

Exhibit B – Flexibility Component of Contract For the Thomaston-Upson School System

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, the Thomaston-Upson County School District is seeking flexibility for all its schools from the following state statutes and associated rules in exchange for greater accountability (as outlined in the SWSS/IE2 Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the Thomaston-Upson County School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

Academic Program Flexibility:

- School Councils: (O.C.G.A. § 20-2-85, O.C.G.A. § 20-2-86) relating to requirements for school council process. e.g. TUCS could develop additional structures for the local school council process.
- Competencies and Core Curriculum, Online Learning: (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142) related to online learning requirements. e.g. TUCS could exempt the new requirement that prescribes a certain % of students graduating must do so with at least one online learning class.
- Education Program for Gifted Students: (SBOE Rule 160-4-2-.38) related to staffing, class size, and program delivery/time/requirements/models. e.g. An example of how TUCS could use the waiver would include flexibility in the requirements related to staffing, class size and program delivery/time requirements and models to offer a variety of delivery models including advanced content at the elementary level.
- Educational Programs: (O.C.G.A. § 20-2-153, O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155) related to staffing, class size, and program delivery of special education, EIP, Remedial Program, Alternative Programs. e.g. An example of how TUCS could use this waiver would involve flexibility in staffing, class size, and program delivery/time requirements and models. The goals would be to ensure that services are equitably provided and to allow the system an opportunity to provide support to individual students based on need.
- Program for Limited English Proficient (LEP) Students: (O.C.G.A. § 20-2-156) related to staffing, class size and program delivery/time requirements/models. e.g. Currently, the SBOE Rule limits the number of segments students can be served based on their grade level. TUCS would also like to serve students based on their language proficiency level. This could allow the district to serve additional segments to those students with Levels 1 and 2 Language Proficiency.
- Scheduling for Instruction except to the extent it relates to funding: (O.C.G.A. § 20-2-160, O.C.G.A. § 20-2-168(c)) related to scheduling and staffing.

- Flexibility with regards to School Day and School Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-160(a), O.C.G.A. § 20-2-168(c)) TUCS would like to waive the allotted requirements of instruction time at each level to allow schools to focus time on areas that are a priority for improving student achievement.
- Program Enrollment & Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160) related to scheduling flexibility. e.g. TUCS could use this flexibility to offer summer courses for initial academic credit and still receive FTE funding. Currently, the system cannot get the FTE credit for doing this.
- Instructional Extension: (O.C.G.A. § 20-2-184.1) related to staffing, class size, resource allocation, and program delivery/time requirements/models.
e.g. TUCS has a number of students who need transportation to be able to take advantage of extended learning opportunities. Currently, the Instructional Extension Rule limits use of resources for staffing and limited supplies only. This flexibility could enable us to use funding to provide transportation services to students.
- Promotion and Retention Requirements: (O.C.G.A. § 20-2-283) related to the protocol for decision making.
e.g. TUCS could use this flexibility for students who did not meet standard in grades 3, 5, and 8 to hold meetings to design a student's instructional plan as soon as the initial assessment results are received rather than waiting until the end of the summer following a retest.
- Organization of Schools; Middle School Programs; Schedule: (O.C.G.A. § 20-2-290) related to time requirements and delivery models.
e.g. TUCS Middle Schools could use freedom from the requirement of five hours of middle school instructional time to try different scheduling models. Middle Schools would like to offer other items such as focused advisement time for all students or increase time for academic intervention periods.
- Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce: (SBOE Rule 160-4-2-.48) related to seat time requirements for earning Carnegie Unit credit.
e.g. Currently, students must have 150 seat hours to earn a Carnegie Unit credit. TUCS could waive that requirement enabling the district to award credit once standards have been mastered at any time during the semester/year.
- School Attendance, Compulsory Attendance as it relates to the attendance protocol: (O.C.G.A. § 20-2-690.2)
e.g. TUCS could seek different attendance protocols with local partnerships for the purpose of improving student attendance.
- Flexibility with regards to School Year (O.C.G.A. § 20-2-168(c)) CCSS would like flexibility in the structure of providing 180 days for students. An example of how CCSS

could use this waiver would be to offer different schedules for specific educational programs.

- Comprehensive HPE Program except as prohibited by O.C.G.A. § 20-2-82(e): (SBOE Rule 160-4-2-.12)
e.g. TUCS could use this flexibility to create additional alternatives for students to meet required HPE requirements.
- Middle School Alternative Schedule: (O.C.G.A. § 20-2-154.1) related to the time requirements of Middle School students assigned to alternative programs
e.g. TUCS could use this flexibility to waive the time requirement for middle school students assigned to alternative programs. This would better fit the alternative structure TUCS is using.
- Awarding Credit for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce (SBOE Rule 160-5-1-.15) related to how credits are rewarded
e.g. TUCS could use this flexibility to look at additional ways to award credit for course completion.
- Flexibility with regards to Alternative and Traditional Educational Programs (O.C.G.A. § 20-2-154.1)
- School Choice (O.C.G.A. § 20-2-2131)

Financial Flexibility:

- QBE Financing except to the extent it relates to funding: (O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-160) related to system earnings through FTE.
e.g. TUCS earns FTE based on how students are served by educational programs. TUCS wants to maintain the system earnings while exercising flexibility afforded in SWSS.
- Direct Classroom Expenditures and Expenditure Controls: (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-171) related to the QBE Expenditure Control Test.
e.g. TUCS meets the Expenditure Control Test each year by spending local funds in addition to state funds; however, TUCS would like flexibility to spend those dollars where it supports the system's strategic improvement plan rather than in required categories.
- Categorical Allotment Requirements: Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-183 to 20-2-186) related to system earnings being expended based on system priorities.
e.g. Categorical allotments are restrictive, and TUCS is seeking flexibility to be able to design a system budget based on the system strategic improvement plan and the needs of students.

HR Flexibility:

- Flexibility with regards to Class Size/Staffing (O.C.G.A § 20-2-182) TUCS would like to waive the requirements related to class size, staffing allotments, caseload, and utilization to increase learning opportunities for all students.
- Flexibility with regards to Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204) TUCS seeks flexibility from state certification requirements for certificated staff to allow for the selection of qualified applicants based on content expertise and knowledge.
- Flexibility with regards to Salary Schedule requirements (O.C.G.A. § 20-2-212) An example of how Thomaston-Upson could use this waiver for flexibility from the required use of the current state salary schedule to provide for flexible compensation based on teacher skills and system needs.
- Employment, Conditions of Employment: (O.C.G.A. § 20-2-218) as it relates to Duty Free Lunch.
e.g. TUCS principals could use this flexibility in regards to personnel assignment for duties.
- Use of Counselors: (SBOE Rule 160-4-8-.05) Related to the scheduling of counselors e.g. TUCS could waive the requirements for use of counselor schedules to better align with the work counselors are doing to help advise students and support student performance.
- Personnel Required: (SBOE Rule 160-5-1-.22) related to personnel requirements e.g. TUCS could assign school and system personnel based on district needs rather than state requirements.