



# Charter System Application

**DISTRICT NAME**

Jasper County

**DISTRICT ADDRESS**

1411 College Street  
Monticello, GA 31061

Dr. John D. Barge  
State School Superintendent

JULY 2014

# CHARTER SYSTEM APPLICATION COVER SHEET

Please enter the requested information in the gray boxes following each question. Thank you!

Proposed Charter System Information			
1. Full Name of Proposed Charter System: <b>Jasper County Charter School System</b>			
2. Please indicate whether this is a: New Petition <input checked="" type="checkbox"/> or a Renewal Petition	3. How many schools in total are you proposing to include in your charter system? <b>4</b>		
4. How many of each of the following schools are you proposing to include in your charter system? <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>Primary School(s)    <b>1</b></span> <span>Middle School(s)    <b>1</b></span> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span>Elementary School(s) <b>1</b></span> <span>High school(s)        <b>1</b></span> </div>			
5. On July 1 of what year do you want your charter contract to be effective? <b>2016</b>			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) <b>5</b>			
7. Charter System Street Address <b>1411 College Street</b>	8. City <b>Monticello</b>	9. State <b>GA</b>	10. Zip <b>31064</b>
11. Contact Person: <b>Dr. Mike Newton</b>		12. Title: <b>Superintendent</b>	
13. Contact Street Address <b>1411 College Street</b>	14. City <b>Monticello</b>	15. State <b>GA</b>	16. Zip <b>31064</b>
17. Contact's telephone number <b>706-468-6350</b>	18. Contact's fax number <b>706-468-0045</b>	19. Contact's E-mail Address <b>mnewton@jasper.k12.ga.us</b>	

# CHARTER SYSTEM APPLICATION

## THE CASE

**Questions #1-8: “The Case” Matrix for the Jasper County Charter System Application can be found at: <http://www.jasper.k12.ga.us/>. This “Case” matrix briefly summarizes questions 1-8 of the Charter System Application. Specific information relevant to the information contained in “The Case” matrix is provided.**

### **Question #1: What challenges is your school district facing?**

*Our Children, Our Community, Our Responsibility* represents not only the Jasper County motto, but the level of accountability to which all our stakeholders are committed.

The Jasper County School System is located in a small rural community which, due to its location, is rather isolated. This remoteness has created a sense of self-reliance among the school system’s employees and the community at large.

The Jasper County School System has approximately 2,352 students (Pre-K to Grade 12) enrolled in four schools—one primary, one elementary, one middle, and one high school. Programs and instructional methods include standards-based instruction; technology integration; Title I schools (districtwide); Career Technical and Agricultural Education (CTAE 6-12); and Advanced Placement (9-12) course offerings.

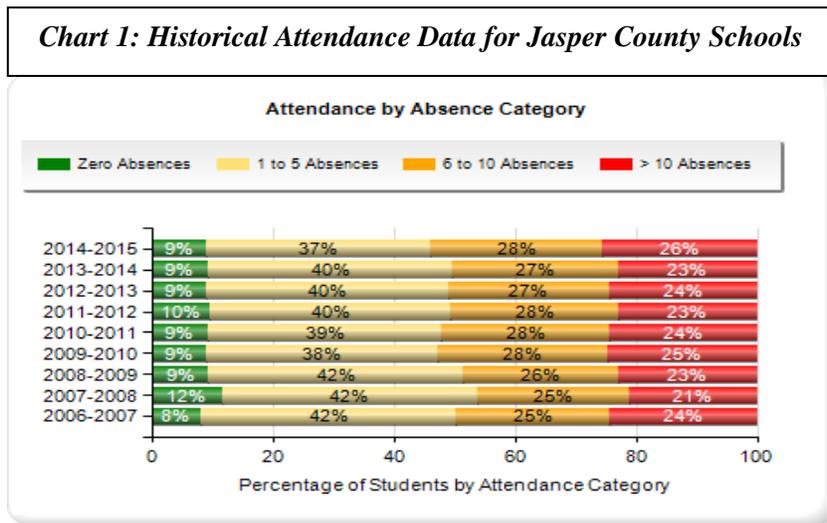
Following the recent closing of Georgia-Pacific, a subsidiary of Koch Industries, our county lacks any significant industry at the present time that might better support our tax digest. Even though our local economy has suffered during recent years and has had a negative impact on the local tax digest, the responsible fiscal stewardship of the Jasper County Board of Education has continued to allow a quality education for all its students. The Jasper County School System continues to focus on its students with a drive to provide the highest quality educational experience possible. The Jasper County School System prides itself in the student achievement gains and academic performance of its students. However, we realize the critical need of increasing the rigor of our academic programs specifically in literacy and

mathematics, provide all students with individual learning goals aligned to their needs, increase the quantity and quality of course offerings through secondary and post-secondary partnerships, and continue to be responsible stewards of taxpayer resources. We understand that in order to provide a superior educational experience, it is crucial that we find alternate (and at times, unconventional) avenues for meeting our students' needs. Much effort has been given to the process of data and trend studies to identify the most significant areas of weakness in our district. It is apparent that our school system faces several challenges on which we must give attention if we are to continue to improve student outcomes.

**Question #2: What is the rank order priority of these challenges (from most to least important)?**

Challenge #1: Attendance

Though attendance protocols are in place, attendance percentages have shown no improvement over the duration of a nine (9) year span. An increase of 2% in the number of students missing 10 or more days from school and a 3% increase in the number of students missing 6 – 10 days of school are evidenced from the spring of 2006 until spring of 2015. *Chart 1* below reflects historical attendance data for the school district.



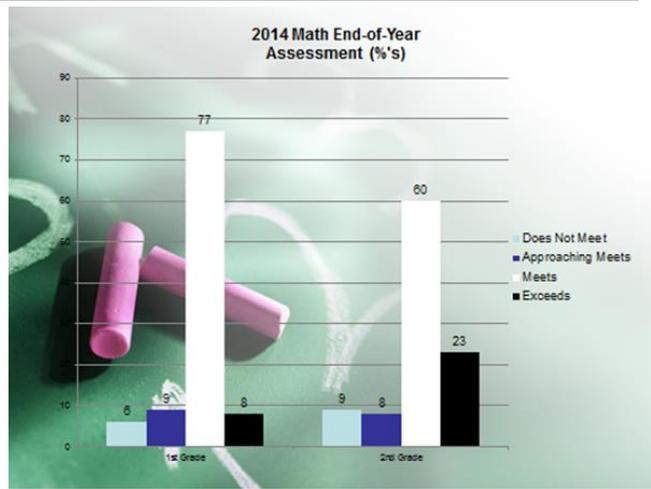
Challenge #2: Literacy

High school students in Jasper County have demonstrated a significant deficiency in their EOCT Literature scores as compared to the Georgia state percentages (JCHS 9<sup>th</sup> Grade Literature; 74 State; 87 - American Literature; JCHS 81 State; 93). It is apparent when examining the system scores in literacy that this issue is reflected in the elementary scores as well. In the spring of 2014, the STAR reading exam results of incoming 6<sup>th</sup> graders to middle school indicated that 64% of students were entering below grade level.

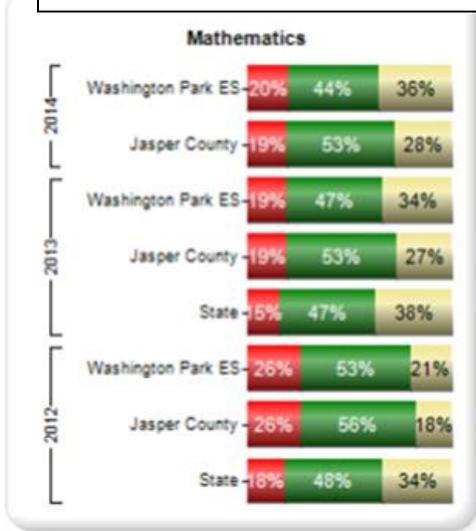
Challenge #3: Mathematics Achievement

Jasper County demonstrates a significant percentage of poorly performing students across all grade levels and all populations in mathematics. Based on 2014 CCRPI results, students in all demographic subgroups, as well as students with disabilities, struggle to perform at target levels in this content area. A three (3) year data analysis reveals that Jasper County has shown little improvement in the percentage of students moving from *Does Not Meet* status to *Meets and Exceeds* status in grades 3-8. *Charts 2, 3, and 4* below reflect the mathematics achievement data for primary, elementary, and high school.

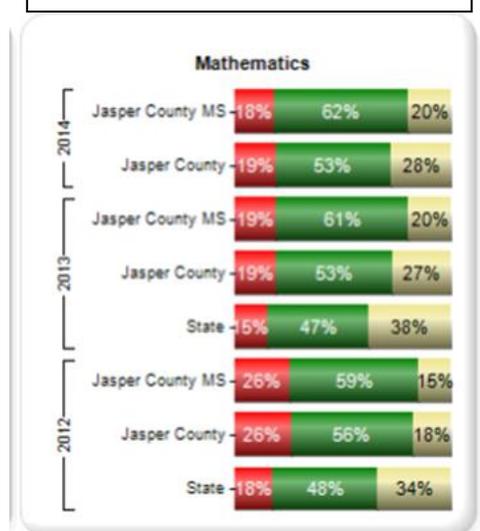
**Chart 2: Mathematics Achievement Data for Primary School**



**Chart 3: Mathematics Achievement Data for Elementary School**



**Chart 4: Mathematics Achievement Data for Elementary School**



**Question #3: Which of these challenges will your school district be able to address by becoming a charter system?**

Charter system status will provide our school system with the flexibility from state requirements that will allow us to be more responsive to our students’ diversified needs. Increased flexibility to develop and modify educational programs will ensure that we are more equipped to meet the rigorous demands of the curriculum and future goals of our students while reflecting the needs and values of our community. Through the implementation of flexible service models and STEAM initiatives and by developing a college and career focus, our students should demonstrate measurable growth academically, as well as experientially, to become better prepared to move into the work force.

Some of the potential areas of flexibility as a charter system include non-traditional attendance options, innovative curriculum and delivery, opportunities for students to earn credits through experience and community-based instruction, high school credits earned in the middle school, flexible uses of technology for instruction, funding, scheduling, seat time, credit by exam, course and graduation requirements, teacher certification requirements – just to name a few. As a school system, we feel strongly that by providing our students the options for learning that specifically meet their needs, we will be better able to provide them the opportunity to become successful career oriented citizens.

**Question #4: What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?**

As a charter system, using flexible program models will enable us to customize instruction for all students at all levels. These programs include, but are not limited to early intervention, English as a second language, advanced/gifted, and remedial courses. Science, Technology, Engineering, Arts, and Mathematics (STEAM) instructional strategies and engaging hands-on learning experiences with STEAM laboratories at all grade levels will immerse students in authentic learning experiences and motivate them for success. A college and career focus will foster relationships in the community for additional options for students to enhance their academics as well as their work ethic. Students will have more options to choose programs that better align with their interests and therefore motivate them for learning and success.

With the support of the Charter System status, the district would continue to focus on practices that have proven to be effective over the course of a five-year period. The school system places a high value on its instructional coaches and have them placed at each school. Parental Involvement Coordinators are used at all schools, and a coordinator works with them to ensure engaging activities are systemic and worthwhile. Jasper County schools model themselves after GLISI (the Georgia Leadership Institute for School Improvement). Each school currently operates under a Balanced Score Card and a CIP, School Improvement Plan. As a support to the schools in their efforts to minimize the effects of bullying, the Board of Education hired a counselor for grades 6-12 to work in conjunction with the school's administration to develop preventative measures and to counsel directly with students. The district also included in the Central office staff the position of a Program for Special Services Parent Liaison whose job it will be to support the program's parents, students, and teachers.

Creating a culture that embraces innovation and unconventional thought is paramount if we strive to significantly impact student achievement with today's non-conventional learners. We recognize that we must provide our students with the necessary skills to be successful beyond our school system. To be a citizen who can make a meaningful contribution to society and navigate the ever-changing future and its

demands, our students must be armed with complex, yet flexible skills that can be applicable in any environment. In order to create lifelong learners, we must instill a love of learning in our students—beyond K-12 academics.

**Question #5: Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.**

### **Flexible Service Models**

Jasper County School System will implement Flexible Service Models (FSM) to serve students based on their individual needs. While students will be identified for services, their status of EIP or EL will only be used for state funding purposes and not for prescribed instruction. Student services will be integrated to maximize the level of service to our students. Other programs that will use the Flexible Service Model include remedial education, accelerated learning, and gifted education. We believe the implementation of the Flexible Service Models will positively impact the efficiency and effectiveness of personnel and fiscal management. The expected outcome is that with improved rigor and more targeted instructional practices, student achievement should improve significantly.

With greater relevancy of instruction for our students, it is believed that the attendance issues experienced by our school system over the past 5-year period should amend itself for the better. As parents and students experience a dramatic change in increased control over their learning environment, the enhanced interest level of our stakeholders should be reflected in our attendance rates. Realizing that all students do not thrive in a “brick and mortar 8 o’clock to 3 o’clock school setting”, our ability to provide innovative and altered learning sites and times should be better able to enable our students to perform at their best. It is the desire for our school system to expand the currently operating Virtual Academy to include a broader range of ages and curriculum. It will also be possible, with a Flexible Service Model, to provide an extended year and/or day for those students needing additional time to complete subject content. This too should assist with the attendance issues resulting from those students who miss school to care for younger siblings, to work, and/or to assist with families at home.

## **STEAM Methodology**

The Jasper County School System will offer an innovative approach to increase student exploration, application, and evaluation through the development and use of STEAM (Science, Technology, Engineering, Arts, and Mathematics) methodology. Including the Arts within our instructional framework will be maintained as a focal point for our system as demonstrated by our continuing to fund music and art at the elementary level even during financial stress. We believe that the incorporation of the Arts within the curriculum provides all students an opportunity to achieve a deeper understanding of academic content and benefits the child by expanding the creative nature of learning and problem-solving.

The implementation of STEAM instructional strategies will begin at all schools during the first year of our charter and will continue to be enhanced as innovative structures researched and then put in place. Following intense study, our elementary school teachers will put into practice innovative curriculum concepts that integrate mathematics and science through inquiry-based and hands-on learning. Middle school students will experience authentic applications in math, science, and the Arts curriculum. Students will have the opportunity to earn high school credits while in middle school in core content and CTAE courses. By giving students in middle school the chance to earn high school credits, they are afforded the option of pursuing more than one pathway at high school, based on their varied interests, and experience career opportunities through internships and work study. The incorporation of STEAM methodology provides a consistent means for students to experience hands-on exploration and both practical and relevant opportunities for application of creative problem solving skills. As students enter their high school years, having had these foundational learning experiences during their K-8 classes, they should be better able to apply their knowledge to real world experiences as they pursue career pathway goals. Their background with the sciences will also better enable them to meet standard expectations and achieve greater academic success. Given the limited financial position of our district, it may well be difficult to hire additional teaching staff to accommodate an expanded program. With greater leeway, our

district could reach out to the community and utilize interested and talented people willing to serve as teachers of the Arts. Not only would this benefit the school system with funding issues, it would also broaden the out-reach efforts of our Title 1 program which strives to involve the families and community in the school environment.

### **College and Career Focus**

The Jasper County School System will expand post-secondary options and partnerships to include both academic and CTAE opportunities for all students based on the needs of the student population and the regional economic community. Partnerships with area post-secondary schools will be expanded and enhanced. Southern Crescent Technical College, Georgia College, Mercer University, and Georgia Military College are already participating with Jasper County Schools in varying degrees. With an increased emphasis on partnerships and collaborative agreements, more students will receive post-secondary credits through dual enrollment. Accelerated courses such as ACCEL, Advanced Placement offerings, and/or Move on When Ready will provide our students with additional options to earn post-secondary credits while fulfilling their high school graduation requirements.

Students will be offered the opportunity to earn high school graduation credits for internships completed with participating local businesses. Working in concert with the local Economic Development officials, we will study economic trends and patterns to better prepare our students for the skills needed to fill positions in the region. Providing internship and work study opportunities in the region will close any gaps that exist between our school system and potential employers. By removing the constraints currently imposed on our district, we believe that the stakeholders of our school district and surrounding areas will reap the benefits of a well-prepared work force, well trained with problem-solving and technical skills, graduating from Jasper County High School.

The Jasper County School System plans to utilize a broad flexibility waiver as a charter system. The waiver process will allow the school system to complete a comprehensive evaluation of the district's and schools' needs in order to maximize our resources to meet our student achievement and teacher

effectiveness goals. As a result of the charter system development process, the specific innovations that we propose will require specific waivers from the state in order to meet these goals and measures.

Although not specifically stated in *Table 1* below, the Jasper County School System will use, as needed, waivers for seat time, media scheduling, maximum class size, in addition to others as learner's needs evolve, to allow students to progress through courses at their own respective pace and take full advantage of the innovations sought by the school system. Each of the innovations listed in *Table 1* would be new for the Jasper County School System.

**Question #6: Table 1: Please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).**

<b>Innovation</b>	<b>Legal Waivers Requested</b>	<b>SBOE Provision Requested</b>
<p><b><i>Flexible Service Models</i></b></p> <p><i>(JCCSS will begin implementing Flexible Service Models during year 1 of charter system status.)</i></p>	<p>O.C.G.A § 20-2-153. Early intervention program for students at risk of not reaching or maintaining academic grade level.</p> <p>O.C.G.A § 20-2-156. Program for limited English-proficient students.</p> <p>O.C.G.A § 20-2-154. Remedial education program.</p> <p>O.C.G.A § 20-2-152; O.C.G.A § 20-2-161. Gifted Program.</p> <p>O.C.G.A§ 20-2-171. Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and regulations.</p> <p>O.C.G.A. § 20-2-159.3; 20-2-159.4; 20-2-159.5; 20-2-240; 20-2-281; 20-2- 690; 20-3-519; 20-17-2. Awarding credit for courses, including on-line programs utilized by the JCBOE</p>	<p>160-4-2-.17 Early Intervention Program (EIP).</p> <p>160-4-5-.02 Language Assistance. Program for English Learners (ELs).</p> <p>160-4-5-.01 Remedial Education Program.</p> <p>160-4-2-.38 Education Program for Gifted Students.</p> <p>160-5-1-.29 Minimum Direct Classroom Expenditures.</p> <p>160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades.</p>

<b>Innovation</b>	<b>Legal Waivers Requested</b>	<b>SBOE Provision Requested</b>
<p><b><i>STEAM Methodology</i></b></p> <p><i>(JCCSS will begin the organization and implementation of STEAM methodology during the 1st year of charter system status at varying levels in grades K-12.)</i></p>	<p>O.C.G.A § 20-2-152; O.C.G.A § 20-2-161. Gifted Program.</p> <p>O.C.G.A § 20-2-159.4. Policies and guidelines for awarding units of high school credit based on demonstrated proficiency.</p> <p>O.C.G.A § 20-2-159.5. Dual credit courses; requirements.</p> <p>O.C.G.A § 20-2-200. Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees.</p> <p>O.C.G.A § 20-2-215. “In loco parentis” status of aides and paraprofessionals.</p>	<p>160-4-2-.38 Education Program for Gifted Students.</p> <p>160-4-2-.34 Dual Enrollment.</p> <p>160-5-1-.22 Personnel Required.</p>
<p><b><i>College and Career Focus</i></b></p> <p><i>(JCCSS will begin the organization of its college and career focus during the 1<sup>st</sup> year of charter system status and make yearly progress toward meeting those goals.)</i></p>	<p>O.C.G.A § 20-2-159.4. Policies and guidelines for awarding units of high school credit based on demonstrated proficiency.</p> <p>O.C.G.A § 20-2-159.5. Dual credit courses; requirements.</p> <p>O.C.G.A § 20-2-154. Remedial education program.</p> <p>O.C.G.A § 20-2-200. Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees.</p>	<p>160-4-2-.34 Dual Enrollment.</p> <p>160-4-3-.14 Work-Based Learning</p> <p>160-4-2-.38 Education Program for Gifted Students.</p> <p>160-4-5-.01 Remedial Education Program.</p>

**Question #7: Indicate the timeline for implementation of each specific action (listed in #4 above).**

JCCSS will begin implementing Flexible Service Models at all grade levels during the first year of the charter system status (2016/2017).

JCCSS will begin the organization and implementation of STEAM methodology during the 1st year of charter system status at varying levels in grades K- 12. Planning for implementation for the high school and middle school STEAM programs will take place during the spring and summer of 2016.

Implementation in the high and middle school programs will occur in the Fall of 2016. The elementary and primary programs will initiate planning for implementation in the Fall of 2016 with the intent of full implementation in January of 2017.

JCCSS will begin the organization of its college and career focus during 2016-2017 charter system status. During the initial year, dual enrollment and work based programs will receive full attention. During 2017-2018, the gifted and remedial programs will be targeted. The last three years of the charter will see JCCSS move forward toward meeting set goals.

**Question #8: Indicate which actions represent an innovation for your school district:**

	<b>Flexible Service Models</b>	<b>STEAM</b>	<b>College and Career Focus</b>
JCHS	New Innovation	New Innovation	New Innovation
JCMS	New Innovation	New Innovation	New Innovation
WPES	New Innovation	New Innovation	New Innovation
JCPS	New Innovation	New Innovation	New Innovation

<b>Question</b>	<b>Challenge #1</b>	<b>Challenge #2</b>	<b>Challenge #3</b>
1. What challenges is your school district facing?	Attendance	Literacy	Mathematics Achievement
2. What is the rank order priority of these challenges (from most to least important)?	#1	#2	#3
3. Which of these challenges will your school	Yes	Yes	Yes

Question	Challenge #1	Challenge #2	Challenge #3
<p>district be able to address by becoming a charter system?</p>			
<p>4. What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?</p>	<ul style="list-style-type: none"> <li>• Implement Flexible Service Models with support programs and daily scheduling</li> <li>• Shift duties/responsibilities of monitoring, reporting, and follow-up of attendance from the schools to the central office</li> <li>• Actively seek to engage and involve community members in support efforts</li> <li>• Expand the current Virtual School Academy and restructure the framework to better support all students in grades 3-12</li> <li>• Intensify the Arts Program across all grade levels</li> <li>• Implement PBIS across all grade levels</li> <li>• Put in place flexible scheduling options which would impact promotion/retention options for at-risk and/or accelerated students</li> <li>• Offer advanced study opportunities for accelerated students in grades 5-8</li> </ul>	<ul style="list-style-type: none"> <li>• Implement Flexible Service Models with support programs and daily scheduling; <ul style="list-style-type: none"> <li>○ Extended year options</li> <li>○ EIP/Remedial programs</li> <li>○ RtI</li> <li>○ Gifted</li> </ul> </li> <li>• Expansion of blended, hybrid, and STEAM initiatives with concentration at grades 6-8 (i.e. MEE, MOWR, VSA)</li> <li>• Allow greater independence for Instructional Coaches and teacher leaders <ul style="list-style-type: none"> <li>○ Assessment schedules and formats</li> <li>○ Pacing</li> <li>○ Planning</li> <li>○ Curriculum mapping</li> </ul> </li> <li>• Provide on-going professional learning opportunities for all staff <ul style="list-style-type: none"> <li>○ Technology</li> <li>○ Incorporation of the Arts into planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implement Flexible Service Models with support programs and daily scheduling; <ul style="list-style-type: none"> <li>○ Extended year options</li> <li>○ EIP/Remedial programs</li> <li>○ RtI</li> <li>○ Gifted</li> </ul> </li> <li>• Expansion of blended, hybrid, and STEAM initiatives with concentration at grades 6-8 (i.e. MEE, MOWR, VSA)</li> <li>• Research/investigate the option of an altered start and dismissal time for middle school students</li> <li>• Offer advanced study opportunities for accelerated students in grades 5-8</li> </ul>
<p>5. Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead</p>	<p><b>Attendance:</b> <b>Onset of innovations;</b> <b>2016/2017</b></p>	<p><b>Literacy:</b> <b>Onset of innovations;</b> <b>2016/2017</b></p>	<p><b>Mathematics Achievement:</b> <b>Onset of Innovations;</b> <b>2016/2017</b></p>

Question	Challenge #1	Challenge #2	Challenge #3
<p>to the specific challenge being addressed.</p>	<p>Using the broad flexibility granted as a charter system, the Jasper County School System will use a Flexible Service Model to individualize instruction for students as needed. It is the belief of the JCSS that students and their parents will gain greater insight for the relevance of school in regard to their child’s specific life goals as the schools work to better meet the specific needs of its students. With this deeper understanding and appreciation, we believe that our stakeholders will be more engaged and involved with the daily activities of school; thus attendance should demonstrate significant gains. For example, the Early Intervention Program in grades K-5 is currently mandates that students will be serviced from prescribed models of delivery and that services be provided only to those students identified through criteria “provided through the Office of Student Achievement.” With a FSM, students would be targeted for services based on internal criteria established by the school district which would be monitored at pre-set intervals through</p>	<p>The Jasper County School System will use a Flexible Service Model in the area of language arts/reading. Funds would be directed toward the development of afterschool, summer, and/or holiday studies to allow for greater flexibility to meet families’ schedules/demands of children struggling with reading and language arts skills. Data has made it apparent that our students are demonstrating significant delays which impacts not only reading comprehension and written expression, but science, social studies and mathematics as well. The ability to modify not only the daily schedule, but extended year opportunities as well, will allow needs-based instruction to take place in this critical subject area and provide students with the direct skills they need to achieve success and to meet performance expectations. Freedom to assign support personnel as needed will enable school leaders to schedule and plan for the instruction of prerequisite skills which are deficient and to freely move students in and out of learning situations based on need rather than mandates. For example, the ability to adapt the EIP program at the primary and elementary grades and Remedial Support at the middle school will open the doors for school personnel to</p>	<p>It is not possible to build a strong secondary school STEAM program on a weak elementary school curriculum. Jasper County suffers from an on-going issue; students in the district fall below state and local expectations in the area of math across all grade levels. It is the desire of the county to be able to redesign the EIP and remedial programs to allow for data driven continuous reviews of students’ needs and student placement into service support programs. Using student data, Flexible Service Models may be used to better support K-5 students that demonstrate deficiencies in the area of math. Altered scheduling for EIP students, allowances for better utilization of EIP staff, and flexible methods of identifying and servicing students struggling with content matter will enable schools to continually target and support its students. Use of a Flexible Service Model will allow for the practice of needs-based instruction to routinely occur in order to provide students with the direct skills they need to achieve success and to meet performance expectations. The school would not be mandated</p>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>models of delivery. These models would not be bound by the Office of Student Achievement. Students determined to be at-risk during a grading period could be shifted into the program for support services and be monitored for a given timeframe. As the students progressed to expectations, they could be taken from the service program; allowing other students the opportunity to receive needed support. With this flexibility, rather than a stagnant program of academic support with a set model and identified population, schools would be allowed the freedom to work under the premise of “who needs helps today?”</p> <p>Using this same example, teachers could be utilized to better suit the scheduling of the school and/or grade level. Based on the number of students identified for services at any given time, school leaders could determine the best method of providing support (i.e. augmented, pull-out, self-contained). The model format might alter during the course of the school</p>	<p>identify any student in need of support, regardless of qualifying factors, and provide targeted instruction for a timeframe based on current assessment data. If able to address any student’s deficiencies as needed, outcomes should result in more consistent and uniform support to all learners.</p> <p>An alternative framework for teaching through merging STEAM methods and more traditional instructional delivery will provide students greater opportunities to experience a learning style better suited to their way of utilizing information. Middle school reading/language lessons could look similar to the thematic lessons of elementary school; where instruction and the arts are seamlessly blended into the lessons. STEAM strategies could improve the methods to accelerate or remediate students as needed.</p> <p>Through the use of extensive student data, a flexible service model approach would allow for a much more powerful RtI support system and gifted program in all our schools. Merging non-traditional structures such as hybrid, blended, and virtual learning within our daily operations on a large scale, would better meet the needs of our learners. For example; a limited number of students at the middle school level are served</p>	<p>to adhere to a rigid mode of delivery/schedule and could make needed adjustments as students’ need dictated. This altered practice will provide on-going instruction to all students; STEAM initiatives at the secondary levels will be enhanced as a better quality of math student moves forward.</p> <p>Incorporate STEAM strategies in order to actively engage learners, many who struggle with traditional classroom techniques, as a means to accelerate or remediate students as needed through non-traditional structures such as hybrid, blended, and virtual learning.</p> <p>Provide extended learning time beyond the school day and year with opportunities for students in need of remediation and/or enrichment. This will be addressed through both an altered schedule and/or through a virtual learning experience. Those students who fail to meet targets during the school year could attend an extended day session to address needed skill sets. Those students who fail to meet promotional status at the end of the school year could have their status</p>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>year. It would be the desire of the JCSS to put these changes into effect at the onset of the 2016-2017 school year.</p> <p>The JCSS will relax the burden from schools of monitoring attendance and scheduling Attendance Support Team meetings. These responsibilities will shift to the desk of the school district's social worker and her support team. This change in protocol will allow for greater freedom of time for the administrators of the school sites to devote more time to classroom visits and engagement. As needed, JCSS social services team members will refer attendance concerns to the community support agencies (DFCS, DJJ, LIPT) to ensure that necessary services are provided to at-risk families; these being those most likely to be an attendance issue.</p> <p>Implement flexible hours through after school and summer programs and an expanded Virtual School Academy experience. Currently, our VSA is limited to approximately 50 students in grades 6-12. Enrollment into the program is allowed only at the beginning of the school year and at mid-</p>	<p>through an innovative program referred to as the Modified Educational Environment (MEE). This program works as an RtI Tier III intervention for struggling students through the use of blended instructional methods and self-paced learning. Students currently enrolled in the program are provided targeted instruction and support as they move at their own pace through material. Students are awarded the opportunity to move across grade level curriculum as they progress. The program has proven successful in allowing many of the limited number served to move onto grade level and to be promoted to the high school with their age group peers. With greater flexibility, the number of students and instructional staff could be increased to open the doors for this type of instructional setting to be expanded to reach not only at-risk, but the truly gifted learner as well.</p> <p>Provide extended learning time beyond the school day and year with learning opportunities for students to provide additional learning time or acceleration for Move On When Ready (MOWR).</p> <p>Allow teachers and support personnel responsible for instructional planning and pacing greater elasticity</p>	<p>for promotion/retention pending until the conclusion of an extended summer school experience which would run through June and July. This extended year could be either virtual and/or on-site for more direct instruction.</p> <p>Provide courses designed to challenge and enrich accelerated learners in the 6<sup>th</sup> and 7<sup>th</sup> grades to ensure that 8<sup>th</sup> grade students are better able to engage in Move On When Ready (MOWR) through enrollment in 9<sup>th</sup> grade math courses. As these students move into high school, their level of ability should enable them to participate in advanced coursework which will enhance student success.</p> <ul style="list-style-type: none"> <li>• Conduct further research on the option of a later start and dismissal times for middle school students. Some studies support that the middle school child performs best from mid-morning until mid-afternoon. It has been suggested that the first period classes could be scheduled to begin at 9:30 rather than the traditional 8:15. Those students arriving on campus prior to start time could engage in support/enrichment</li> </ul>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>year. The only exceptions are those students that are placed into the program via a tribunal process in order to prevent the student from being expelled from school on a long term basis. With the flexibility offered through a charter, our program could be expanded to fully include all students interested in a non-traditional learning environment. The leeway in personnel use and freedom of scheduling would allow for a redesign of the current framework of the academy. The district could also offer this opportunity to 3rd-5<sup>th</sup> grade students and could broaden the curriculum choices available with regard to software options. It has been found that our VSA reaches a population of student that learns best within a non-traditional environment; those who demonstrate issues with attendance, those who are self-directed, those who become easily distracted in a normal classroom setting, those who need greater freedom with pacing (both accelerated and remedial) and those students who find it necessary to work outside the home to support their families. If this program were to be expanded, more students might participate and gain the</p>	<p>with setting their goals and desired outcomes in regards to schedules and in-house testing. The instructional coaches at each of the schools will gain more independence and control over these actions. Their intensified involvement will significantly benefit the direction of needed professional learning and staff development activities.</p> <p>Enhance the opportunity for blended learning models within the classroom setting. It is proven that students do indeed benefit from the inclusion of technology in the instructional framework. If we strive to produce a workforce prepared to meet the challenges of the 21<sup>st</sup> century, then we must provide up-to-date teaching practices which reflect those skills needed for gainful employment.</p> <p>Teachers will engage themselves with on-going professional development opportunities to ensure their skills/awareness levels are current.</p> <p>Continue and expand the opportunities for middle school students to participate in high school course work in the 8<sup>th</sup> grade and offer accelerated classes in grades 6 and 7 for those students prepared to move forward. Increased percentage of success at the</p>	<p>opportunities, club activities, and coaching sessions. Afternoon dismissal could be altered for this age group to 4:00 PM rather than the current 3:15.</p> <p>Continue and expand the opportunities for middle school students to participate in high school course work in the 8<sup>th</sup> grade and offer accelerated classes in grades 6 and 7 for those students prepared to move forward. Increased percentage of success at the high school level should become evident.</p> <p>Elementary students in grade 5 who are prepared for acceleration would be offered the opportunity to begin work on the 6<sup>th</sup> grade curriculum. This could be done through on-site instruction with an expanded MEE (Modified Educational Environment) program and/or through the Virtual Academy program. This vertical bridge between the elementary and middle school buildings would enable students to move at a pace suitable for their academic abilities and the on-line aspect of it would compensate for any social/emotional/maturit</p>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>benefits of a less structured 8:00-3:00 school day.</p> <p>Reward outstanding attendance behaviors through PBIS. One of the new local initiatives in the current implementation of the awarded CARE grant includes the implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS will afford us valuable professional learning and tools to help you assist OUR ever-growing diverse population of students. PBIS is also sanctioned as an approved intervention strategy by the Office of Civil Rights (OCR).</p> <p>Incorporate an extensive Arts program in each school in order to expand all students' learning experience and to provide an opportunity for those students not necessarily talented with academics an area in which they might demonstrate success and thrive. It has been the case in the past that the at-risk population poses to be a significant attendance problem for the district. A sense of repeated failure discourages these students from attending school regularly. Providing these students an outlet in which they could be more successful should prove beneficial in addressing</p>	<p>high school level should become evident.</p> <p>Elementary students in grade 5 who are prepared for acceleration would be offered the opportunity to begin work on the 6<sup>th</sup> grade curriculum. This could be done through on-site instruction with an expanded MEE (Modified Educational Environment) program and/or through the Virtual Academy program. This vertical bridge between the elementary and middle school buildings would enable students to move at a pace suitable for their academic abilities and the on-line aspect of it would compensate for any social/emotional/maturity concerns that would not benefit the student from being on the middle school campus.</p>	<p>y concerns that would not benefit the student from being on the middle school campus.</p>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>the attendance problem. This will also provide parents and community members opportunities to become more closely engaged through the schools when students' creative talents are showcased</p> <p>By allowing for greater flexibility in scheduling and seat time, alternatives regarding retention/promotion could be researched and implemented. Providing an extended year and/or extended day assistance to at-risk students could increase their chances for promotion. Students who enter a grade level significantly below grade level would logically benefit from additional seat-time offered through an extended year experience. Alleviating their defeated attitude and loss of motivation due to their history of continued failure to meet the goals set forth for them with the traditional school calendar should encourage them to attend school more regularly and with more enthusiasm.</p> <p>It is often the case that the most capable students are often the least motivated. We have in the past failed to keep them adequately challenged and engaged in their school work. Many times, the gifted student is just given more</p>		

Question	Challenge #1	Challenge #2	Challenge #3
	<p>work to complete...nothing that stimulates them to do better or excel. Sadly, the reverse is often the case. These students lose interest in school and their attendance drops off; or they leave our system in search of private school settings. JCSS would like to offer elementary students in grade 5 who are prepared for acceleration would be offered the opportunity to begin work on the 6<sup>th</sup> grade curriculum. This could be done through on-site instruction with an expanded MEE (Modified Educational Environment) program and/or through the Virtual Academy program. This vertical bridge between the elementary and middle school buildings would enable students to move at a pace suitable for their academic abilities and the on-line aspect of it would compensate for any social/emotional/maturity concerns that would not benefit the student from being on the middle school campus. Through this opportunity, we believe we can keep the academically gifted student engaged and present in the school setting.</p>		
6. Although you will be granted a broad flexibility	O.C.G.A § 20-2-182, 183, 184, 185 Modification of	O.C.G.A § 20-2-153. Early intervention program for students at risk of not	O.C.G.A § 20-2-153. Early intervention program for students at

Question	Challenge #1	Challenge #2	Challenge #3
<p>waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).</p>	<p>requirements for promotion, placement &amp; retention of students.  O.C.G.A § 20-2-153.  Early intervention program for students at risk of not reaching or maintaining academic grade level.  O.C.G.A § 20-2-156.  Program for limited English-proficient students.  O.C.G.A § 20-2-154.  Remedial education program.  O.C.G.A § 20-2-171.  Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and regulations.  O.C.G.A. § 20-2-159.3; 20-2-159.4; 20-2-159.5; 20-2-240; 20-2-281; 20-2- 690; 20-3-519; 20-17-2. Awarding credit for courses  O.C.G.A § 20-2-159.5.  Dual credit courses; requirements.  O.C.G.A § 20-2-200.  Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees.  O.C.G.A § 20-2-215. “In loco parentis” status of aides and paraprofessionals.</p>	<p>reaching or maintaining academic grade level.  O.C.G.A § 20-2-156.  Program for limited English-proficient students.  O.C.G.A § 20-2-154.  Remedial education program.  O.C.G.A § 20-2-152;  O.C.G.A § 20-2-161.  Gifted Program.  O.C.G.A § 20-2-171.  Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and regulations.  O.C.G.A. § 20-2-159.3; 20-2-159.4; 20-2-159.5; 20-2-240; 20-2-281; 20-2-690; 20-3-519; 20-17-2.  Awarding credit for courses  O.C.G.A § 20-2-159.5.  Dual credit courses; requirements.  O.C.G.A § 20-2-200.  Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees.  O.C.G.A § 20-2-215. “In loco parentis” status of aides and paraprofessionals.  O.C.G.A § 20-2-319.4  Virtual Instruction Programs to allow greater flexibility in selection of a provider of virtual instruction.</p>	<p>risk of not reaching or maintaining academic grade level.  O.C.G.A § 20-2-156.  Program for limited English-proficient students.  O.C.G.A § 20-2-154.  Remedial education program.  O.C.G.A § 20-2-152;  O.C.G.A § 20-2-161.  Gifted Program.  O.C.G.A § 20-2-171.  Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and regulations.  O.C.G.A. § 20-2-159.3; 20-2-159.4; 20-2-159.5; 20-2-240; 20-2-281; 20-2- 690; 20-3-519; 20-17-2.  Awarding credit for courses  O.C.G.A § 20-2-159.5.  Dual credit courses; requirements.  O.C.G.A § 20-2-200.  Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees.  O.C.G.A § 20-2-215.  “In loco parentis” status of aides and paraprofessionals.</p>

Question	Challenge #1	Challenge #2	Challenge #3
<p>7. Indicate the timeline for implementation of each specific action (listed in #4 above).</p>	<ul style="list-style-type: none"> <li>• Flexible Service Models: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Schedules; June-July 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; May 31, 2017</li> </ul> </li> <li>• Duties/Responsibilities of reporting: <ul style="list-style-type: none"> <li>○ Implementation; August 2016</li> <li>○ Evaluation; End of each semester beginning winter 2016-ending spring 2021</li> </ul> </li> <li>• Engage with community: <ul style="list-style-type: none"> <li>○ Planning; May 2016</li> <li>○ Implementation; July 2016</li> <li>○ Evaluation; yearly community surveys spring of 2017-21</li> </ul> </li> <li>• Virtual School Academy: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; June 1, 2017</li> </ul> </li> <li>• Arts Program: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; June 1, 2017</li> </ul> </li> <li>• PBIS: <ul style="list-style-type: none"> <li>○ Training; January-April 2016</li> <li>○ Planning; May – July 2016</li> <li>○ Implementation; Aug. 2016 for JCPS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Flexible Service Models: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Schedules; June-July 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; May 31, 2017</li> </ul> </li> <li>• STEAM initiatives: <ul style="list-style-type: none"> <li>○ Planning; March – May 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; June 1, 2017</li> </ul> </li> <li>• Shift of responsibility: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; July, 2017</li> </ul> </li> <li>• Professional learning: <ul style="list-style-type: none"> <li>○ Planning; May 2016</li> <li>○ Implementation; June 2016</li> <li>○ Evaluation; July 2017</li> </ul> </li> <li>• Advanced Placements (5<sup>th</sup> grade): <ul style="list-style-type: none"> <li>○ Planning; March-May, 2016</li> <li>○ Implementation; Jan. 2017</li> <li>○ Evaluation; June, 2017</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Flexible Service Models: <ul style="list-style-type: none"> <li>○ Planning; March-May 2016</li> <li>○ Schedules; June-July 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; May 31, 2017</li> </ul> </li> <li>• STEAM initiatives: <ul style="list-style-type: none"> <li>○ Planning; March – May 2016</li> <li>○ Implementation; Aug. 2016</li> <li>○ Evaluation; June 1, 2017</li> </ul> </li> <li>• Advanced Placements (5<sup>th</sup> grade): <ul style="list-style-type: none"> <li>○ Planning; March-May, 2016</li> <li>○ Implementation; Jan. 2017</li> <li>○ Evaluation; June, 2017</li> <li>○ Conduct a study on possible altered start and dismissal times for middle school students</li> <li>○ Planning; March-May, 2017</li> <li>○ Implementation; Aug. 2017</li> <li>○ Evaluation; June, 2018</li> </ul> </li> </ul>

Question	Challenge #1	Challenge #2	Challenge #3
	<p>and WPES and Aug. 2017 for JCMS and JCHS</p> <ul style="list-style-type: none"> <li>○ Evaluation; June 1, 2017 for JCPS and WPES and June 1, 2018 for JCMS and JCHS</li> <li>● Promotion/Retention options: <ul style="list-style-type: none"> <li>○ Planning; Schedules/Personnel ; March-May 2016</li> <li>○ Implementation; August 2016</li> <li>○ Evaluation; July 15, 2017</li> </ul> </li> <li>● Advanced Placements (5<sup>th</sup> grade): <ul style="list-style-type: none"> <li>○ Planning; March-May, 2016</li> <li>○ Implementation; Jan. 2017</li> <li>○ Evaluation; June, 2017</li> </ul> </li> </ul>		
<p>8. Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.</p>	<ul style="list-style-type: none"> <li>● Non-traditional attendance options</li> <li>● PBIS K-12</li> <li>● Flexible Schedule Model for all support programs</li> <li>● Advancement placement of 5<sup>th</sup> grade students into 6<sup>th</sup> grade curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Flexible Service Model for EIP, remediation, gifted</li> <li>● Expansion of MOWR and MEE</li> <li>● Shifting the responsibility for curriculum mapping, assessments, pacing from central office to school level leaders</li> <li>● Advancement placement of 5<sup>th</sup> grade students into 6<sup>th</sup> grade curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Expansion of MOWR and MEE</li> <li>● Advancement placement of 5<sup>th</sup> grade students into 6<sup>th</sup> grade curriculum</li> <li>● Flexible Service Model for EIP, remediation, gifted</li> <li>● Study of an altered start and dismissal times for middle school students</li> </ul>

## PERFORMANCE EXPECTATIONS

**Question #9: What are your school system's specific student performance expectations for your five-year charter term?**

**Goals for Jasper County:**

**Goal #1:** During years 3-5 of the charter, students will meet or exceed the state performance target in mathematics as evidenced by the CCRPI performance flags.

**Goal #2:** During years 3-5 of the charter, students will meet or exceed the state performance target in ELA as evidenced by the CCRPI performance flags.

**Goal #3:** During each year of the charter term, the number of students who miss more than 10 absences per year will decrease by 1%.

The Jasper County School System has been and will continue to be highly effective in the use of data to define strategic areas of strength and challenge. Using the Georgia Leadership Institute for School Improvement (GLISI) Model, Jasper County has been working under the defined goals of an annual strategic plan, the GLISI Model of the Continuous Improvement Plan, for six years. Having achieved district Advanc-ED accreditation five years ago, the leadership team has a solid understanding of setting SMART goals, monitoring progress, modifying plans, and measuring performance. Additionally, by utilizing teacher-led data teams at each school, our instructional staff has become much more effective at leading team data discussions, selecting appropriate strategies for different student groups based on assessment data, and monitoring their progress at the classroom level. The schools have integrated their data findings not only into daily instructional practices, but have used their findings as the foundation for designing effective RtI strategies for at-risk students. The system's strategic plan can be found at the following link and will provide the comprehensive focus for the district's improvement plan.

<https://eboard.eboardsolutions.com/StrategicPlan/PlanDetail.aspx?S=4092&PID=3762>

The Jasper County School System will utilize SMART goals as a means of monitoring and reporting the academic progress of students. The achievement goals will align with the Georgia College and Career Readiness Index (CCRPI). Cohort achievement will be monitored through the Georgia

Statewide Longitudinal Data System (SLDS). Schools and classroom teachers will use the data management tool, Data Director, for pre- and post-assessment delivery and data disaggregation. At this time, Washington Park Elementary School has been identified as a Focus school.

Many of the Jasper County School System students reach a high level of achievement. The primary goal of gaining charter system status is continued academic improvement that will increase student knowledge and acquisition of essential workplace skills in order for them to be successful in life beyond high school.

The Georgia Department of Education’s College and Career Readiness Index (CCRPI) indicators are aligned with our proposed charter system application proposal. For the 2014-15 school year, all districts will be held harmless as baseline data for all of the indicators are established using the new Georgia Milestones Assessment System. *Table 2* below represents the 2014 CCRPI scores for Jasper County Schools in grades 3-12.

***Table 2: CCRPI Scores 2013-2014 School Year***

	<b><i>Elementary (3-5)</i></b>	<b><i>Middle (6-8)</i></b>	<b><i>High (9-12)</i></b>	<b><i>Overall Proportional Points</i></b>
<b><i>Jasper County Schools</i></b>	44.9	47.1	37.7	64.9
<b><i>Georgia Districts (Average)</i></b>	72.7	73.8	68.4	72.3

## Local School Governance

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

Effective July 2016, the transition of the system's governance in the Jasper County School District will take place. The move from School Councils to School Governance Teams will be deliberate and systematically carried out. Participants will be clear about their roles and will be provided training in order to effectively perform their duties as school governance team members.

The conversion of the Jasper County School District's governance structure will be pervasive across all school campuses. School Governance Teams will require extensive training to be effective in fulfilling their responsibilities. It is the desire of the Jasper County School District to build capacity and expertise in the members of the governing teams to ensure their effectiveness. School principals, central office administrators, school faculty and staff will also be provided training to understand the roles and responsibilities of School Governance Teams. The Jasper County School District will provide mandatory training for potential members prior to their installment to ensure all participants have a clear understanding of their roles and responsibilities. The system will provide the necessary initial overview training in July of 2016 upon final approval of the system's charter.

These School Governance Teams (SGTs) will be charged and entrusted with making recommendations to school administration and superintendent by providing input regarding essential decisions. Their attention will focus on school improvement plans (CIP), budgets, resource allocation, personnel decisions regarding filling the vacancy of the principal, curriculum and accompanying materials, the development of student/parent handbooks, and general operation of the schools. It would be expected that the SGTs would aid in establishing a positive school climate within the buildings in the district through the review of surveys and feedback provided by the community and school stakeholders. The School Governance Teams will also be responsible for the implementation of the systems' charter

mission and the goals related to its implementation. An SGT's goal will be to provide strong support to all stakeholders at the school so that its students will benefit with increased academic gains and success.

**Question 10 (b): Provide a timeline that shows all the major steps in this transition, including the timing of the formation of LSGTs, the training of principals and LSGTs, and anything you deem important in making this critical transition for decentralized/distributed decision making.**

### **Timeline of Transition and Implementation**

Fall 2015	Dr. Newton held meetings with a consultant in conjunction with JCBOE, schools, and key community members to review and discuss the flexibility choices available for consideration.
February 2015	Notified the DOE of the Jasper County School System to contract as a Charter School System.
March-July 2015	Executive cabinet meetings, Principals' meetings, Teacher Advisory meetings, and Central Change Team Meetings conducted to review options/plan
August-November 2015	Sub-committees met to work on the charter application.
December 2015	Prepared final draft of the Charter System Application
January and February, 2016	Two public hearings to be conducted Submission of the Charter Systems Application
March and April 2016	<p>Upon approval of the Charter System petition, central office staff designated by the superintendent will develop draft a Governance Team By-law template from which all schools' teams will develop their own</p> <p>Governance training for school administration to be conducted by a contracted organization such as GSBA</p> <ul style="list-style-type: none"> <li>• School governance team structure in JCSS</li> <li>• Understanding the roles and responsibilities of the JCBOE, SGTs, school administrators, and educational partners</li> <li>• Conducting effective SGT meetings;             <ol style="list-style-type: none"> <li>a. Seven (7) day notice/announcement of meeting</li> <li>b. Attendance and sign in sheets</li> <li>c. Open Meetings Act</li> <li>d. Use of eBoard for documenting all meetings</li> <li>e. Agendas/Minutes</li> <li>f. School wide perspective</li> <li>g. Parliamentary procedures</li> <li>h. Conflict resolution procedures/protocols</li> </ol> </li> <li>• Share proposed training and meeting topics</li> <li>• Effective means of communication with stakeholders</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective methods of documentation and expectations for administrators</li> <li>• Collection and recording of data</li> <li>• Plans of implementation of SGTs</li> <li>• Guidelines for conducting SGT elections</li> </ul>
April and May, 2016	<p>School principals will facilitate SGT member elections at their prospective schools</p> <p>Community awareness and communication: Governance structures within Jasper County Charter System published for stakeholder review</p>
June 2016	<p>Verify the Initial Overview Training details with the JCBOE, superintendent, and executive cabinet and follow-up with notices of invitation to all necessary parties</p>
July 2016	<p>Conduct the <i>Initial Overview Training</i> for all SGTs, administrators, JCBOE members and central office support staff in collaboration with the DOE, the Charter System Foundation and designated central office staff members.</p> <p>This particular training will target the following topics:</p> <ul style="list-style-type: none"> <li>• Structure of Charter System Governance</li> <li>• Become acquainted with the Mission and Vision of the Jasper County Board of Education as defined within the charter petition</li> <li>• Roles and responsibilities of the SGT and its members</li> <li>• JCBOE</li> <li>• Each school's SGT</li> <li>• Administration at each school</li> <li>• Educational institutions and business partners</li> <li>• Introduce FERPA regulations which would impact the team</li> <li>• Overview of the Continuous Improvement Plan (CIP)</li> <li>• Provide a brief overview of eBoard</li> <li>• Discuss all financial management systems in place within the system and/or school</li> <li>• Meeting etiquette, open meeting laws (Open Meetings Act)</li> <li>• Conducting Effective SGT Meetings <ul style="list-style-type: none"> <li>a. Seven (7) day notice/announcement of meeting</li> <li>b. Attendance and sign in sheets</li> <li>c. Open Meetings Act</li> <li>d. Use of eBoard for documenting all meetings</li> <li>e. Agendas/Minutes</li> <li>f. School wide perspective</li> <li>g. Parliamentary procedures</li> <li>h. Conflict Resolution procedures/protocols</li> </ul> </li> <li>• Introduce all key leadership members/teams that operate within the system and/or school</li> <li>• Discuss how SGTs will interact with the school and the local Board of Education</li> </ul>

	<ul style="list-style-type: none"> <li>• Share proposed governance training topics</li> <li>• Communication with parents/community</li> <li>• Documentation and data</li> <li>• Our plan for implementing SGT</li> <li>• Guidelines for conducting school governance team elections</li> </ul> <p>The superintendent will designate a member of the central office staff to schedule and coordinate the training needed for the new SGT members within the district.</p>
August 2016	SGT members attend the Open House event scheduled for their school to be introduced to the students and parents
September 2016	SGTs conduct their first meeting at each school

**Proposed Topics to be considered at monthly SGT meetings**

September 2016	SGTs established at each school and hold the first monthly meeting <ul style="list-style-type: none"> <li>• CIPs (Continuous Improvement Plans)</li> <li>• Data Teams and analysis practices</li> <li>• CCRPI</li> </ul>
October 2016	SGTs examine curriculum and instruction <ul style="list-style-type: none"> <li>• STEAM initiative</li> <li>• Evaluation practices in place</li> <li>• Scheduling</li> </ul>
November 2016	First quarter review of CIP progression <ul style="list-style-type: none"> <li>• Student academic status; report card data</li> <li>• Attendance data</li> <li>• Discipline data (PBIS)</li> </ul>
January 2017	Budgeting and finance
February 2017	Projections for Class Size and the Need for Additional Personnel <ul style="list-style-type: none"> <li>• Class projections for 17/18 (number of classroom teachers needed based on class size requirements, certification requirements of personnel to teach specific content areas, trend data, etc.)</li> </ul>
March 2017	Understanding the process of school improvement planning, goal setting, and monitoring
April 2017	Special education and support programs
May 2017	Resource allocation at the school level
June 2017	Title IX
July 2017	Athletic Programs
August 2017	504 Protocols/Policies

September 2017	Review school improvement Planning, Goal Setting, and Monitoring
October 2017	RtI (Response to Intervention)
November 2017	School Safety and Transportation Protocols
January 2018	School operations (safety, schedules, discipline)
February 2018	Bullying
March 2018	Facilities
April 2018	Needs Assessment Surveys
May 2018	Instructional technology (needs, uses, budgets)
Additional Topics for Future Consideration	Special Education Law, Personnel Issues, Federal Programs, Best Practices, 21 <sup>st</sup> Century Schools, methods to continually increase parent involvement in grades K-12

**Question #10 (c): Include information about the steps that have already occurred or will occur to inform all stakeholders of the new governance structure.**

Initially, in considering all flexibility options, the superintendent and the JCBOE diligently worked to engage the community stakeholders in this critical decision making process. A series of open meetings, referred to as *Community Conversations*, were held. A consultant, Mr. Mark Wilson, was brought in to guide the conversations which focused on desired outcomes, current challenges being faced by the school system, facility use, financial obligations, and advantages for student growth. Reports from these meetings were shared out at Central Change Team meetings, Teacher Advisory meetings, Principals’ meetings, Executive Cabinet meetings, and the School Councils. The superintendent met individually with each School Council group to ensure that they were well informed and was able to provide valuable input. PTOs were also asked to allow time for informational sessions to be conducted at an open meeting for all members to share in the conversation. Student Advisory groups were also informed of the proposed options and their input requested. The local newspaper, which routinely covers all board meetings, was in attendance at many of the informational sessions as well. Articles were in print which provided details of all options and outlined the reasons that the system favored the Charter System model. The district web-site hosted a link for public review of collected information and listed the dates/times/locations of all public meetings. Our superintendent was engaged with and was available to

the local civic groups for the purpose of conveying the plans for the district's plan to go with the Charter System option.

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

The currently sitting Council members slated to serve on the 2016-2017 School Council at each school will be invited to continue to serve on the new School Governance Teams. At the present time, each Jasper County school has a School Council. The composition of the schools' councils is defined in the Official Code of Georgia and consists of the following:

- The principal
- At least two certificated teachers elected by teachers.
- A number of parents or guardians of students enrolled in the school, excluding employees who are parents or guardians of such students. These parents will be elected by the parents/guardians. Parents or guardians will make up a majority of the council. At least two of the parent/guardian members shall be businesspersons.
- The Council elects a parent to fill the chairperson's position.

Effective August 2016, School Governance Teams will be scheduled to meet monthly at each school. Meeting dates and time will be established within each school's team bylaws. Schools will be responsible for posting meeting information on their websites and in the local newspaper seven (7) calendar days in advance to the meeting date/time to ensure that all stakeholders are informed. The majority of the School Governance Team must be parent, student and community members who are not employees of the district. Each School Governance Team should reflect diversity and cultural differences present within the community. Each School Governance Team will consist of the following:

- a) The principal, who will serve as a non-voting member
- b) 1 certified teacher who is nominated and elected by the teachers
- c) 1 certified teacher who is appointed by the principal
- d) 2 parents of students enrolled in the school and who are not employees at the school for which they have been nominated and elected by the parents

- e) 2-3 community members selected by the school governance team, these representatives may or may not have students in the system.
- f) 1-2 students at the middle and high school shall serve and who are selected by through a nomination process from the student body which is overseen and facilitated by the school's leadership team. These students may not be a child of a School Governance Team member at that school.
- g) Option provided to train an additional parent, student and teacher member as a substitute for the school.

Should a currently sitting member of the Council not wish to hold a position on the SGT, the vacancy resulting from this resignation shall be voted on by the appropriate population (either teachers or parents/guardians).

After the establishment of the SGTs, the staggered terms of the members shall be as follows:

- Those who were eligible for 16/17 School Council service: 1 year
- Newly appointed for 16/17: 2 years
- Principal: Perpetual
- The principal shall not serve as the chairperson of the SGT. He/she will be a non-voting member of the SGT.
- Terms shall run from July 1 – June 30 and terms shall run for 2 years.
- No voting member shall serve longer than 2 consecutive terms (4 years).

Members of the School Governance Team shall be removed from membership when they no longer meet the eligibility requirements as outlined in the School Governance Team By-Laws. In addition, team members will be required to attend the mandatory overview training, and will be expected to attend a minimum of 60% of the scheduled meetings per year, and will be encouraged to attend at least one Jasper County Board of Education meeting annually. Classroom teachers become ineligible when they are no longer employed as a teacher by the Jasper County School District. Elected parents may

continue to complete their term when their child transitions to the next level within the district. Parents will be removed if their child withdraws from the Jasper County School District. Students that withdraw from the Jasper County School District shall no longer be eligible to serve. The bylaws of each SGT shall note that members may be removed with due cause by a majority vote of the team members actively in office. The elected chairperson will be responsible for completing and/or delegating the following duties:

- a) Attendance of members at all SGT events/Sign-in Sheets
- b) Providing an agenda
- c) Recording minutes of the meetings/events
- d) Posting notice of upcoming meeting times/locations/dates
- e) Ensuring that all supporting documents are posted on eBoard as specified

The Jasper County Board of Education will maintain its current rights and responsibilities. The superintendent's role and responsibilities shall remain as currently defined by the local Board of Education. The duties of the school administration, teaching and support staff will remain as currently defined by the JCBOE as well. Board members and the superintendent will be expected to work collaboratively with the SGTs and will support the efforts of those district employees charged with providing training to the SGT members.

School Governance Teams will have new authority. As the team matures, additional areas of authority will emerge. A by-laws template will be created for each team to establish their operations. The duties and responsibilities of the School Governance Team will be as listed below:

To minimize the likelihood that the decisions being considered by the individual SGTs do not negatively impact the overall school system, SGT chairpersons will be expected to meet with the superintendent or his/her designee at least once per school year. The superintendent may wish to schedule and set the agenda for this particular meeting framework.

All candidates for any of the schools' SGT will participate in an overview session of the expected duties and responsibilities of the job role. SGT members are expected to annually attend a minimum of

60% of all scheduled meetings and must attend the initial overview training session provided at the onset of their service term. The work of the School Governance Teams will be available for public review. All meetings, records and documents will be subject to Georgia’s open meetings act to ensure transparency. Meeting agendas and minutes of the SGTs will be documented on eBoard just as the Jasper County Board of Education meetings are posted.

**Question #12: Local School Governance Matrix**

<b>School Level Governance Decision-Making Matrix</b>				
<b>System Name: Jasper County</b>	<b>Minimum LSGT Authority</b>	<i>How and When</i> <b>Minimum Authority will be Implemented</b>	<b>Additional LSGT Authority*</b>	<i>How and When</i> <b>Additional Authority will be Implemented</b>
<b>Personnel Decisions</b>	LSGTs shall recommend the principal or school leader for selection by the BOE based on desired characteristics	Minimum authority will be effective at the onset of the charter year; 2016/2017: Recommends desired characteristics of the principal to the superintendent  Interviews and recommends the principal from the top three finalists presented by the superintendent/ Human Resource Department	LSGTs shall have input on feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	Additional authority will be effective at the onset of the 2017/2018 school year: Provides input on the performance of the school’s administrative team based on public survey results  Has input into the desired qualifications of teachers when vacancies occur  Provides input into the needed qualifications for substitute teachers  Provides input on needed personnel to accomplish school improvement goals  Reviews how personnel funded through federal monies have been utilized

<b>School Level Governance Decision-Making Matrix</b>				
System Name: Jasper County	<b>Minimum LSGT Authority</b>	<i>How and When</i> <b>Minimum Authority</b> will be Implemented	<b>Additional LSGT Authority*</b>	<i>How and When</i> <b>Additional Authority</b> will be Implemented
<b>Financial Decisions and Resource Allocation</b>	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	Minimum authority will be effective at the onset of the charter year; 2016/2017: Will review and will have input into decisions involving: <ul style="list-style-type: none"> <li>• Title 1 budgets</li> <li>• Fund Raisers</li> <li>• Budget allotments</li> <li>• Operational costs</li> <li>• Equipment and Materials</li> </ul>	LSGTs shall have input in school budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	Additional authority will be implemented as follows: Onset of 2017-2018 SGTs will work collaboratively with the school leadership when making decisions for all school fundraisers, Title 1 budgets, and charter fund expenditures.  At the onset of the 2018-2019 school year the SGTs will also provide feedback to the principal regarding the alignment of the budget with school improvement goals
<b>Curriculum and Instruction</b>	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	Minimum authority will be effective at the onset of the charter year; 2016/2017 Serves on the school's planning team to review curriculum and material options, schedules, resources  Recommends to the principal needed waivers from State mandates  Provides input into the promotion and retention protocols  Serves on the	LSGTs shall have input and/or approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	Additional authority will be effective at the onset of the 2016-2017 school year: SGTs will work collaboratively with the school leadership when making decisions regarding instructional programs and materials that align with the innovations defined within the JCSD charter  Additional authority will be effective at the onset of the 2017-2018 school year: will work collaboratively with

<b>School Level Governance Decision-Making Matrix</b>				
System Name: Jasper County	<b>Minimum</b> LSGT Authority	<i>How and When</i> <b>Minimum</b> Authority will be Implemented	<b>Additional</b> LSGT Authority*	<i>How and When</i> <b>Additional</b> Authority will be Implemented
		<p>handbook committee</p> <p>Reviews the use of technology implementation and offers input into use and purchases</p>		<p>the school leadership when making decisions regarding curriculum and instructional changes including program additions, course offerings and graduation requirements</p> <p>Work collaboratively with the school leadership team to investigate any new instructional delivery models and recommend to the superintendent any requests for necessary waivers for implementation</p>
<b>Establishing and monitoring the achievement of school improvement goals</b>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation</p>	<p>Minimum authority will be effective at the onset of the charter year; 2016/2017</p> <p>Reviews and approves the School Improvement Plan developed by the principal and school leadership team</p> <p>Monitors the implementation of the CIP</p>	<p>LSGT members will serve as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law</p>	<p>Additional authority will be effective at the onset of the 2017-2018 school year:</p> <p>Makes recommendations to the principal and the school leadership team on the priorities to be addressed in the CIP</p> <p>Works in conjunction with the school leadership team to develop, evaluate and monitor the effectiveness of the CIP</p>

<b>School Level Governance Decision-Making Matrix</b>				
System Name: Jasper County	<b>Minimum</b> LSGT Authority	<i>How and When</i> <b>Minimum</b> Authority will be Implemented	<b>Additional</b> LSGT Authority*	<i>How and When</i> <b>Additional</b> Authority will be Implemented
<b>School Operations</b>	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	Minimum authority will be effective at the onset of the charter year; 2016/2017 Serves as a member of the following school level committees: -Safety Committee -Field trip planning -PBIS committee -Athletic Boosters -Calendar development -Web page development -Suggested protocol revisions committee	Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan	Additional authority will be effective at the onset of the 2017-2018 school year: Works in conjunction with the school leadership to develop and improve: <ul style="list-style-type: none"> <li>• School schedules</li> <li>• Parent involvement activities</li> <li>• Fundraisers</li> </ul> <p>Makes recommendations to the principal for</p> <ul style="list-style-type: none"> <li>• Dress codes regulations</li> <li>• School level progressive discipline plan</li> </ul> <p>Appoints required community representatives who meet criteria defined in the charter application to serve on the SGT according to the timeline presented in the charter application</p> <p>Works in conjunction with the school leadership team to review climate rating surveys to determine areas in need of improvement</p>

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

Duties/Responsibilities following the transition:

Upon becoming a Charter System, the system will undergo significant change with regard to structure. Following implementation, the only duties/responsibilities and mode of operation that will remain basically untouched will be the board of education's.

Currently, the Jasper County School System operates with five elected Board of Education (BOE) members and a superintendent and the BOE and the superintendent are responsible for the overall management of the school system. The board members serve four year staggered terms. Two of the currently sitting BOE members will end their terms in December 2016; the other three BOE members will end their current terms in December 2018. The BOE members annually elect the BOE chairperson. Matters regarding policy and finance are responsibilities of the BOE. The superintendent makes recommendations to the BOE regarding matters dealing with contracts, land acquisition, sales, and personnel. The day to day running of the schools is left to the superintendent, building level principals, and leadership teams.

The community has come to expect the superintendent to keep a high profile in the public. Following the implementation of the charter, the superintendent will continue to be involved in social events, community organizations, and local politics. His/her duties as communicator for the system will continue to be a focal point. The superintendent and the central office staff will continue to strive to establish a culture of collaboration and support for the schools and the community to ensure that the students in the district are provided an excellent learning environment. However, the role of the district leader will undergo change with this transition. The superintendent will be trusted to carry certain recommendations of the SGTs to the BOE for review and discussion. The superintendent will provide the schools with a timeline which outlines the framework for hiring proposals, budget requests, and building maintenance needs. Principals and SGTs will work collaboratively within the guidelines of the framework to discuss proposed recruitment and hiring needs based on personnel projections for the upcoming school

year, budget needs/concerns, and issues dealing with the physical plant. Written recommendations from the SGTs will be presented to the superintendent for consideration by the BOE. The superintendent will provide feedback to the SGTs regarding their concerns and requests. Matters involving proposed or pending or current litigation; proposed acquisition, sale or lease of property; the preparation, grading or administration of examinations; or the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation are permissible by law to be held in a closed session (Executive Session).

Central office roles will be impacted as well. Central office staff will continue to have the oversight and program management duties that are currently in place. The difference of their role will be reflected in the manner by which information is generated and dispersed. The Central office staff will be available to the SGTs and schools to assist with needed data, information/research on innovations and best practices, and instructional support. The work will shift to a much greater focus on school-based identified needs. In order to ensure that the schools have the resources, training, and instructional support necessary for student academic gains, the central office staff will work with the SGTs on responding to the expressed needs of the school administration and the SGT. There is a history of support, not dominance, by the central office staff in our district. This will continue to be the operational mode for these entities. Central office will serve as the liaison between the schools and the DOE to provide updates, information, and guidance to the schools and SGTs. It has been the practice of the superintendent and the central office staff to visit all the schools during the year. The feedback provided to the administrators in each school has served to keep principals abreast with an unbiased view of their building's climate and instructional practices. Under the Charter, members of the SGT would also be invited to participate in these scheduled visits.

The principals' roles will change. Principals will no longer work in isolation with regard to personnel, budget issues, and operations of the building. He/She will rely on the SGT to provide input

based on data, trend information, and surveys. The SGT and the school administration will work in a collaborative manner to drive the decisions regarding how the school will operate and how instructional outcomes are reached. As with the superintendent, the principal will provide the SGT a timeline and framework of key decisions which must be addressed during the course of the school year. Principals will ensure that the SGTs are provided the opportunity for input on items specified for their review within the framework/timelines. Agendas of the SGT will reflect a systematic manner of addressing these key factors of school operations. The principal will submit the written recommendations of the SGT to the superintendent for review and submission to the BOE. Feedback from the BOE will be presented to the school through the superintendent.

The Instructional Coaches, who are at each of the four schools, have historically driven the instructional program in conjunction with the school leadership team and the administration. The curriculum director has supported and has offered guidance to the ICs, but the role of the IC has been to work directly with teachers and support staff in the school; creating pacing guides, lesson plan templates, monitoring grading practices, and modeling effective teaching practices. It will remain the practice of the school administration and teachers to work collaboratively with one another as they drive the instructional and operational decisions for their schools. The significant difference will be that the ICs will engage with their SGTs to share information and to seek input in order to ensure effective instructional practices are in place in each school.

School Councils will most certainly undergo the greatest degree of modification during and after the transition to a Charter System. Councils currently serve as support groups at each school and meet a minimum of 4 times yearly. Meeting agendas are not systematic across the district; school administrators and councils randomly select topics specific to their schools at any given time. Training expectations of the newly formed SGTs will be greatly heightened. Extensive training opportunities will be offered to the SGT members prior to their installation into office and then during scheduled meetings. The actual number of meetings will increase significantly. SGT members will be held accountable for making

informed recommendations to the school and system administration. This differs greatly from the current practice of the school principal sharing outcomes/changes that the school administrators made after-the-fact and then just conducting a review of these changes to the council members. In most schools, the current councils have little input into the goings on within the building. The input has been very limited and recommendations have not been sought. With the implementation of the charter, the SGTs have opportunities for engagement in the decision-making process prior to initiatives being implemented. The superintendent and building level administration will establish frameworks for the SGTs to offer input on budgets, allocations of resources, personnel/hiring, instructional practices, and data reviews.

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

School Governance Teams will require extensive training to be effective in fulfilling their responsibilities. It is the desire of the Jasper County School District to build capacity and expertise in the members of the governing teams to ensure their effectiveness. School principals, central office administrators, school faculty and staff, students and parents will also be provided training to understand the roles and responsibilities of School Governance Teams. The system will provide the necessary initial training within a 60-day window upon final approval of the system's charter.

This initial training will target the following topics:

- Become acquainted with the Mission and Vision of the Jasper County Board of Education as defined within the charter petition
- Roles and responsibilities of the SGT and its members
- Introduce FERPA regulations which would impact the team
- Overview of the Continuous Improvement Plan (CIP)
- Provide a brief overview of eBoard
- Discuss all financial management systems in place within the system and/or school
- Introduce all key leadership members/teams that operate within the system and/or school

- Discuss how SGTs will interact with the school and the local Board of Education

**Timeline for School Governance Introduction and Implementation**

January 2016-February 2016	<ol style="list-style-type: none"> <li>1. Two public hearings to be conducted</li> <li>2. Submission of the Charter Systems Application</li> </ol>
March – April 2016	<p>Upon approval of the Charter System petition, Central office staff designated by the superintendent will develop draft Governance Team By-law template from which all schools’ teams will develop their own</p> <p>Governance Training for Principals to be conducted by contracted organization such as GSBA</p> <p>Overview Topics</p> <ol style="list-style-type: none"> <li>1. School Governance Team Structure in Jasper County Charter District</li> <li>2. Understanding the Roles and Responsibilities of Jasper BOE, each school’s Governance Team, School Administrators, Educational Partners</li> <li>3. Conducting Effective SGT Meetings             <ol style="list-style-type: none"> <li>a. Seven (7) day notice/announcement of meeting</li> <li>b. Attendance and sign in sheets</li> <li>c. Open Meetings Act</li> <li>d. Use of eBoard for documenting all meetings</li> <li>e. Agendas/Minutes</li> <li>f. School wide perspective</li> <li>g. Parliamentary procedures</li> <li>h. Conflict resolution procedures/protocols</li> </ol> </li> <li>4. Share proposed governance training topics</li> <li>5. Communication with parents/community</li> <li>6. Documentation and data</li> <li>7. Our plan for implementing SGT</li> <li>8. Guidelines for conducting school governance team elections</li> </ol>

April –May 2016	School principals will facilitate School Governance Team member elections at their schools
June 2016	Verify the Initial Overview Training details with the JCBOE, superintendent, and executive cabinet and follow-up with notices of invitation to all necessary parties
July 2016	<p>School Governance Team, District Administration and Jasper County Board of Education training will be conducted collaboratively by DOE, the Charter System Foundation and designated central office staff members (verify with superintendent and Executive Cabinet in early June 2016)</p> <ol style="list-style-type: none"> <li>1. Structure of Charter System Governance</li> <li>2. Roles, responsibilities and differences of: <ol style="list-style-type: none"> <li>a. Jasper County Board of Education</li> <li>b. Each School’s Governance Team</li> <li>c. Principal and Assistant Principal</li> <li>d. Educational Institutions/Business/Industry Partners</li> </ol> </li> <li>3. Conducting Effective SGT Meetings <ol style="list-style-type: none"> <li>a. Seven (7) day notice/announcement of meeting</li> <li>b. Attendance and sign in sheets</li> <li>c. Open Meetings Act</li> <li>d. Use of eBoard for documenting all meetings</li> <li>e. Agendas/Minutes</li> <li>f. School wide perspective</li> <li>g. Parliamentary procedures</li> <li>h. Conflict Resolution procedures/protocols</li> </ol> </li> <li>4. Share proposed training topics for 2016-17</li> <li>5. Communication with parents and community</li> <li>6. Documentation and Data</li> <li>7. System Mission, Vision, Focus</li> <li>8. FERPA</li> </ol>

**Understanding School Governance within Jasper County School District Training for all School Personnel**

August 2016	Community Awareness and communication: Governance Structures within Jasper County Charter System
September 2016	Curriculum and Instruction: STEAM Data Teams and Data Analysis
January 2017	Budgeting, Finance, and Personnel Decisions
March 2017	Understanding School Improvement Planning, Goal Setting, and Monitoring
May 2017	Resource Allocation at the school level
June 2017	School Improvement Planning Review
August 2017	Review School Improvement Planning, Goal Setting, and Monitoring
September 2017	School Safety and Transportation Protocols

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

*Note that such providers can be internal or external to the school district.*

1. GSBA (Georgia School Board Association)
2. RESA (Regional Educational Support Agency)
3. Curriculum Department, JCSS
4. Human Resource Department, JCSS
5. Office of Student Services, JCSS
6. Charter System Foundation

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

**Contact Person serving as Jasper County Communication Facilitator(s):**

Dr. Mike Newton, Superintendent ([mnewton@jasper.k12.ga.us](mailto:mnewton@jasper.k12.ga.us))

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

Fortunately, our district has worked to achieve this enlightened culture of expectation since our involvement with GLISI (Georgia Leadership Institute of School Improvement) in the fall of 2010. Our superintendent has been focused on developing an attitude of support and collaboration between the central office staff and the schools. Schools have been allowed the freedom to control their environments, budgets, and personnel issues within the mandates of state and local mandates with members of the central office being available for support and guidance. This was most evident during the recent budget crisis experienced in our county. When the state opted to withhold funding for instructional coaches in schools, the superintendent sought input from all stakeholders; this decision was not left to the sole discretion of the JCBOE nor the central office staff. Teachers, school administrators and support staff were asked to provide input into how our limited funds should best be utilized; their recommendation was to be the decision presented to the Board by our superintendent for approval. The outcome was to continue funding our ICs and, so as to have adequate funding, implement an altered school year requiring employee furloughs. This type of leadership style is what the system desires to expand within the system to more fully include the parent and community input into decision making. School council members, though active and appreciated, have not been wholly engaged in the conversations to the depth being outlined in this application. Parents and community members are often involved at the school level in the follow-up process but not in the initial discussions prior to implementation. Also, their involvement with budgets and daily operations have been limited in most schools in our district to summary reports ~ much like those heard in the typical PTO meetings. This transition will require that the central office staff works with our school leaders and SGT members in a collaborative manner to provide guidance and training them to make them self-sufficient bodies within their perspective schools. Parties will need training in extensive data analysis and best practices to ensure that they are able to base decisions on the needs of the students rather than on prescribed mandates from the national and state levels which often have little

regard for what is best for the children in our care; many of these mandates are solely in place on the basis of political and/or financial reasons. Waivers allowed through the Charter System will provide the opportunity for a thorough self-evaluation upon which all actions for goal-setting and decision-making should be founded. The superintendent and his executive cabinet will outwardly communicate their position of support to all parties by means of their presence at meetings, trainings, and through a variety of written communication tactics. The superintendent routinely visits local civic group meetings, churches, and community events. During these opportunities, the superintendent and his staff can assist the stakeholders how they can best become actively engaged with our schools and what takes place within them. The community at large should take great pride in the efforts the school district is putting into advancing our belief that all students are worthy of our best efforts and that it rests at the heart of our work. *Our Children, Our Community, Our Responsibility.*

# ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Jasper County School System (*name of school system*) located in Jasper County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

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

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

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Jasper County Board of Education on the 19th day of January, 2016.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# EXHIBITS

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

1. Signed local Board of Education resolution approving the creation of the charter system.
2. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.
3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.
  1. This is where you can describe the process you used to develop your Application.
4. A list of all schools to be included in the charter system, including new schools or college and career academies that will be formed throughout the life of the charter, with an indication of which existing schools are currently in Needs Improvement status.
5. A brief description of the charter system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.
  2. Your description will be used by the Department to provide information to the public about applicants and new charter systems.
6. Local school governance training timeline including training topics.
7. Conflict of interest policy for local school governing teams.
8. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.
9. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.
10. Online link to the school system's most recent annual audit.
11. Online link to the school system's most recent accreditation report.
12. Online link to the school system's most recent strategic plan.