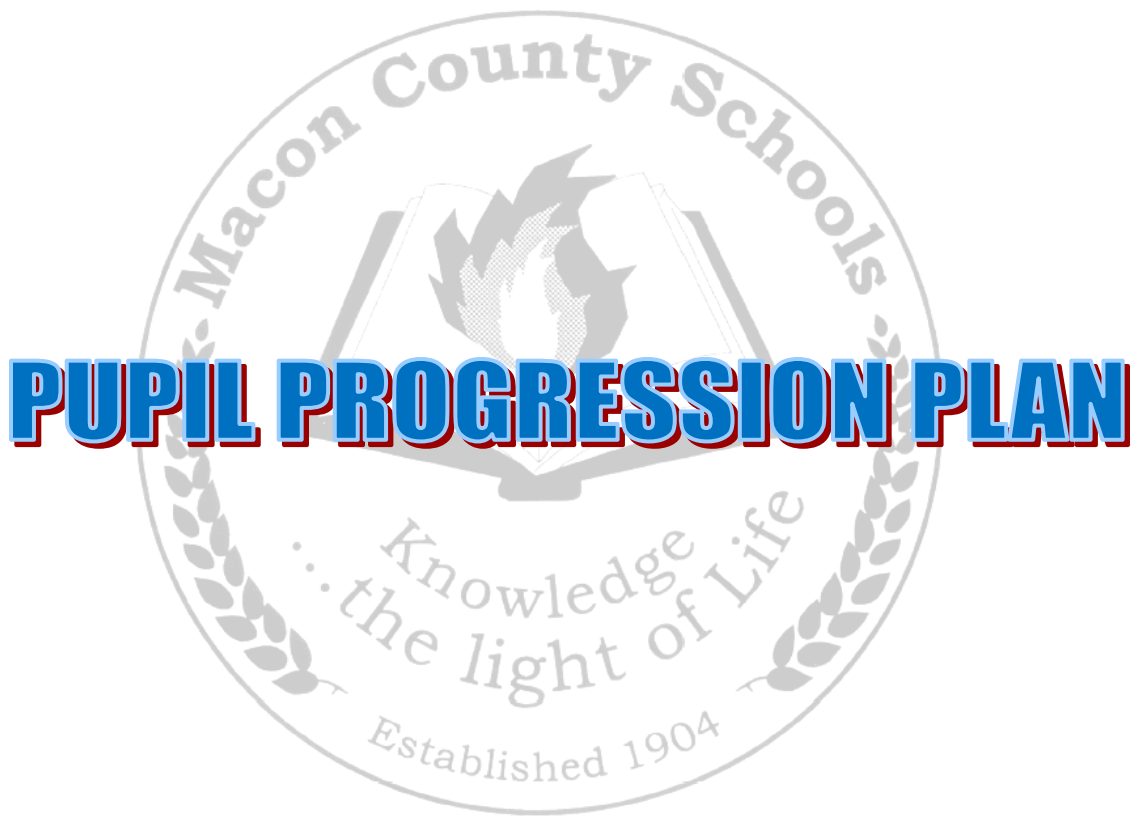


MACON COUNTY PUBLIC SCHOOLS



PUPIL PROGRESSION PLAN

Original Board Approval: April 2005

Macon County Schools

Vision

Every student from the Macon County School System will graduate from high school and follow a choice for success (military, college, entrepreneurship, job readiness) to further their interests, careers, and reach their goals.

Mission

The Macon County Public School System exists to provide a fair and appropriate education for all students in Macon County. We affirm five areas (goals) as a means of doing so—

Goals

1. **HIGH STUDENT ACHIEVEMENT:** The Macon County School System will strive to ensure high student achievement in all students by maintaining high academic standards and high student expectations; by holding all staff and students accountable for the highest levels of performance possible; and by working with parents and other stakeholders to bring all persons and services to bear on the education of children in Macon County.
2. **SAFE, SECURE, & NUTURING LEARNING ENVIRONMENT:** The Macon County School System will provide safe, secure, nurturing school environments that are conducive to learning and that will keep students and staff from harm. Student and staff behaviors that interfere with the safety of the learning environment will be dealt with as prescribed by federal, state, county and school boards laws, regulations and policies.
3. **PROFESSIONAL WORK FORCE:** The Macon County School System will have a highly qualified work force. All teachers will be certificated in their area(s) of instruction and will attain "highly qualified" status. Other employees will attain appropriate trainings and credentials required for the job. Opportunities for training and staff development will be provided as prescribed by need assessments, interests, and recommendations in order to enhance and promote growth in the educational profession. All persons working in the Macon County School System work for and on behalf of the children, who are our clients.
4. **PARTNERSHIPS:** The Macon County School System will create partnerships and will build relationships with parents, businesses, political entities, institutions of high learning, and with the general public that will foster a spirit of cooperation amongst all entities. These partners will be encouraged to provide funds, expertise, resources, and personal assistance to enhance the system's educational vision, mission, and goals.
5. **EFFECTIVE USE OF FUNDS:** The Macon County School System will make every effort to spend the funds allocated from the federal and state governments and from local funds to pay the cost of educating the students in Macon County. All funds will be expended on behalf of children, including salaries, transportation, benefits, child nutrition, and local fund expenditures.

SCHOOL LEADERS

BOOKER T. WASHINGTON HIGH SCHOOL.....727-0073

Mr. Albert Nelson, Interim Principal
Ms. Tanika Jones, Interim Assistant Principal
Mr. Melvin A. Lowe, III, Assistant Principal
Mr. Thomas Torbert, Dean of Students

DEBORAH CANNON WOLFE ELEMENTARY SCHOOL.....727-1641

Mr. Mason McDade, Principal

GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL.....727-2700

Ms. Melissa Williams, Principal
Mr. John H. Curry, Jr., Assistant Principal

NOTASULGA HIGH SCHOOL.....257-3510

Mrs. Breinda Sullen, Principal
Mr. Freddie Williams Assistant Principal

TUSKEGEE INSTITUTE MIDDLE SCHOOL.....727-2580

Mrs. Rosemary Wright, Principal
Mr. William Graham, Dean of Students

TUSKEGEE PUBLIC SCHOOL.....727-3222

Mr. Joseph Asberry, Principal
Mr. Lasisi Hooks, Assistant Principal

PUPIL PROGRESSION PLAN and POLICY

Satisfactory progress of students through Macon County Schools depends on the combined efforts of students (pupils), parents, and professional educators. With appropriate motivation and instruction, almost every student will make satisfactory progress. However, individuals may require varied strategies and amounts of time to develop their educational potential.

The Pupil Progression Plan for Macon County Schools has been developed and revised to provide an instructional framework in which each pupil from Grades K-12 can progress academically, emotionally, socially, and physically. The plan outlines provisions for promotion, retention, acceleration, enrichment, summer school, required readings, or alternative assignments for all Macon County Schools pupils.

Responsibilities of the Student for Progression

1. To make an effort to accomplish all objectives in each subject.
2. To maintain good attendance and to be prompt and on-time for every class.
3. To deliver all progress reports, report cards, and other communications from school to the parent(s).
4. To develop good study habits, self-discipline, and to accept additional help from available educational personnel and parents if experiencing school related problems.
5. To give his/her best effort in taking all tests, including teacher-made tests, achievement tests, and other assessments.

Parent Responsibilities Related to Pupil Progression

1. To ensure consistent attendance by pupils in the district.
2. To ensure that students come to school with their basic needs met.
3. To review progress reports and report cards from the school and to schedule conferences with teachers if such reports indicate that the child is having difficulty
4. To honor requests for conferences from school officials.
5. To provide schools with current address and phone numbers and other pertinent information.
6. To stay informed of their children's progress through scheduled parent-teacher conferences, progress reports, and communications from the school.

Instructor Responsibilities Related to Pupil Progression

1. To use the Alabama Courses of Study, Macon County Curriculum Alignments and Pacing Calendars, and assessment information to plan and guide instruction.

2. To use instructional aids such as Item Specifications, Alabama Reading and Math Test Blueprints, Great Expectations, and district adopted programs.
3. To use all available data including achievement and proficiency tests, benchmark tests, daily assignments, teacher observations, portfolios, past performance from cumulative records, and other available information to plan instruction and evaluate pupil performance.
4. To determine a pupil's grade for each progress check and report card and to follow the established district and school process for recording grades in STI and reporting them.
5. To utilize the Problem Solving Team, provide intervention, and schedule parent conferences if academic measures show that a pupil is having difficulty.
6. To advise the counselor and/or school administrator regarding the academic progress of pupils.

Counselor Responsibilities Related to Pupil Progression

1. To monitor the academic progress of all pupils and to provide individual and group counseling sessions for career awareness, goal attainment, academic/social issues.
2. To ensure that progress reports and report cards are printed and disseminated according to the district schedule for grade reporting.
3. To facilitate the Problem Solving Team process.
4. To maintain pupil's academic files/cumulative folders.
5. To analyze and discuss assessment data and academic progress with administrator, teachers, parents or guardians, and pupils.
6. To provide additional resources for students from a variety of sources to include agencies, online resources, and universities.

Principal/Administrator Responsibilities Related to Pupil Progression

1. To ensure that the requirements of the Pupil Progression policy are implemented within the school.
2. To assist and supervise teachers in utilizing all academic resources—Alabama Courses of Study, FIRST Choice, Item Specifications, assessment data, etc.
3. To make decisions regarding the assignment of specific pupils.
4. To ensure that parents or guardians are advised of pupil progress and of possible retention as soon as possible.
5. To ensure that the Problem Solving Team process is properly implemented.

6. To ensure that school management practices are developed and adhered to so that the opportunity for pupil progress is optimized.
7. To make a copy of this document available for parents or guardians and pupils at the time that the pupil is officially enrolled in school.

PUPIL PROGRESSION POLICY

Students will be taught using the content standards from the Alabama Courses of Study and the Macon County Curriculum Alignment/Pacing Guides.

Grade Level: Kindergarten

Promotion Criteria

- Promotion is not a requirement at the Kindergarten grade level; however, each student in the district's kindergarten program will be expected to read a minimum of 36 books during the regular school year.

Retention Criteria

- Students may not be retained at the kindergarten grade level unless there is a written agreement between the parent and the principal.

Interventions for Academic Improvement

- Students who do not meet reading benchmarks on Dynamic Indicators of Basic Early Literary (DIBELS) in kindergarten, who do not read the required number of books will be provided an opportunity to attend one of the district's intervention programs, such as summer school, an after school program, or Saturday Academy.
- Students will be referred to the Problem Solving Team.

Grade Levels: 1st and 2nd Grade

Promotion Criteria

- Receive a yearly passing grade of at least 60 in reading, language arts, and mathematics.
- Make benchmarks on DIBELS or Storytown Assessments.
- Have 10 or less unexcused absences in a semester.
- Read a minimum of 36 books.
-

Retention Criteria

- Earn a yearly grade of 59 or less in reading, language arts, or mathematics.
- Fail to benchmark on DIBELS or Storytown Assessments.
- Have more than 10 unexcused absences in a semester.
- Read less than the minimum number of required books.

Interventions for Academic Improvement

- Students who do not meet reading benchmarks on DIBELS in 1st and 2nd grade will be provided an opportunity to attend one of the district's intervention programs, such as summer school, an after school program, or Saturday Academy.
- Retained students will be required to attend summer school.
- Retained students will be assessed at the end of the summer term to determine if the retained student may advance to his/her correct grade. A student may only advance if student performance and assessment scores prove that all academic deficits have been overcome.
- Students will be referred to the Problem Solving Team.

Grade Levels: 3rd, 4th, & 5th

Promotion Criteria

- Receive a yearly passing grade of at least 60 in reading, language arts, mathematics, and science.
- Make benchmarks on DIBELS or other assessments.
- Have 10 or less unexcused absences in a semester.
- Read a minimum of 24 books.

Retention Criteria

- Earn a yearly grade of 59 or less in reading, language arts, mathematics, or science.
- Fail to benchmark on DIBELS or other assessments.
- Have more than 10 unexcused absences in a semester.
- Read less than the minimum number of required books.

Interventions for Academic Improvement

- Students who do not meet reading benchmarks on DIBELS in 3rd, 4th, and 5th grade will be provided an opportunity to attend one of the district's intervention programs, such as summer school, an after school program, or Saturday Academy.
- Retained students will be required to attend summer school.
- Retained students will be assessed at the end of the summer term to determine if the retained student may advance to his/her correct grade. A student may only advance if student performance and assessment scores prove that all academic deficits have been overcome.
- Students will be referred to the Problem Solving Team.

Grade Levels: 6th, 7th, and 8th

Promotion Criteria

- Receive a yearly passing grade of at least 60 in reading, language arts, mathematics, social studies, and science.
- Make a passing score on the Macon County Assessment of Progress.

- Have 10 or less unexcused absences in a semester.
- Read a minimum of 16 books.

Retention Criteria

- Earn a yearly grade of 59 or less in reading, language arts, mathematics, social studies, or science.
- Have more than 10 unexcused absences in a semester.
- Read less than the minimum number of required books.

Interventions for Academic Improvement

- Students who do not meet reading benchmarks on DIBELS in 6th grade, and students in 6th, 7th, and 8th grade who do not make a passing score on the Macon County Assessment of Progress will be provided an opportunity to attend one of the district's intervention programs, such as summer school, an after school program, or Saturday Academy.
- Retained students will be required to attend summer school.
- Retained students will be assessed at the end of the summer term to determine if the retained student may advance to his/her correct grade. A student may only advance if student performance and assessment scores prove that all academic deficits have been overcome.
- Students will be referred to the Problem Solving Team.

Grade Levels: 9, 10, 11, & 12

Carnegie units (also referred to as credits) required for graduation shall be earned beginning at the 9th grade level.

Promotion Criteria

- Receive a yearly passing grade of at least 60 in required courses.
- To be promoted from 9th to 10th grade, students must earn 5.5 units in required courses.
- To be promoted from 10th to 11th grade, students must earn 11.5 units in required courses.
- To be promoted from 11th to 12th grade, students must earn 17.5 units in required courses.
- To graduate, students must earn 24 units in required courses and pass all parts of the Alabama High School Graduation Examination.
- Have 10 or less unexcused absences in a semester.

Retention Criteria

- Earn a yearly grade of 59 or less in required courses.
- Earn less units than the number needed to advance to the next grade.
- Have more than 10 unexcused absences in a semester.

Interventions for Academic Improvement

- Students who do not meet earn the necessary credits for promotion will be invited to attend one of the district's high school intervention programs such as Credit Recovery, ACCESS, and Second Chance. Fees may apply.
- Students who do not pass one of more subjects on the Alabama High School Graduation Exam will be invited to attend High Hopes Remediation for the Alabama High School Graduation Exam.
- Retained students may pay to attend summer school where up to two credits may be earned. Summer school is offered based on need and fees will apply.
- Building Based Student Support Team

Dual Enrollment

The Macon County Board of Education allows certain high school students to enroll in post-secondary institutions in order to dually earn credits for a high school diploma and/or a post-secondary degree at both the high school and participating post-secondary levels. Six semester credit hours at the post-secondary level will equal one credit at the high school level in the same or related subject. The dual enrollment program is open to all students meeting the following requirements:

- Have a "B" (2.5 or higher) average as defined by the Macon County Board of Education
- Have exceeded the required number of credits at each grade level.
- Be in 10th, 11th or 12th grade or have an exemption granted by the participating post-secondary institution upon recommendation of the student's principal and superintendent. (Alabama Code: 290-8-9-17)
- Be responsible for and pay tuition as required by the post-secondary institution.
- All course offerings taken at the post-secondary institution must be college level courses. Remedial classes offered by a post-secondary institution do not meet the requirements of dual enrollment.

Class Rank and Grade Point Average (GPA)

- GPA is calculated in a 4.0 to 1.0 scale.
- Class rank begins with the student who has the highest GPA and continues numerically beginning with 1 through the student who has the lowest GPA in the class.
- All regular education classes carry a weight of 1.0
- Honor and Advanced Placement classes will have a weight of .25 added to the weight of the class
- Students who take an Advanced Placement class and pass the Advanced Placement test will have a weight of .35 added to the weight of the class.

High School Diplomas

The State Board of Education establishes the criteria and standards that students must meet to receive a high school diploma. The requirements for a high school diploma, established by the School Board of Macon County, must meet or exceed the criteria established by the State Board of Education.

Grading and Evaluation for Kindergarten through Grade 12

1. Students will be given grades every nine (9) weeks using the following scale:
 - A=100-90
 - B= 89-80
 - C=79-70
 - D=69-60
 - F = Below 60
 - FA=Failure Due to Absences (Students who receive more than 10 unexcused absences in a semester will fail due to absences regardless of their academic grade in the class. Only the principal/superintendent may consider mitigating circumstances.)
2. Grades will be calculated on the basis of class participation, class work, homework, projects, portfolios, journals, regular tests, nine (9) weeks and semester exams.
3. Students will receive a progress report at the mid-point of each nine (9) weeks to indicate how they are faring in each course.
4. The determination as to promotion or non-promotion is made at the school level, based on grades calculated by teachers, with the principal as the final authority.

Scheduling/Schedule Changes

The students make preliminary course selections in the spring of each year for the next school year. Actual course assignment is done prior to the opening of the school in the fall. Final registration is held prior to the first day of school. At this time, students pick up their schedules, pay fees, take their identification badge photographs, and make necessary schedule changes. Once registration ends, student/parent requests to change schedules will be denied, except for administrative reasons (as determined by the principal). Therefore, we urge the student along with his/her parents to carefully consider his/her choices during spring registration. Please note that certain courses may have fees associated with them as permitted by the local board of education.

Time on Instructional Task Guidelines (Code of Alabama, 1975, §16-1-1)

Total Instructional Time

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes.

Suggested Time Allotments for Grades 1 – 6

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Computer Education	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily*	10 minutes daily*
Arts Education		

Dance
Music
Theatre
Visual Arts

Daily instruction with Arts specialists in each of the Arts disciplines is the most desirable schedule. However, schools unable to provide daily Arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute Arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for Arts instruction when Arts specialists are not available.

*Established by the State Department of Education in accordance with *Code of Alabama, 1975, §16-40-1* and with *Code of Alabama, 1975, §16-6B-2(h)*.

Kindergarten

In accordance with *Alabama Administrative Code 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools*, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

Grades 7-12

A minimum of 140 clock hours of instruction is required for one unit of credit and a minimum of 70 clock hours of instruction is required for one-half unit of credit. In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

Character Education

For all grades, not less than 10 minutes instruction per day shall focus upon the students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

Macon County Schools High School Course Information

- Each student is expected to take a minimum of four courses per year.
- Students taking Algebra I in the 8th grade, who successfully complete the course and pass the math subtest of the Alabama High School Graduation Exam during their 9th grade year, will earn one mathematics credit towards graduation. In order to be eligible to take Algebra I in 8th grade, students must meet eligibility criteria, which includes but is not limited to the following: (1) an 80 average in pre-Algebra and/or Algebra; (2) math proficiency on the Alabama Reading and Math Test (Level III/IV); (3) a minimum of a six stanine on Stanford Achievement Test-10; and (4) a teacher recommendation.
- Four math credits must be earned in grades 9 through 12.
- Students in the 8th grade are required to take the Macon County Schools' Technology Literacy Assessment. Students who successfully complete and pass the assessment will earn ½ unit of credit towards graduation and waive the state requirement for computer applications. Students who missed taking the test in 8th grade may take it at a later date to earn a passing score in order to waive the state requirement for computer applications.
- No credits toward graduation will be given for courses taken prior to the 8th grade.
- Grades earned prior to the 9th grade year will not be calculated into the high school GPA.
- Students must complete all required sections of the Alabama High School Graduation Exam unless exempt and taking the Alabama Alternative Assessment.
- Seniors who have completed all course requirements for graduation, but have not passed all sections of the Alabama High School Graduation Examination. Remediation taken during the school day may serve as an elective for a half credit, which requires 70 hours of seat time.
- Credit recovery for courses may be offered to students who have failed one or more subjects during the year. Fees may apply.
- Full credit courses require 140 hours of seat time and half credit courses require 70 hours of seat time.
- The minimum requirements for graduation are based on core curriculum, which consists of 24 course credits.

GIFTED PROGRAM FOR MACON COUNTY SCHOOLS

Gifted students are those who perform at or who have demonstrated the potential to perform at high levels in academic or creative fields when compared to others of their age, experience, or environment. These students require services not ordinarily provided by the regular school program. Students possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.

Teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities may refer a student. Additionally, all second grade students will be observed as potential gifted referrals using a gifted behavior checklist.

For each student referred, information is gathered in the areas of Aptitude, Characteristics, and Performance. The information is entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services.

A student may be referred by teachers, counselors, administrators, parents or guardians, peers, self, or any other individuals with knowledge of the student's abilities. While students may be referred to the Gifted Program at any time, all second-grade students are screened and observed as potentially gifted students.

For each student referred, information is gathered in the following three areas:

1. Aptitude
2. Characteristics
3. Performance

The scores from the assessment/items used are entered on a matrix where points are assigned according to established criteria. The total number of points earned determines if the student qualifies for gifted services. To make a referral, contact the principal at your child's school.

GUIDANCE SERVICES

Philosophical Basis-Personal concerns of students can seriously limit educational development. Schools have the responsibility to provide a guidance program and to make relevant and objective information available to students in such a manner that it will enhance educational development.

Student Responsibilities:

To use guidance services for their own educational and personal improvement.

To schedule appointments with guidance personnel in advance unless the problem or concern is an emergency.

To work cooperatively with guidance personnel.

Student Rights:

To be informed as to the nature of the guidance services available in school.

To have access to individual and group guidance.

SPECIAL ACADEMIC PROGRAMS

ACCESS Distance Learning Program- Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS) across in Macon County so that course offerings will include AP, dual credit, and elective courses. Students take courses in either a real-time or virtual time lab setting. With the assistance of a lab facilitator, the students are connected to their e-teacher through the use of state-of-the art teleconferencing equipment.

Aerospace Engineering Academy- Alabama is becoming a leader in the aerospace manufacturing and aircraft components industry. In October, the Alabama Department of Education's Career and Technical Education (CTE) section and SREB partnered to design America's first Preparation for Tomorrow Aerospace Engineering curriculum, for secondary schools to use in preparing high school students for aerospace technology and engineering careers. The project's advisory panel (made-up of top scientist, national aerospace professionals, and governmental agencies) has successfully completed the initiative's first two foundation courses and field test requirements. Macon County Schools will pilot this innovation curriculum in 2011-12. Interested students should contact their high school guidance counselor.

Credit/Course Recovery Program-The Credit Recovery Programs serves students who lag behind one course to one year in their high school academic achievement for a plethora of reasons. High school counselors identify these students at the end of their ninth grade year and place them in in-school, after-school, and summer school credit recovery programs where the students can earn the credits they have missed in a structured lab setting. Fees may apply, and students may not take credit recovery courses for advancement or acceleration.

FORD PAS-The Ford Partnership for Advanced Studies (Ford PAS) is an academically rigorous, interdisciplinary curriculum and program that provides students with content knowledge and skills necessary for future success—in such areas as business, economics, engineering, and technology. The inquiry- and project-based program offers a series of modules that links learning in traditional academic subjects with the challenges students will face in post-secondary education and with the expectations of the workplace they will face as adults. These links are forged through communitywide, cooperative efforts and innovative partnerships that join local high schools, colleges and universities, and businesses. Through coordinated, real-world learning opportunities, Ford PAS provides experiences to help students make decisions about their future education and careers.

High Hopes-High Hopes is a school-based program that gives every Alabama high school student an opportunity to pass the Alabama High School Graduation Exam (AHSGE). The purpose of the High Hopes grant is to allow schools to develop remediation programs and to collaborate with community colleges, universities, and nonprofit community-based organizations in developing a tutoring and mentoring program for high school students who are "in danger" of failing the AHSGE.

Honor's Track Programs: At each high school, an honor's track with a

cohort of 25-30 students who have met pre-determined criteria for excellence in math, science, and language arts. These students follow an advanced curriculum track and engage in project-based learning.

Second Chance- The Second Chance Program will serve as an intervention to keep students in school rather than having them dismissed from school due to a lack of sufficient progress. Some of the eligibility criteria for the program include (a) being academically deficient two or more years, (b) overage for the grade level, and/or (c) chronic absenteeism. School administrators will carefully review each student's academic and behavioral progress to determine which students are eligible to participate in the Second Chance Program. Fees may apply and students will also be enrolled in a career and technical education track so that their job skills will be strengthened.

Saturday/Summer Academy of Math (SAM) Program-This program is a rigorous, yet fun and engaging hands-on math curriculum that a new cohort of students from grade 8 follow during the summer and one Saturday a month during the year. Students focus on algebraic concepts and prepare for the math subtest of the Alabama High School Graduation Exam.

21st Century Community Learning Centers-Each elementary school runs an after school center that provides academic support and enrichment in math and reading. Students also engage in reading through the arts to include music lessons, art, sculpture, dance, and sports. Fees may apply.

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Superintendent of Education



Macon County Schools does not discriminate on the basis of race, color, creed, national origin, sex, sexual orientation, religion, age, disability or other legally protected status in admission to, access to, or operations of its programs, services or activities. The school system does not discriminate in its hiring practices.