comply with the unique Federal data reporting requirements of the Title I, Part C - Migrant Education Program. All deliverables and milestones were met during the FY14 fiscal period.								

This Year Performance Criteria, Summary and Results:

For the FY15 fiscal year, all deliverables and milestones are being met. The vendor has provided technical assistance, professional development, software, and online log-on licenses as required in the contract. Additionally, the vendor successfully supported the GaDOE MEP during the Consolidated State Performance Report (CSPR) that is submitted to US ED each year.

\$50,000.01-\$250,000 Recurring Contract (May 2015)

Vendor	Term	Program Manager	Cost	Objective	Funding Source	Renewal # or number of years recurring	Program Name	Changes from Previous Year
Comprehensive Reading Solutions	May 7, 2015 to May 6, 2016	Julie Morrill	\$242,000.00	Provide online modules and face to face professional learning and data support for educators of students K-12. (Per Georgia's Approved Striving Reader Grant)	15015	3	Striving Reader	No change in cost. Deliverables were adjusted slightly to reflect survey results from participants (see attachment)

Last Year Performance Criteria and Results:

The vendor delivered all modules in accordance with the contract. (see attachment) The contractors have maintained the website www.comprehensivereadingsolutions.com. According to website analyses, usage has increased each month since the website launched in August 2012. Data shows increases in districts receiving Striving Reader funding as well as non Striving Reader districts in GA, other states and countries not associated with the Striving Reader project. Feedback has been favorable based on survey data and discussions with district leadership during Striving Reader monitoring visits. Direct service days were delivered in districts as requested by district leadership. During these visits, the vendors conducted instructional modeling, visited classrooms, met with teams of teachers to discuss data and debriefed with district and school leadership. GaDOE staff attended some of these visits. The interactive office hours was a deliverable that was new this year. Each week a topic was sent to teachers that was discussed in-depth on-line through Adobe Connect. Teachers participated and were able to field questions from the presenters as well as network amongst themselves. The contractors provided the GaDOE program manager with potential presenters who have a strong research base or have implemented strategies. The contractors and their colleagues provided all three sessions at the Striving Reader Summer Institutes June 2014 as well as three weekend sessions held on consecutive Friday, Saturdays in January 2105. Survey data from the three professional learning opportunities has been outstanding. (see attachment). These opportunities were open to all elementary teachers in the State. The program manager has weekly scheduled conference calls to discuss data analysis, project performance and planning.

This Year Performance Criteria:

This Year Performance Criteria, Summary and Results: The contract will be monitored by the program manager. The program manager either meets in person with the contractors or via Go To Meeting to discuss module development, usage and what is being observed in schools during direct service days. The program manager receives copies of survey results from any professional learning Institutes that are delivered by the contractors. The program manager discusses school level usage of the modules and instructional materials present on the Comprehensive Reading Solutions website with end users during site monitoring visits.

\$50,000.01-\$250,000 Recurring Contract (May 2015)

Vendor	Term	Program Manager	Cost	Objective	Funding Source	Renewal # or number of years recurring	Program Name	Changes from Previous Year
Dr. Terri Purcell	May 7, 2015 to May 6, 2016	Julie Morrill	\$175,760.00	Provide additional online modules which are available through the TRL and at www.comprehensivereadingsolutions.com	15015	3	Striving Reader	The price of the contract increased (FY 2014 \$171,760.00) to reflect the additional Fall conference. Because of the

Last Year Performance Criteria and Results:

The vendor delivered online modules in accordance with the contract. Modules have been well received by teachers as indicated by district staff during Striving Reader monitoring visits. Based on teacher feedback, the new modules will contain smaller amounts of content and more analyses, reflection and application. The vendor and her team (Dr. Marilyn Lee) provided technical assistance, assessment training and data analysis to all Striving Reader sites as well as individual classroom assistance to sites as requested by the districts. The program manager has received an overwhelmingly positive response from grant recipients regarding the work the team performs when working with teachers directly. Dr. Lee has developed a "data dig" system for teachers to use to differentiate in their pre kindergarten classrooms.

This Year Performance Criteria:

The contract will be monitored by the program manager. The program manager either meets in person with the contractors or via Go To Meeting to discuss module development, usage and what is being observed in schools during direct service days. The program manager receives copies of survey results from any professional learning Institutes that are delivered by the contractors. The program manager discusses school level usage of the modules and instructional materials present on the Comprehensive Reading Solutions website with end users during site monitoring visits.

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
HIGH SCHOOL ALGEBRA II/ADVANCED ALGEBRA	
MCC9-12.N.RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{(1/3) \times 3}$ to hold, so $[5^{1/3}]^3$ must equal 5.</i>	Explain how the meaning of rational exponents follows from extending the properties of integer exponents to rational numbers, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{(1/3) \times 3}$ to hold so $[5^{1/3}]^3$ must equal 5.</i>
MCC9-12.N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
MCC9-12.N.CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Understand there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ where a and b are real numbers.
MCC9-12.N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	
MCC9-12.N.CN.3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers.
MCC9-12.N.CN.7 Solve quadratic equations with real coefficients that have complex solutions.	Solve quadratic equations with real coefficients that have complex solutions by (but not limited to) square roots, completing the square and the quadratic formula.
MCC9-12.N.CN.8 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>	Extend polynomial identities to include factoring with complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i>
MCC9-12.N.CN.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Use the Fundamental Theorem of Algebra, to find all roots of a polynomial equation.
MCC9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context.	
MCC9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.	Interpret parts of an expression, such as terms, factors, and coefficients in context.
MCC9-12.A.SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i>	Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.
MCC9-12.A.SSE.2 Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>	Use the structure of an expression to rewrite it in different equivalent forms. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i>
MCC9-12.A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	
MCC9-12.A.SSE.3c Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate is 15%.</i>	Use the properties of exponents to transfer expressions for exponential functions. <i>For example, the expression 1.15^t, where t is in years, can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate is 15%.</i>

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i>	
MCC9-12.A.APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.
MCC9-12.A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	
MCC9-12.A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	
MCC9-12.A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i>	Use polynomial identities to prove numerical relationships. <i>For example, use polynomial identities to prove $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$</i>
MCC9-12.A.APR.5 (+) Know and apply that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. (The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.)	Know and apply that the Binomial Theorem gives the expansion of $(x+y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined using Pascal's Triangle.
MCC9-12.A.APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Rewrite simple rational expressions in different forms using inspection, long division or a computer algebra system; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$ and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.
MCC9-12.A.APR.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	
MCC9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and exponential functions (integer inputs only).
MCC9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase "in two or more variables" refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)
MCC9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Represent constraints by equations or inequalities, and by systems of equation and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i>	Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. <i>Examples: Rearrange Ohm's law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.</i>
MCC9-12.A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	
MCC9-12.A.REI.4 Solve quadratic equations in one variable.	
MCC9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .	Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).
MCC9-12.A.REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x -value where the y -values of $f(x)$ and $g(x)$ are the same.
MCC9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity .
MCC9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i>	
MCC9-12.F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	
MCC9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.
MCC9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	
MCC9-12.F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.F.IF.7d (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.	
MCC9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	
MCC9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	
MCC9-12.F.IF.8b Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{120}$, $y = (1.2)^{\sqrt{10}t}$, and classify them as representing exponential growth and decay.	
MCC9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.
MCC9-12.F.BF.1 Write a function that describes a relationship between two quantities.	
MCC9-12.F.BF.1b Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Combine standard function types using arithmetic operations in contextual situations. (Adding, subtracting, and multiplying functions of different types)
MCC9-12.F.BF.1c (+) Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	
MCC9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	
MCC9-12.F.BF.4 Find inverse functions.	
MCC9-12.F.BF.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2(x^3)$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.F.BF.4b (+) Verify by composition that one function is the inverse of another.	
MCC9-12.F.BF.4c (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	
MCC9-12.F.BF.5 (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.	
MCC9-12.F.LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.	
MCC9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean-absolute-deviation , standard deviation) of two or more different data sets.
MCC9-12.S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	
MCC9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	
MCC9-12.S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i>	
MCC9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. *	
MCC9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	
MCC9-12.S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	
MCC9-12.S.IC.6 Evaluate reports based on data.	Evaluate reports based on data. For example, determining quantitative or categorized data; collection methods; biases or flows in data.

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
HIGH SCHOOL PRE-CALCULUS	
MCC9-12.N.CN.3 (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers.
MCC9-12.N.CN.4 (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	
MCC9-12.N.CN.5 (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</i>	
MCC9-12.N.CN.6 (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	
MCC9-12.N.VM.1 (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., \mathbf{v} , $ \mathbf{v} $, $\ \mathbf{v}\ $, v).	
MCC9-12.N.VM.2 (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	
MCC9-12.N.VM.3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.	
MCC9-12.N.VM.4 (+) Add and subtract vectors.	
MCC9-12.N.VM.4a (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.	
MCC9-12.N.VM.4b (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.	
MCC9-12.N.VM.4c (+) Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $(-\mathbf{w})$ is the additive inverse of \mathbf{w} , with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	
MCC9-12.N.VM.5 (+) Multiply a vector by a scalar.	

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Current Standard	Proposed Standard
MCC9-12.N.VM.5a (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.	
MCC9-12.N.VM.5b (+) Compute the magnitude of a scalar multiple cv using $ cv = c v$. Compute the direction of cv knowing that when $ c v = 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	
MCC9-12.N.VM.6 (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.	Use matrices to represent and manipulate data, e.g., transformations of vectors.
MCC9-12.N.VM.7 (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Multiply matrices by scalars to produce new matrices.
MCC9-12.N.VM.8 (+) Add, subtract, and multiply matrices of appropriate dimensions.	
MCC9-12.N.VM.9 (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	
MCC9-12.N.VM.10 (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	
MCC9-12.N.VM.11 (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	
MCC9-12.N.VM.12 (+) Work with 2 X 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	
MCC9-12.A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i>	
MCC9-12.A.REI.8 (+) Represent a system of linear equations as a single matrix equation in a vector variable.	
MCC9-12.A.REI.9 (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).	
MCC9-12.F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. MCC9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.
MCC9-12.F.BF.4 Find inverse functions.	
MCC9-12.F.BF.4d (+) Produce an invertible function from a non-invertible function by restricting the domain.	
MCC9-12.F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	
MCC9-12.F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	
MCC9-12.F.TF.3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.	
MCC9-12.F.TF.4 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	
MCC9-12.F.TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.	
MCC9-12.F.TF.6 (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	
MCC9-12.F.TF.7 (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.	
MCC9-12.F.TF.8 Prove the Pythagorean identity $(\sin A)^2 + (\cos A)^2 = 1$ and use it to find $\sin A$, $\cos A$, or $\tan A$, given $\sin A$, $\cos A$, or $\tan A$, and the quadrant of the angle.	
MCC9-12.F.TF.9 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	Prove addition, subtraction, double, and half-angle formulas for sine, cosine, and tangent and use them to solve problems.
MCC9-12.G.SRT.9 (+) Derive the formula $A = (1/2)ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	
MCC9-12.G.SRT.10 (+) Prove the Laws of Sines and Cosines and use them to solve problems.	

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.G.SRT.11 (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	
MCC9-12.G.GPE.2 Derive the equation of a parabola given a focus and directrix.	
MCC9-12.G.GPE.3 (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	
MCC9-12.S.CP.8 (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A) \times P(B A) = [P(B)] \times [P(A B)]$, and interpret the answer in terms of the model.	
MCC9-12.S.CP.9 (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	
MCC9-12.S.MD.1 (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. *	
MCC9-12.S.MD.2 (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	
MCC9-12.S.MD.3 (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i>	
MCC9-12.S.MD.4 (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. <i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i>	
MCC9-12.S.MD.5 (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.	
MCC9-12.S.MD.5a (+) Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i>	

DRAFT Mathematics Standards: High School Algebra II/Advanced Algebra and Pre-Calculus

Current Standard	Proposed Standard
MCC9-12.S.MD.5b (+) Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i>	
MCC9-12.S.MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	
MCC9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	

2015-2016 Local Board Governance Training Proposals

Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
1. Gregory, Doyle, Calhoun, and Rogers, LLC	49 Atlanta Street Marietta, Georgia	1. Whole Board Governance Team Training 2. School Law 3. Effective Board Membership 4. New Board Member Orientation* 5. Selecting and Approving Your Superintendent The Complete Guide To Chartering 6. Procurement In School Districts 7. School System Flexibility & Charter Schools	Existing	Added: <ul style="list-style-type: none"> School System Flexibility (Charter, IE2 & Status Quo) & Charter Schools Deleted: <ul style="list-style-type: none"> The Complete Guide To Chartering
2. Education Planners	57 Waddell Street Marietta, Georgia	1. Roles and Responsibilities of the Board of Education 2. Maintaining An Effective Workforce 3. Financial Governance*	Existing	Same as FY 14
3. Education Innovation Partners	Atlanta, Georgia	1. Educational Entrepreneurship and Innovation	Existing	Same as FY 15

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
4. Pioneer RESA	1342 Hwy. 254 Cleveland, Georgia	1. Understanding Educator Ethics for Board Members 2. Finance and Budget Planning for Boards of Education* 3. Curriculum and Instructional Leadership for Boards of Education 4. Board Roles and Responsibilities 5. Communicating the School System Message 6. Analyzing Demographic and Financial Data 7. Review & Revision of System Goals & Priorities 8. Facilities Planning for BOE 9. Personnel Leadership for Boards of Education 10. Planning for Boards of Education 11. Analyzing Student Achievement & Outcome Data 12. Legal Issues & Ethics for BOE members	Existing	Added: <ul style="list-style-type: none"> Review & Revision of System Goals & Priorities Personnel Leadership for Boards of Education Planning for Boards of Education
5. Southwest Georgia RESA	570 Martin Luther King Road Camilla, Georgia	1. Board and Community Relations 2. Analyzing Student Achievement and Outcome Data 3. School Board Governance Structure and Ethical Behavior: Member Roles and Responsibilities 4. Financial Governance* 5. Strategic Planning 6. Technology Trends in Learning 7. Sustainable Leadership: Recruiting, Developing, & Retaining the BEST	Existing	

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
6. Griffin RESA	440 Tilney Avenue Griffin, Georgia	1. Overview of Georgia's Model Code of Ethics 2. Rules of Boardmanship 3. Cultivating Positive Community Relations 4. The Art of Communicating 5. School Personnel and Staff Relations 6. Developing Sound Media Relations 7. School System Finance * 8. Common Topics and Issues 9. Ensuring a Quality Education for Exceptional Children's Services 10. Extracurricular Activities 11. Discipline Codes of Conduct 12. Capital Resource, Management, Facilities, & Technology 13. Innovative School Programs	Existing	Added: <ul style="list-style-type: none"> Ensuring a Quality Education for your Exceptional Children's Services Extracurricular Activities Discipline Codes of Conduct Capital Resource Management, Facilities, & Technology Innovative School Programs
7. Georgia School Boards Association	5120 Sugarloaf Parkway, Lawrenceville, Georgia	1. New Board Member Orientation* 2. Board Chair Workshop 3. Charter Governance Board Workshop 4. Communications Workshop 5. Finance/Community Engagement Workshop* 6. Personnel Issues Workshop 7. Policy Development and Effective Board Governance Workshop 8. School Law Workshop 9. Student Achievement Workshop 10. Best Practices in Board Leadership Workshop 11. Legal Issues Workshop 12. Board Ethics/Conflict Resolution Workshop	Existing	Same as FY 15

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
		13.Effective Board Governance Workshops 14.Whole Board Governance Team Training 15.Board of Education Ethics Online Course 16.Board of Education Self-Assessment Online Course 17.Community Engagement Online Course 18.Parliamentary Procedure for Effective Meetings Online Course 19.Superintendent Evaluation Online Course 20.Strategic Planning Online course 21.Board Roles and Responsibilities Online Course 22.Risk Management Online Course 23. Board Governance & Technology Aligning Your Work 24. Board Members & Social Media... Good or Bad? 25. Bring Your Own Device (BYOD) Policy 26. Considerations & Best Practices for School Boards 27. Closing the Gap: How School Boards Can Effectively Turn Data into Action 28. Open Meetings/Open Records for School Board Members 29. Understanding NSBA's Key Work of School Boards		

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
8. Georgia Leadership Associates	118 Shasta Drive, Thomaston, Georgia	1.Board Roles and Responsibilities, Accreditation, Standards, and Statutes 2.The Board's Role in Curriculum and Instructional Leadership 3.Employing and Evaluating the Superintendent 4.Communication Strategies for Boards of Education 5.Data Analysis and Accountability Measures for Boards of Education 6.The Board's Role in Establishing and Maintaining the School System Climate 7. Attracting, Developing, and Retaining School and System Leadership 8. Facilities Analysis and Planning for Boards of Education* 9. Financial Planning and Budget Analysis for Boards of Education* 10. Establishing, Reviewing, and Revising System Goals and Priorities 11. Legal Issues and Ethics for Boards of Education 12. The Personnel Function: Understanding and Maintaining the Board's Role 13. Planning for Boards of Education 14. Board's Role in Increasing System Graduation Rates	Existing	Same as FY 15

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
9. Roach, Caudill & Gun, LLP	111 W. Main Street, Canton, Georgia	1. Personnel Issues 2. School Law 3. School Boardsmanship	Existing	Same as FY 15
10. Hall, Booth, Smith, P.C.	440 College Ave. Suite 120 Athens, Georgia	1. Whole Board Governance 2. Code of Ethics 3. Financial Governance	Existing	Deleted: Financial Governance
11. First District RESA	201 W. Lee Street, Brooklet, Georgia	1. School Board Governance Structure and Ethical Behavior: Member Roles and Responsibilities 2. Financial Governance* 3. Board and Community Relations 4. Strategic Planning 5. Whole Board Governance Team Training 6. Leadership Development & Succession Planning 7. Parliamentary Procedure for Effective Meetings 8. Trends & Issues in Curriculum/Instruction	Existing	Same as FY 15
12. Northwest Georgia RESA	3167 Cedartown Hwy. SE, Rome, Georgia	1. Whole Board Governance Team Training	Existing	Same as FY 15

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
13. Schlechty Center	Louisville, Kentucky	1. Mental Models of School 2. The Changing Context in which Schools & School Boards Operate 3. Communities & Community Building 4. Characteristics of 21 st Century Learning 5. Characteristics of 21 st Century Students 6. From Bureaucracy to Learning Organization 7. Innovation & Continuity 8. Getting Things Done: Organizational Capacity 9. Strategic Thinking & Action	Existing (FY 14)	
14. Charter System Foundation	5455 Chamblee Dunwoody Rd Atlanta, Georgia 30338	1. Effective Governance for Charter Systems 2. Engaging Civic Partners 3. Engaging Limited English Students	New	
15. Willing Learner, Inc.	Grayson, Georgia	1. The role of the Board in Systemic School Improvement	Existing	
16. Middle Georgia RESA	80 Cohen Walker Drive Warner Robbins, Georgia 31088	1. Whole Board Governance Training 2. The Superintendent Evaluation Process 3. Code of Ethics for Local School Board Members 4. Maintaining a Focus on Student Success: The Strategic Planning Process	Existing	

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
17. Nelson Mullins Riley & Scarborough LLP	Atlantic Station Atlanta, Georgia	1. Whole board Governance Team Training 2. The Effective Board Member 3. New Board Member Training* 4. Issues in Selecting & Hiring Superintendents: from search to start date 5. Issues In School Law 6. Procurement 7. Management of Technology Innovations 8. Real Estate, Construction & Real Property Utilization 9. The Complete Guide To Chartering: Building An Effective Charter Program For Your District 9. Charter Districts and State Flexibility Options; How Can Your District Benefit From Increased Flexibility? 10. Health Care Reform: Affordable Care Act for School Systems	Existing	

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
18. Carl Vinson Institute	201 N. Milledge Ave. Athens, Georgia 30602	1.The 3 R's: Board Roles, Responsibilities, and Relationships 2.Board Meetings: Communication, Participation, & Operating Principles 3.Working As A Board: Collaborative Problem Solving and Decision Making 4.Board-Building: Expectations, Obligations, and Self-Assessment 5.Working With and Through Others: Facilitative Leadership for Board Chairs 6.Building An Ethical Board: Ethics, Laws, Codes, and Conflicts of Interest 7.Engaging the Public in Public Education: Tools for Community Conversations 8.Community Visioning and Strategic Planning: Tools for Visioning the Future 9.Working Across Boundaries: Engaging Business, Community, and Government Leaders in Building a Public for Public Schools 10.Essentials of School Personnel Management 11.Recruiting, Hiring, and Maintaining Your Superintendent 12.Setting Performance Expectations and Evaluating the Superintendent 13.Essentials of School Financial Management* 14. State of Education Policy Decision Making; Federal, State & Local	Existing	Added: <ul style="list-style-type: none"> The State of Education in Policy Decision Making; Federal, State & Local

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
18. Carl Vinson Institute (Continued)		15. Understanding Audited Financial Statements 16. Developing Sound Financial Policies 17. Planning for Long-Term Fiscal Sustainability 18. Policy Problems in Public Schools: Visions, Values, and Choices 19. Policy Problem Solving: Facts, Values, and Conflicts 20. Policy Decision Making: Domination, Compromise, and Integration 21. Governing Public Schools: Moral Obligations and Ethical Responsibilities of Elected Board Members 22. Ethical Leadership: Values, Ethics, and Morality in Policy Making 23. Governing the Commons: Leadership for the Common Good		
19. Okefenokee RESA	1450 N. Augusta Ave. Waycross, Georgia 31503	1. Board and Community Relations 2. School Board Governance Structure and Ethical Behavior: Member Roles and Responsibilities 3. Strategic Planning	Existing	Same as FY 15

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Provider	Location of Provider	Proposed Training	New, Existing, Did Not Re-Apply	Comments
20. Mid-Continental Research for Education (McREL) Available to Gwinnett County Public Schools (GCPS) Only	Denver, Colorado	1. Transforming GCPS for 21 st Century Demands & Expectations: Using the Concepts of High-Reliability Organizations & What Matters Most Framework	Existing (FY14)	Available to Gwinnett County Public Schools (GCPS) Only
21. Center for Reform of School Systems (CRSS) Available to Gwinnett County Public Schools (GCPS) Only	Houston, Texas	1. Transforming GCPS for 21 st Century Demands & Expectations: Using Reform Governance in Action Framework to Maximize the Board's Levers for Effective Governance	Existing (FY14)	Available to Gwinnett County Public Schools (GCPS) Only
22. Georgia Charter Schools Association	600 West Peachtree St. NW Atlanta, GA 30308	1. Charter School Governance & Leadership	Existing	Same as FY 15
23. Policy & Charter Schools Division of GA Department of Education	205 Jesse Hill Jr. Drive Atlanta, GA 30334	1. Whole Board Training Regarding School System Flexibility	Existing	Same as FY 15

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