



Charter System Application

DISTRICT NAME

Liberty County School System

DISTRICT ADDRESS

200 Bradwell St.
Hinesville, Ga 31313

Dr. John D. Barge
State School Superintendent
JULY 2014

**LIBERTY COUNTY SCHOOL SYSTEM
CHARTER APPLICATION**

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 Liberty County School System | | | |
| 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? 12 | | |
| 4. How many of each of the following schools are you proposing to include in your charter system? | | | |
| Primary School(s) | Middle School(s) | 3 | |
| Elementary School(s) 7 | High school(s) | 2 | |
| 5. On July 1 of what year do you want your charter contract to be effective? 2015 | | | |
| 6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5 years | | | |
| 7. Charter System Street Address 200 Bradwell St. | 8. City Hinesville | 9. State GA | 10. Zip 31313 |
| 11. Contact Person Dr. Valya S. Lee | | 12. Title Superintendent of Schools | |
| 13. Contact Street Address 200 Bradwell St. | 14. City Hinesville | 15. State GA | 16. Zip 31313 |
| 17. Contact's telephone number 912-876-3716 | 18. Contact's fax number 912-876-4905 | 19. Contact's E-mail Address vlee@liberty.k12.ga.us | |

The Case

The mission of the Liberty County School System (LCSS) is to provide all students an education which promotes academic excellence, good citizenship, and a love of learning. By providing rigorous and personalized school learning experiences which maximize the potential of each student and enables each of them to reach proficiency, Liberty County School System assures students are given the greatest opportunity to learn and perform at high levels through premium, quality teaching and leadership in an effective and supportive teaching and learning environment. The vision of the Liberty County School System is for all students to receive a high-quality education providing them the knowledge and skills to be successful, contributing members of a global society. The mission and vision ensures all students will achieve at high levels while developing the skills and competencies needed to be successful in the 21st Century.

The Liberty County School System (LCSS) currently serves 9,863 students of which 3,745 are considered military impacted meaning that students are dependents of military personnel or civilian employees at Fort Stewart Army Base. The district is also considered to be high poverty with 68.47% of students receiving free and reduced price lunch. There are currently seven elementary schools, three middle schools, two high schools, one pre-kindergarten center, and one college and career academy in the district. In addition, a new alternative education center will open in August of 2015.

Though LCSS faces many of the same challenges as other districts, Liberty County also faces unique challenges that arise from serving a transient military population with a high poverty rate. The system serves students from across the country and around the world. Many of our students have been in schools in multiple states and

countries. Our military students have attended public, private, and Department of Defense Schools which brings a diversity of experience, education, opportunity, and achievement levels.

Liberty County received CCRPI data on a total of twelve schools: seven elementary schools, three middle schools, and two high schools. The Liberty County School System made an overall gain of 4.5 points, rising from 72.6 to 77.1 points out of a total possible score of 100. The LCSS score exceeded the state score by 5.2 points. Additionally, we exceeded state scores at all levels: elementary, middle, and high school. Though four schools made gains, eight schools showed a decline in scores from 2013. CCRPI data indicates that our students with disabilities (SWD) continue to be the most poorly performing subgroup.

The Georgia Criterion Referenced Competency Test (CRCT) indicates that LCSS students are showing improvement in 18 out of 30 content areas tested with gains ranging from a single percentage point to ten percentage points. However, scores declined in eight content areas. Students met or exceeded the state averages in Reading in every grade level with a minimum of 95% of students meeting or exceeding the standards which includes 43% of students who exceeded the standards. Mathematics scores reflect progress as well with 84.2% of elementary students and 82.0% of middle school students meeting or exceeding the standards. When compared with the state averages for exceeding the standards, the district does not fare as well. The average of students exceeding the standards in mathematics is below the state average in all grade levels.

The End of Course Test (EOCT) indicates that LCSS students are making gains in four out of nine subjects tested. Gains range from a single percentage point in Coordinate Algebra to twelve percentage points in Physical Science. Ninth grade literature EOCT

increased by 3% and Economics scores increased by 8%. Scores showed a slight decline in American Literature, however 93% of students met or exceeded the standards.

Mathematics continues to be our greatest challenge with 69% of students not meeting expectations in Coordinate Algebra and 74% of students not meeting expectations in Analytic Geometry.

In order to ensure that the district provides exceptional educational and extracurricular activities for our students and to support the academic, emotional, and social needs of our students, a Strategic Planning Committee was assembled in 2014 to update the district's strategic plan. The committee of 57 individuals included stakeholders from each school, the district, and community. Parents, students, and educators were joined by business and industry partners, local government officials, Fort Stewart representatives, and college and technical school partners.

In May of 2014, the Strategic Planning Committee met for two full days to identify challenges currently facing the schools and community. The committee was broken into subcommittees to examine student achievement, safe and orderly learning environments, highly qualified and effective personnel, partnerships and stakeholder engagement, and operational effectiveness. Challenges and issues were revealed by each of the subcommittees and root cause analyses were conducted. As a result, a five-year district strategic plan titled *Blueprint for Progress* was developed to target the major challenges facing the district.

Three key challenges that emerged from the work of the Strategic Planning Committee included population mobility, student achievement, and workforce preparedness. During the conversations several ideas came to light to address the

challenges faced by LCSS. Some of the innovative ideas that were discussed would require waivers from the state in order to bring the strategies to fruition.

Because so many of our students come in from other states and countries, many of them have had opportunities that LCSS has been unable to offer. Several students enter the system during the school year that are taking courses in middle school for high school credit. The most common course requested for high school credit by parents of 8th grade students is mathematics. Unfortunately, LCSS has been unable to offer high school credit courses in mathematics to middle school students as we have been unable to fill mathematics teacher positions at the high school level and therefore cannot provide a high school certified teacher to the middle schools.

Another issue, related to mobility, that is a challenge for the district is climate and culture within the schools and community. There are limited opportunities in the community for students to participate in certain fine arts areas. Many of the opportunities that are available in the areas of dance, theatre, and music within the community require that families pay to participate. With the high poverty rate in the district many of the students are unable to pursue these areas. Though LCSS has invested in a modern Performing Arts Center, the fine arts opportunities have been limited to elementary music, middle and high school band and chorus, and visual arts courses.

Though the value of fine arts opportunities is recognized by LCSS, the district has been unable to provide these services due to a lack of personnel certified in these areas, class size and funding requirements, and required salary schedule. Research indicates that providing learning opportunities that address student interests will improve achievement and increase school and community involvement. Instructors that are experts in the arts are available to provide instruction in dance, theatre, and specialty music areas for a

nominal fee to LCSS students but are not certified by GaPSC. In order to provide this service to students, waivers would need to be obtained for class size, seat time, and certification.

The transient nature of a military and high poverty community also lends itself to students who need additional support and assistance in reading and mathematics. With the implementation of the Common Core Georgia Performance Standards, new expectations of rigor and content mastery have been established. Though LCSS traditionally has approximately 95% of students meeting or exceeding on the state required assessments, students Lexile scores indicate that many LCSS students are reading below grade level. Mathematics achievement in the district, though improving, continues to be a challenge. Mathematics scores decline dramatically as students progress through middle and high school.

The Georgia Department of Education has recently approved a Transition to Algebra course for 9th grade students who are underperforming. However, no such course is available in reading for students who are transitioning from middle to high school. Research indicates that students who struggle in reading often have difficulty in other content areas. A reading support course would allow students to receive additional instruction in reading strategies to be used across the curriculum. In order to provide adequate support to those students who need reading intervention as they transition from middle to high school, a reading intervention course that provides a blended learning format can be provided using the previously purchased READ180 program in addition to small group and individual instruction.

The district has several retired educators who have expertise in working with students who struggle in reading and mathematics. Retired Educators Supporting Student

Learning and Achievement (RESSLA) services will be provided to students who are identified as being more than two years below grade level in reading and/or mathematics and are not currently receiving support services such as EIP or special education. There are many students in the district who do not qualify for traditional support services but need additional assistance to achieve at their optimal potential. The RESSLA teachers will provide the target intervention and support needed to increase student understanding and performance.

LCSS recognizes that students in grades K-12 often need additional support in reading and mathematics. Research indicates that smaller class sizes and additional instructional time may increase achievement. A seat time waiver will allow the district to allot extended time for instruction in the areas of reading and/or mathematics according to the needs of specific grade levels, subgroups, and individual student needs. Additional flexibility of class size will allow the district to provide opportunities for reduced class size to address the needs of students in reading and mathematics.

During the 2014-15 school year, LCSS began the Liberty Learning Experience which included deploying approximately 10,000 iPads to students and faculty. The iPads were distributed to all students in grades 4-12 and class sets of iPads were placed in grades K-3. Because the district recognizes the importance of technology in preparing students to be college and career ready, resources have been purchased for use with the iPads. However, the district has found it difficult to find digital resources for some content areas that address the levels of rigor expected in the Common Core Georgia Performance Standards. For that reason, the district will begin creating digital courses through iTunes University and iBooks. A funding allocation waiver would allow the

district to purchase content materials and support the development of instructional resources for courses in grades K-12.

The Liberty Learning Experience has encouraged the use of technology in all subjects and grades. The LCSS Teaching and Learning Department and Technology Department have partnered with five schools who are seeking STEM certification. STEM lessons, workshops, and camps provide engaging, real-world experiences for students that encourage mastery of STEM related standards at higher levels. To provide truly integrated STEM learning opportunities, flexibility may be required. A waiver of minimum seat time would allow schools the flexibility required to provide rich, rigorous STEM lessons without the rigid constraints of minimum seat time.

In summary, there are many innovative activities, projects, and initiatives that will address the district's challenges of mobility, achievement, and career preparedness identified during the strategic planning process. In order to realize the vision set forth, the district requires greater flexibility in serving students. With this flexibility the system will be able to provide a seamless 21st century education that is tailored to meet the needs of each student. There will be public accountability as system resources target the challenge areas in order to improve educational opportunities for all LCSS students. Examples of interventions include high school credit for middle school students, fine arts opportunities, targeted support in reading and mathematics, and development of digital learning resources. Areas of flexibility that will be used include seat time, expenditure controls, certification, and class size.

Charter Decision

The Liberty County Board of Education has held numerous meetings with multiple stakeholders including parents, students, educators, and community

representatives to seek input into the different School System Flexibility Options available. This input helped to determine the options best suited for the Liberty County Schools and students. Many different modes of communication were used to solicit input from school system stakeholders to include face-to-face meetings, website information, newspaper articles, and an online video. An automated notification system was used to call all parents of students in the district. This call directed parents to review the online video where the options were discussed and encouraged them to vote for the choice they felt would best meet the needs of the Liberty County School System.

The School System Flexibility Options review process began at a Board Retreat held on January 28, 2014. At this retreat, an overview and comparison of all options were presented to everyone in attendance.

The School System Flexibility Options were reviewed in depth with stakeholders at the March 26, 2014, Superintendent's Advisory Council meeting. The Superintendent's Advisory Council is comprised of a cross-section of stakeholders to include representatives from the faith-based community, elected officials, parents, teachers, administrators, and community leaders. At the conclusion of this meeting, stakeholders were asked to vote for the option they thought would best meet the needs of our students. The Charter System option received the majority vote.

On March 27, 2014, a large portion of the scheduled principal's meeting was allocated to discussing the available School Flexibility Options. After much discussion and a question and answer session, the principals overwhelmingly agreed the Liberty County School System should apply for the Charter System option.

At the April 8, 2014, board meeting, the Superintendent recommended to the local Board of Education that the Liberty County School System apply for the Charter System

option. This recommendation was based on voting results as well as input received from the various stakeholders and organizations made up of Board of Education members, Executive Cabinet, Principals, and Superintendent's Advisory Council. The Board of Education unanimously approved the Superintendent's recommendation.

A Strategic Planning (Blueprint for Progress) Community Engagement Summit was held May 8, 2014, and May 9, 2014. Items discussed at this summit included a review of the school system's vision, mission, and belief statements. Meeting attendees were grouped and given a specific focus question to discuss. The questions asked were as follows: What is the Liberty County School System doing well? What does the Liberty County School System need to change? What are the biggest challenges facing Liberty County School System students? What do you want the school district to provide for its students? The discussions held and plans created during this summit laid the groundwork for the development of the Liberty County School System's Charter System application.

With the decision made and the framework developed, the Liberty County School System notified the Georgia Department of Education on July 17, 2014, of its intent to apply for the Charter System option.

Implementation Timeline

In order to provide a high school mathematics course credit option to 8th grade students in the district, an accelerated model for grades 6-7 will be developed during the 2015-16 school year. In addition, teachers assigned to teach the high school mathematics course will be provided opportunities for professional learning and peer observations at each of the district's high schools to ensure they have a complete understanding of the expectations of the ninth grade mathematics course. The accelerated model will begin

with sixth grade gifted and advanced students in the fall of 2016 and continue through spring of 2018. Students will begin the high school credit mathematics course in the fall of 2018. Students who enter the district before full implementation and are currently taking mathematics for high school credit will be given the opportunity to continue through a blended learning model using Georgia Virtual School and their assigned mathematics teacher.

To determine the fine arts areas that students are most interested in, surveys will be provided to students in grades 9-12 in early Fall 2015. Once the specific areas of interest are identified, the district will begin the recruitment process for specialist in the identified areas. Though courses will not begin until Fall of 2016, special activities such as camps, lessons, and performances will be scheduled throughout the year. Scheduling of fine arts courses will begin in the Spring of 2016 and classes will begin in the Fall of 2016.

Flexible scheduling for reading and math intervention and instruction will begin in the Fall of 2015. Students will be identified in grades K-8 who need additional support in reading and/or mathematics. Daily schedules will be set by the principal at each school allowing for additional time for reading and/or mathematics. A one semester Reading Intervention course will begin in the Fall of 2015 for students who need additional support as they transition from 8th grade to 9th grade. Students for this course will be identified in the Spring of 2015 using data such as STAR assessments, previous CRCT scores, current performance, and teacher recommendation. Students will complete the reading intervention course first semester before entering their 9th grade English course second semester.

The development of digital content in the form of iBooks or iTunesU courses will begin in the Fall of 2015. Teachers will be selected from all core content areas in grades K-12 in September of 2015. These teachers will begin to examine, collect, and categorize digital content that may be used to teach the grade level standards. Digital content, identified resources, and learning activities will be submitted to the LCSS Technology Department throughout the year. In June of 2016 teachers will receive a stipend to create digital texts or courses that may be used across the district. During preplanning of 2016-17 school year, content will be introduced to teachers at each school. This process will continue each year allowing revisions and up-to-date digital content courses.

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| # | Question | Challenge #1 | Challenge #2 | Challenge #3 |
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| 1 | What challenges are your school district facing? | Mobility of population | Academic Achievement- Underperformance of Exceeds Expectations | Career/Workforce Readiness |
| 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 district be able to address by becoming a charter system? | X | X | X |
| 4 | What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term? | <ul style="list-style-type: none"> 1. Courses for high school credit in middle school 2. Increase Fine Arts opportunities. 3. Reading Transition Course | <ul style="list-style-type: none"> 1. Provide courses for high school credit to middle school students. 2. Flexible Scheduling according to academic needs 3. Reading Transition Course 4. Retired Educators Supporting Student Learning and Achievement (RESSLA) | <ul style="list-style-type: none"> 1. Digital content for core content areas |
| 5 | Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed. | <p>Courses for high school credit in middle school- Because of the military installation, the population is extremely mobile. Students enter the district from across the country and around the world. Because of this many of our students bring with them experiences and courses that we are currently unable to offer. Many times students enter during the school year from districts that offer high school credit courses to</p> | <p>Courses for high school credit in middle school- Though the district currently offers advanced mathematics in grades 6-8 many of these students are not exceeding the standards as expected. By accelerating the curriculum in grades 6 and 7 and offering 9th grade math to 8th graders for high school credit, the number of students exceeding the standards should increase. As stated in the previous column</p> | <p>Digital content for core content areas- LCSS is fortunate to provide iPads to all students in grades 4-12. As an Apple Distinguished District, LCSS has embraced technology and continues to provide advanced technology to students in all academic areas. Many of the traditional textbooks currently being used are dated and traditional content resources are less engaging for students. Teachers are currently using</p> |

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| | | <p>middle school students. LCSS has been unable to do so due to lack of personnel certified in high school mathematics and class size requirements. LCSS is committed to providing a seamless transition for our military families however because we have not been able to offer these courses students are unable to continue the courses and often have to repeat the portion of courses taken in other places once they enter high school. This situation can be remedied with a broad flexibility waiver as the district will be able to provide these courses by experts in their fields and will not be constrained by class size funding requirements.</p> <p>Increase Fine Arts opportunities- Mobility challenges also arise due to lack of Fine Arts opportunities for our students. As previously stated, students enter the district with a variety of experiences. The district currently has limited opportunities available for students in the Arts. Some opportunities are available in the local community but require that families pay to participate. With the high poverty rate in the district the military and local families are often unable to participate. Fine Arts activities,</p> | <p>waivers would be required to bring this to fruition.</p> <p>Flexible scheduling according to academic needs- Students in the district are underperforming in core content areas in elementary grades. By providing scheduling flexibility students may receive additional instruction in the content areas based on individual and group needs. The extra time allotted will provide additional opportunities for content mastery through targeted intervention, differentiation, and flexible grouping. The flexibility of scheduling will also allow for integration of content and problem-based learning. A waiver for minimum seat time will be required. In addition, a class size waiver may be needed.</p> | <p>a wide variety of resources across the district to provide digital learning experiences for students and others are struggling to do the same. By identifying high impact content and developing digital texts, the district can leverage the expertise of highly effective teachers and develop digital courses and texts to meet the specific needs of the student population. STEM lessons that are related to the local and military community can be integrated with resources and support from community partners. In order to develop digital texts, funding allocation waivers may be required.</p> |
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| | | <p>performances, and productions will allow students to follow their interests and encourage stakeholder involvement. A broad flexibility waiver will allow the district to provide these opportunities by experts in the field in a cost effective manner.</p> <p>Reading Transition Course- Though reading test scores are significantly high, Lexile scores across the district show that our students are struggling in Reading. Students entering high school often face difficulty with transition. However, when faced with reading difficulty, the struggle becomes more intense. A Reading Transition Course will allow entering Freshmen to receive additional instruction and intervention that is focused on content literacy and academic text. This course will provide data driven small group instruction and individual intervention to support content attainment. The broad flexibility waiver will allow the district to offer the course for credit and reduce class size for optimal benefit.</p> | <p>Reading Transition Course- Students at each high school have demonstrated difficulty with reading comprehension, especially as related to academic text. The Reading Transition Course will provide additional support to students who have been identified as significantly below grade level using the criteria previously noted. Reading gaps affect all content areas and closing the gaps will positively impact student achievement. In order to provide this course, waivers for class size and funding allocation may be required.</p> | |
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| 6 | <p>Although you will be granted a broad flexibility 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>Class Size: (State Board Rule 160-5-1-.08 IEC), School Day and School Year for Students and Employees: (State Board Rule 160-5-1-.02 AF), Early Intervention Program: (State Board Rule 160-4-2-.17 IDDH), Textbook/Instructional Materials Selection and Recommendations: (State Board Rule 160-4-4-.10 IFAA(1)), School Funding: (State Law O.C.G.A.20-2-167)</p> | | |
| 7 | <p>Indicate the timeline for implementation of each specific action (listed in #4 above).</p> | <p>Courses for high school credit in middle school- FALL 2015- Teaching and Learning Department will work with middle school teachers to develop curriculum maps and pacing guides for 6th and 7th mathematics courses that will provide an accelerated model for 6-8 mathematics content ensuring that students are prepared for 9th grade mathematics when they enter 8th grade. SPRING 2016- Students will be identified to begin the accelerated mathematics courses in 6th grade. Professional learning will be provided to teachers to ensure they understand the standards, vertical</p> | <p>Courses for high school credit in middle school- FALL 2015- Teaching and Learning Department will work with middle school teachers to develop curriculum maps and pacing guides for 6th and 7th mathematics courses that will provide an accelerated model for 6-8 mathematics content ensuring that students are prepared for 9th grade mathematics when they enter 8th grade. SPRING 2016- Students will be identified to begin the accelerated mathematics courses in 6th grade. Professional learning will be provided to teachers to ensure they understand the standards, vertical</p> | <p>Digital content for core content areas- October 2015- Courses will be identified by the Teaching and Learning Department that require additional resources or new materials. November 2015- The Teaching and Learning Department and Technology Department will develop a district plan for collecting and warehousing content resources, professional learning timelines, and course development. January 2016- The Teaching and Learning Department will analyze student growth data to identify teachers to assist with digital content development. February 2016- Professional learning will be provided to teachers on content</p> |

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| | | <p>alignment, and expectations of the courses. FALL 2016- Students will begin the accelerated course in 6th grade. FALL 2017- Students will begin the accelerated course in 7th grade. FALL 2018- Students will take the 9th grade mathematics course in 8th grade for high school credit. Professional learning will be ongoing throughout the process. Increase Fine Arts opportunities- September 2015- Students in grades 6-12 will be given a survey regarding Fine Arts interests. October 2015- Teaching and Learning Department will analyze data from student surveys. November 2015- Course offering will be determined. December 2015- Experts in the areas will be identified and contracted to assist with course development January-April 2016- Courses will be developed in the Fine Arts areas identified FALL 2016- Fine Arts courses will be offered to students in grades 6-12. On-going professional development will be provided to teachers in these areas. Reading Transition Course-</p> | <p>alignment, and expectations of the courses. FALL 2016- Students will begin the accelerated course in 6th grade. FALL 2017- Students will begin the accelerated course in 7th grade. FALL 2018- Students will take the 9th grade mathematics course in 8th grade for high school credit. Professional learning will be ongoing throughout the process. Flexible Scheduling According to Students' Needs- Because GMAS data is likely not going to be available at the beginning of the school year, past performance data, benchmark data, STAR assessments, and students' grades will be used to identify those students who need additional support in reading and/or mathematics. Principals at each elementary school will develop grade/class schedules to reflect additional time in the indicated area(s) of need. The extended time will provide additional opportunities for mastery through intervention, differentiation, and additional instructional activities. Flexible Scheduling According to Students' Needs- SUMMER 2015- Principals will examine student performance data to determine the needs of individuals</p> | <p>development, SAMR Model, and differentiation. March – May 2016- The Technology Department will begin accepting digital content for the identified courses. June 2016- Teachers will begin organizing and creating iBooks or iTunes University courses for the identified courses. August 2016- Digital content will be shared with content area teachers for use in the 2016-17 school year. August 2016 - December 2016- Ongoing professional learning and support will be provided on the use of the materials. January 2017- No end date- Content will continue to be updated and new courses will be identified for digital content creation.</p> |
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| | | <p>SPRING 2015- Teachers will be identified at each high school to teach the course. Students will be identified using a criteria similar to the Transition to Algebra course which includes not meeting the standards on two of three years CRCT (5th-7th grade scores) and STAR assessment. Students will be scheduled for the courses.</p> <p>SUMMER 2015- Teachers will receive professional learning on differentiated instruction, reading intervention, READ180, and content literacy strategies.</p> <p>FALL 2015- Course will be offered first semester at each high school.</p> | <p>and groups of students. The principal will develop a master schedule for each grade level/class to reflect additional time for the identified areas.</p> <p>FALL 2015- Teachers will provide additional instruction immediately upon the start of the school year. On-going professional learning will be provided on differentiating instruction and content strategies.</p> <p>Reading Transition Course-</p> <p>SPRING 2015- Teachers will be identified at each high school to teach the course. Students will be identified using a criteria similar to the Transition to Algebra course which includes not meeting the standards on two of three years CRCT (5th-7th grade scores) and STAR assessment. Students will be scheduled for the courses.</p> <p>SUMMER 2015- Teachers will receive professional learning on differentiated instruction, reading intervention, READ180, and content literacy strategies.</p> <p>FALL 2015- Course will be offered first semester at each high school.</p> <p>RESSLA- FALL 2015- All students in grades K-9 will be assessed using STAR Reading and Math assessments which are used as the universal screener in the district.</p> | |
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| | | | <p>Students who are more than two years below grade level will be provided one-on-one- or small group instruction by a retired teacher(s) targeting the deficit areas. The targeted assistance will be provided for 6 weeks upon which the students will be reassessed. Students who continue to be more than two years below grade level will continue to receive RESSLA services for an additional 6 weeks.</p> | |
| 8 | <p>Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.</p> | <ol style="list-style-type: none"> 1. Courses for high school credit in middle school 2. Increase Fine Arts opportunities. 3. Reading Transition Course 4. RESSLA | | |

PERFORMANCE EXPECTATIONS

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

Goal 1: The students will meet or exceed the state performance target in ELA and Mathematics as evidenced by current CCRPI performance flags.

Goal 2: The percent of students scoring at meets or exceeds on the GMAS, EOC for Mathematics will increase from 33.5% in Coordinate Algebra to 58.5% and from 33.6% in Analytic Geometry to 58.6%.

Goal 3: The graduation rate will increase from 75.8% on the 2014 4-Year Cohort Graduation Rate to 80.8% in 2020 on the 4-Year Cohort Graduation Rate.

Goal 4: The percent of students achieving typical or high growth according to Student Growth Percentiles reported on the CCRPI will increase by 2% each year over 5 years in ELA and Mathematics.

| Current 2014 | | Projected 2020 |
|---------------------|--------|-----------------------|
| Elementary ELA | 60.8% | 70.8% |
| Middle School ELA | 61.6% | 71.6% |
| High School ELA | 66.5% | 76.5% |
| | | |
| Elementary Math | 63.6 % | 73.6% |
| Middle School Math | 59.2% | 69.2% |
| High School Math | 71.9% | 81.9% |

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Local School Governance

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

The current local school governance structure is that of a school council which was designed to meet state and local requirements. Decision making of the school council is limited as the council primarily serves to represent the voice of the stakeholders. Meetings are held quarterly to disseminate information related to federal programs, student data, and school improvement initiatives.

The transition from a School Council to a School Governance Team will begin in May of 2015 with the election of members. The SGT will reflect the diversity of the student population it serves and will focus on school governance. An orientation to school governance will be provided to SGT members in June of 2015. The SGT will meet regularly to discuss school data, improvement, academic needs, and operational and financial progress of the school.

Distributive leadership and decision-making will serve as the framework design for Liberty County School System's local school governance. The SGT will be responsible for overseeing the implementation of the mission and vision of the school and have general duties and responsibilities which include establishing the strategic direction of the school; developing and adopting policies which guide decision making in the school; allocation of funding for the implementation of the strategic plans and operation of the school. The School Governance Teams will also be directly involved with decisions regarding personnel, resource allocation, budget, school improvement planning, curriculum and other school operations. Subject to the

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control and management of the Liberty County Board of Education, School Governance Teams shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.

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.

Each seven-member School Governance Team shall be comprised of a cross-section of local school stakeholders including the building principal, one certified staff member, one classified staff member, three parents of students enrolled in the school, and one business or community member. The faculty or staff representatives on each SGT will be voted on by secret ballot by the faculty or staff of the respective school. Other members of the initial School Governance Teams will be elected by secret ballot by the parents of students at the school. Parent representatives should not be staff members at the school.

SGT members will be responsible for electing a Chairperson from the seven SGT members and will be responsible for developing bylaws for their respective schools. The principal should not be the chairperson of the SGT. In addition, the principal will be a non-voting member of the team except in the case of a tie. An orientation which will outline the basic parameters and expectations of the SGT will be required for all SGT members prior to serving on the SGT.

Specific Responsibilities of SGT Members- (i) Attendance – SGT members are expected to attend 75% of SGT meetings annually and to exhibit the same level of participation in scheduled trainings and other related events. (ii) Professionalism –To serve on the School Governance Teams, members will agree to attend and engage in trainings specifically for School Governance Teams throughout the year. Each School Governance Team will be required to meet 10-12 times per year.

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

SGT Member Terms- Each school will implement staggered terms for the initial members of the SGT. Divided into three categories to ensure appropriate succession and continuity of governance in subsequent years, each initial SGT will include *Category 1 members* who will serve a one-year term; *Category 2 members* who will serve a two-year term; and *Category 3 members* who will serve a three-year term. After the inception of the SGT, all newly appointed members shall be eligible to serve three-year terms of service thereafter, thus ensuring staggered terms of service in the future. After the initial term, it will be the responsibility of each School Governance Team to conduct an election to determine replacements for those whose terms have expired. In the absence of sufficient parent or business partners available to serve, the principal will recruit additional parent and business partners to serve upon the agreement of the current School Governing Team.

Removal of School Governance Team Members- The bylaws for each local SGT shall include that members may be removed with due cause by a vote of a majority of the team members then in office. The SGT will monitor SGT member attendance, participation and accountability for expectations set forth in the bylaws. Likewise, the SGT will make recommendations to remove members of the governance team if they fail to fulfill their responsibilities. In addition to inconsistency in attending SGT meetings and failing to participate in required SGT trainings, members may also be removed for engaging in dysfunctional and disruptive behavior.

**LIBERTY COUNTY SCHOOL SYSTEM
CHARTER APPLICATION**

| School Level Governance Decision-Making Matrix | | | | |
|--|--|--|--|---|
| System Name: Liberty County | Minimum LSGT Authority | <i>How and When</i> Minimum Authority will be Implemented | Additional LSGT Authority* | <i>How and When</i> Additional Authority will be Implemented |
| Personnel Decisions | LSGTs shall provide input for the principal or school leader for recommendation by the Superintendent of Schools to the local board of education | Participates in developing the process for principal or school leader selection when vacancies occur beginning FALL 2015 | LGST's shall participate in the interview process for principal or school leader selection when vacancies occur and make a recommendation to the Superintendent. | Select two members to participate in interview process beginning FALL 2015. SGT will make a recommendation to the Superintendent beginning FALL 2015. |
| Financial Decisions and Resource Allocation | LSGTs shall provide input and recommendations for school level resources based on the School Improvement Plan | Provide input into expenditures of federal, state and local funds annually beginning FALL 2015. Recommend the budget for the charter school funds allocated to the school during the annual budget process beginning FALL 2015. | LGST's shall approve and/or recommend fund raisers. Review school based activity summaries and make recommendation for improvement to the principal. | Approve annual fund raisers beginning FALL 2015. Review at each meeting school based activity summaries beginning FALL 2015. Make recommendations for improvement to principal at each meeting beginning FALL 2015. |

**LIBERTY COUNTY SCHOOL SYSTEM
CHARTER APPLICATION**

| | | | | |
|---|---|---|---|--|
| Curriculum and Instruction | 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 | Recommend need for waiver for innovations beginning FALL 2015. | LGST's shall select and recommend curricular materials for implementation based on school improvement plan and student performance | Selection and recommendation will be based on prior school year student performance data and mid-year benchmarks twice a year beginning FALL 2015. |
| Establishing and monitoring the achievement of school improvement goals | LSGTs shall have input in school improvement planning | Serve as members of the school improvement planning team beginning August 2015. Reviews school performance data periodically beginning July 2015. | LSGTs shall participate in school improvement planning | Selection and recommendation will be based on prior school year student performance data and mid-year benchmarks twice a year beginning August 2015. |
| School Operations | LSGTs shall have input into school operations that are consistent with school improvement and charter goals | Serve as a resource and support to the school and teachers through volunteer efforts beginning July 2015. | LSGT's shall approve partners in education, stakeholder surveys, parent involvement, communications strategies, volunteer support, field trips, fundraisers | Participate regularly with school operation functions beginning July 2015. Approve the school safety plan beginning FALL of 2015. Approve field trips beginning FALL 2015. |
| *The LBOE retains its constitutional authority | | | | |

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

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

Transitioning from the traditional Local School Council Model- School Council members make recommendations to the principal regarding the student dress code, creating and/or editing rules and procedures in the student handbook, as well as deciding on dates and procedures for school activities. The Local School Governance Teams will be an integral part of the decision making by actively engaging members in decision-making related to personnel, resource allocation, school budgeting and finance, school improvement planning, curriculum and other school operations. The SGT members, as well as the principal, will participate in intensive training throughout the year.

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.

Newly Established School Governance Teams

Upon election, the SGT members in the initial SGT will receive orientation to the school and SGT roles and responsibilities. In addition, the SGT will develop bylaws for the SGT.

School Governance Team Member Orientation-The SGT will engage in an annual schedule of team development and training to include team member orientation, strategic planning, and a SGT self-assessment. During the orientation, team members will review and discuss the school's mission, vision, and beliefs, learn about the school's instructional program, its areas of strength, and its improvement needs. Training on the strategic planning process will be important in an effort to keep SGT members focused on the goals of the school and to engage them in creative

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

and innovative ways to achieve those goals. The SGT self-assessment will provide an opportunity for the team to reflect, determine their overall effectiveness, and measure their efficacy in implementing the System Charter.

School Governance Team Training and Development- To establish a strong foundation and sustain the governing team, orientation and ongoing training and development will be necessary.

Prior to the opening of school, SGT members will receive orientation training to:

- Communicate the mission/vision, values, and goals (as outlined in the approved charter petition) to team members;
- Define the roles and responsibilities of the SGT and its members;
- Train SGT members on best practices for SGT service related to legal compliance, financial accountability, personnel, advocacy, and communication;
- Provide an overview of the school's educational program;
- Share the governing board member handbook containing SGT member expectations, SGT policies and procedures, bylaws, an annual schedule of meetings, a team member roster, and the charter petition;
- Familiarize the SGT with financial management systems implemented at the school;
- Introduce the academic accountability and data-driven management system.

Following the team member orientation, the SGT will participate in quarterly development trainings to foster skills specific to accomplishing their roles and responsibilities. These in-service workshops will cover topics related to evaluation, communication, finance and operations, meeting protocols, and Georgia's Sunshine laws, etc. Additionally, on an annual basis, the SGT will conduct team member training on strategic planning review and update, and SGT self-assessment to ensure the work for the coming year is aligned with the school goals.

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

School Governance Team Vacancies- Due to term expiration and the transient nature of the population in the district the need to elect new SGT members may be required. When a vacancy occurs on the SGT the election of a new member will as follows: The faculty or staff representatives on each SGT will be voted on by secret ballot by the faculty or staff of the respective school. Other members of the School Governance Teams will be elected by secret ballot by the parents of students at the school.

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

First District RESA Trainers, Georgia School Boards Association (GSBA), LCSS Chief Administrative Services Officer, LCSS Superintendent of Schools

16. Provide the name and contact information of an employee of the charter system that will facilitate communications between the Georgia Department of Education, the Liberty County School System, and the chairpersons of the Local School Governing Teams in your charter system.

Dr. Valya S. Lee, Superintendent of Schools

Susan Avant, Assistant Superintendent for Teaching and Learning

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).

An achievement culture must be one where the Central Office and the schools work together in a collaborative nature to discuss barriers, determine root causes, and ultimately develop a plan that improves student achievement. We must work to end the culture where the

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Central Office and the schools are working separately to develop strategies to improve student success. Central Office will no longer simply require schools to utilize certain mandated programs. Instead, the programs will be discussed with or initiated by the schools, and systems will be developed that are manageable and practical. New ideas and programs should have school buy-in prior to implementation. Mandated programs without proper support at the school level lead to a culture of measuring success by checking off completed requirements. Central Office staff, working with School Governing Teams, will assist with the development of programs which have the proper support of the teachers and will, therefore, be implemented with fidelity. School Governing Teams will be an integral part of school decisions and implementation of strategies to improve student achievement.

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Exhibit 1- Signed local Board of Education resolution approving the creation of the charter system.



Resolution to Approve Charter System Application

WHEREAS, the Liberty County Board of Education has developed and adopted a comprehensive strategic plan through an inclusive process; and

WHEREAS, the vision of the Liberty County Board of Education is all students will receive a high quality education providing them the knowledge and skills to be successful, contributing members of a global society; and

WHEREAS, the mission of the Liberty County Board of Education is to provide all students an education which promotes excellence, good citizenship, and a love of learning; and

WHEREAS, Liberty County Board of Education wishes to pursue innovative opportunities for educating students with the flexibility provided under the Charter Schools Act of 1998 (O.C.G.A §20-2-2060, et seq.); and

WHEREAS, the Liberty County Board of Education has solicited the input of a committee from a variety of internal and external stakeholders to study flexibility options available to school systems in Georgia; and

WHEREAS, said committee has recommended pursuit of charter system status for Liberty County Schools;

NOW, THEREFORE, be it resolved by the Liberty County Board of Education that the charter system petition developed by said committees, presented to the board and attached hereto is approved by the Board for submission to the state of Georgia Department of Education for consideration.



NAME OF BOARD CHAIR



DATE



NAME OF SUPERINTENDENT



DATE

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Exhibit 2- Signed assurances form and signature sheet



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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 *(name of school system)* located in 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;

Dr. John D. Barge, State School Superintendent
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LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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;

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

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 Board of Education on the _____ day of _____, 201_.

| | |
|---|--|
|  _____ 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 |

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Exhibit 3- Notices sent to principals and parents within the proposed charter system regarding required hearings on the charter system application.

Subject: charter application assistance

Date: Friday, September 19, 2014 at 3:03:30 PM Eastern Daylight Time

From: Rogers, Jason

To: All Principals

CC: Lee, Valya, Alexander, Mary, Crane, Patti, Reese, Roger

Good Afternoon,

We will need your help in promoting public hearings concerning the Liberty County Schools Charter Application. The public hearings will be held on:

September 27, 2014 at 1:00 PM at the Liberty County Schools Performing Arts Center

October 14, 2014 at 5:00 PM at the Liberty County Board of Education office

October 16, 2014 at 5:00 PM at the Liberty County Schools Performing Arts Center

The hearings will afford staff and stakeholders an opportunity to provide input on the application process. The District will be sending out a District-wide one-call for each event.

Thanks,
Jason

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Community Forum-April 23, 2015

Communications Timeline

- April 15- One Call Message (evening)
- April 17- ½ sheet flyers sent home with students
- April 21- One Call Message (evening)
- April 23- One Call Message (Midday)

One Call (April 15 & April 21)

The Liberty County School System will hold the third Community Forum of the 2014-2015 school year on Thursday, April 23 from 6pm to 7:30pm at the Liberty County Schools Performing Arts Center located at 2140 East Oglethorpe Highway in Hinesville. LCSS has received tentative approval on becoming a Charter System. Please join us to learn more about the Charter System as we continue to move forward in this process. Immediately following the forum, a charter system hearing will be held where Stakeholders will be afforded the opportunity to provide feedback. Please mark this event on your calendar. We value your input and look forward to seeing you at the forum on April 23rd.

One Call (April 23)

The Liberty County School System will hold the third Community Forum of the 2014-2015 school year tonight from 6pm to 7:30pm at the Liberty County Schools Performing Arts Center located at 2140 East Oglethorpe Highway in Hinesville. LCSS has received tentative approval on becoming a Charter System. Please join us to learn more about the Charter System as we continue to move forward in this process. Immediately following the forum, a charter system hearing will be held where Stakeholders will be afforded the opportunity to provide feedback. Please mark this event on your calendar. We value your input and look forward to seeing you at the forum this evening.

**LIBERTY COUNTY SCHOOL SYSTEM
CHARTER APPLICATION**

**LIBERTY COUNTY SCHOOL SYSTEM
COMMUNITY FORUM**



**One Team...One Direction...
Full Steam Ahead**

When: Thursday, April 23, 2015
6:00 PM- 7:30 PM

Where: LCSS Performing Arts Center
2140 East Oglethorpe Hwy.
Hinesville, GA

What: Learn more about LCSS becoming a Charter System as we continue to move forward in this process. Immediately following the forum, a Charter System hearing will be held where Stakeholders will be afforded the opportunity to provide feedback.

Contact: Dr. Patti Crane- pcrane@liberty.k12.ga.us
Cathy Lane- clane@liberty.k12.ga.us
(912)876-5966

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION



To Send a Message
Call 877-698-3261

Welcome, Cathy Lane

212106 : Liberty Co. Schools

Search Message Reports

Group Leader Menu

Change Group

212106 : Liberty Co. Sch

Account Status & News

My Profile

Settings >

Manage Group >

Messaging >

View Reports ▾

Roster Report

Member Activity Report

Subgroup Report

Roster/Subgroup Export

Auto-initiator Log

• **Message Reports**

Import Wizard History

Group Usage Report

Contact Us

Help & Support

Training Webinars

Logout

| Message Date | Start Hour | Status | Messenger | Deliveries | Delivered | | |
|--|------------|------------------|------------|------------|-----------|--|--|
| Message Day | End Hour | Type | Source | Remain | Unreached | | |
| Community Forum April 23; Initiated on 04/15/2015 3:22 PM (ET) | | | | | | | |
| 04/15/2015 | 06:00 pm | Complete | Cathy Lane | 11371 | 9503 | | |
| Wednesday | 06:53 pm | Recorded Call | Website | 0 | 1868 | | |
| 04/15/2015 | 06:00 pm | Complete | Cathy Lane | 3 | 3 | | |
| Wednesday | | App Notification | Website | 0 | 0 | | |
| <small>Note: Delivery information for in-progress messages is updated approximately every 5 minutes and may not reflect all the actual completed deliveries.</small> | | | | | | | |
| <hr/> | | | | | | | |
| Message Date | Start Hour | Status | Messenger | Deliveries | Delivered | | |
| Message Day | End Hour | Type | Source | Remain | Unreached | | |
| Community Forum April 23; Initiated on 04/21/2015 10:02 AM (ET) | | | | | | | |
| 04/21/2015 | 06:00 pm | Complete | Cathy Lane | 11368 | 9558 | | |
| Tuesday | 06:53 pm | Recorded Call | Website | 0 | 1810 | | |
| 04/21/2015 | 06:00 pm | Complete | Cathy Lane | 3 | 0 | | |
| Tuesday | | App Notification | Website | 0 | 3 | | |
| <small>Note: Delivery information for in-progress messages is updated approximately every 5 minutes and may not reflect all the actual completed deliveries.</small> | | | | | | | |
| <hr/> | | | | | | | |
| Message Date | Start Hour | Status | Messenger | Deliveries | Delivered | | |
| Message Day | End Hour | Type | Source | Remain | Unreached | | |
| Community Forum April 23; Initiated on 04/21/2015 10:05 AM (ET) | | | | | | | |
| 04/23/2015 | 12:00 pm | Waiting to Start | Cathy Lane | 11368 | 0 | | |
| Thursday | 02:00 pm | Recorded Call | Website | 11367 | 11368 | | |
| 04/23/2015 | 12:00 pm | Waiting to Start | Cathy Lane | 3 | 0 | | |
| Thursday | | App Notification | Website | 0 | 3 | | |
| <small>Note: Delivery information for in-progress messages is updated approximately every 5 minutes and may not reflect all the actual completed deliveries.</small> | | | | | | | |

**LIBERTY COUNTY SCHOOL SYSTEM
CHARTER APPLICATION**

Exhibit 4- School Governance Team Training Schedule

| TOPICS | DATE | FACILITATOR |
|---|-------------------------|------------------------------------|
| SGT Elections | May 2015 | School Principals |
| SGT Orientation: Member service related to legal compliance, financial accountability, managing staff, advocacy and communication SGT Roles and Responsibilities | July 15-16, 2015 | GSBA |
| Developing and Revising By-Laws | July 2015 | Superintendent |
| Conducting Effective Meetings | June 23, 2015 | GSBA |
| Roberts Rules of Order | June 23, 2015 | GSBA |
| School Operations (daily management, safety, conduct, support services) | August 2015 | School Principal |
| Student Learning and Achievement for College and Career Readiness | August 2015 | RESA – TBD |
| Curriculum Overview | August 2015 | Teaching and Learning Department |
| Instructional Technology | September 2015 | LCSS Instructional Technology Team |

**LIBERTY COUNTY SCHOOL SYSTEM
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| | | |
|---|---------------|-------------------------------------|
| School Budget and Finance: FTE/Revenues/Expenditures | October 2015 | GSBA |
| Hiring: Certified and Classified Fair Dismissal | November 2015 | GSBA/GSSA |
| School Improvement Planning | December 2015 | GSBA Alcoa |
| Strategic Planning | January 2016 | Superintendent |
| Parent and Community Engagement Strategies | February 2015 | Director of Federal Programs |
| Personnel earnings, allocation, and processes for employment and termination | March 2015 | Chief Administrative Officer |
| Student Assessment (GMAS) and CCRPI review | April 2015 | Teaching and Learning Department |

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Exhibit 5- Conflict of interest policy for local school governing teams-

The policy cited below is the current Liberty County Board of Education policy in regards to Conflict of Interest. A similar policy will be adopted for the School Governing Councils.

Policy
Board Member Conflict of Interest

Descriptor Code: BHA

The Liberty County Board of Education shall adhere to these Conflict of Interest provisions, as set forth in state law.

Financial Governance

1. No board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, and employment for himself or herself, any of his or her immediate family members, or others.

2. No Board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment. Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.

3. No Board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.

4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

5. No Board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.
6. No Board member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or any of his or her immediate family members in return therefore.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No Board member may also be an officer in any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. No Board member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open public meeting. Any member violating this shall be guilty of a misdemeanor.
11. No local board may do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
12. No Board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.
13. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct As Board Member

1. No Board member shall disclose to or discuss any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other Board members, the Board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole Board.

2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a

public, recorded vote is taken separately from all other personnel matters.

3. No Board member may be employed in any position in the school district in which they serve.

4. No Board member shall hold another county office.

5. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.

6. No Board member shall serve on the governing body of a private elementary or secondary educational institution.

Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a local board of education unless he or she:

1. Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local boards of education and has agreed to abide by them; and
2. Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict of interest provisions applicable to members of local boards of education.

Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to this subsection. This subsection shall apply only to local board of education members elected or appointed on or after July 1, 2010.

LIBERTY COUNTY SCHOOL SYSTEM CHARTER APPLICATION

Liberty County Schools

Date Adopted: 12/14/2010

Last Revised: 2/8/2011

| State Reference | Description |
|----------------------|--|
| O.C.G.A 20-02-0049 | <u>Standards for local board of education members</u> |
| O.C.G.A 20-02-0051 | <u>Election of county board members; persons ineligible to serve</u> |
| O.C.G.A 20-02-0058.1 | <u>"Immediate family" defined; employment of family members</u> |
| O.C.G.A 20-02-0063 | <u>Prohibit certain conflicts of interest of board members</u> |
| O.C.G.A 20-02-0505 | <u>School board members prohibited from selling school supplies or equipment to county board</u> |
| O.C.G.A 20-02-0505.1 | <u>Board transacting business with bank or similar institution in which member has interest</u> |
| O.C.G.A 20-02-1072 | <u>Financial interest in transportation services by board members/superintendent prohibited</u> |
| O.C.G.A 21-05-0001 | <u>Ethics in Government Act - short title</u> |
| O.C.G.A 21-05-0011 | <u>Acceptance by public officers of monetary fees or honoraria</u> |
| O.C.G.A 21-05-0033 | <u>Disposition of contributions</u> |
| O.C.G.A 21-05-0034 | <u>Campaign Disclosure Reports</u> |
| O.C.G.A 21-05-0041 | <u>Maximum allowable contribution by persons or partnerships</u> |
| O.C.G.A 21-05-0050 | <u>Filing by public officers; filing by candidates for public office; filing by elected officials and members of the General Assembly; electronic filing</u> |
| O.C.G.A 21-05-0070 | <u>Public Officials Conduct and Lobbyist Disclosure - Definitions</u> |
| O.C.G.A 45-02-0002 | <u>Person to hold only one county office; commissioned officer not to be deputy for another</u> |
| Rule 160-5-1-.36 | <u>Local School Board Governance</u> |

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy.

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Exhibit 6

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.

1. Savannah Technical College- Dual Enrollment, Accel Program, Liberty College and Career Academy (LCCA)
2. Georgia Southern University- Accel Program, Field Experiences for Student Teachers, Math Science Partnership Grant, STEM Grant
3. Armstrong State University- Liberty County School System has entered into an agreement with the above university for the purpose of permitting clinical/field experiences to be conducted in our schools for students in their pre-service education program.
4. Liberty County Rotary Club- Provides leadership training and scholarships for LCSS students
5. Alcoa- Manufacturing apprenticeship with LCCA
6. Interstate Paper- Manufacturing apprenticeship with LCCA
7. SNF-Chemtall- Manufacturing apprenticeship with LCCA
8. Elan Technologies- Manufacturing apprenticeship with LCCA
9. City of Hinesville- Education Connection Committee established to inform community of school and district news
10. Hinesville Police Department- Emergency response, security advisement
11. Georgia Tech- Summer Elementary STEM camp

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12. Liberty Regional Medical Center- General practice tours and practicums through LCCA

13. Coastal Manor- Nursing internship program with LCCA

14. Air Gas Savannah- Supports the welding program at LCCA through resources, time, and funding

15. Sikes Construction Group- Supports the construction program at LCCA through resources, time, and funding

The school system is not aware of any potential conflict of interest issues at this time.

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Exhibit 7

A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.

The Liberty County School System has weathered strong economic storms and has managed to remain fiscally sound, even with the uncertainty of state and federal funding. The district deemed it necessary to maintain an adequate fund balance to ensure operations of the school district. However, over the last seven years, the district saw losses in state revenue of \$42 million as a result of austerity reduction. As the district funding from the state continued to diminish, the unfunded mandates imposed by the state have continued to be thrust onto the district. The district has managed to absorb increases in health insurance, increases in contributions to the Teacher Retirement System, and a continuous increase in utility costs. Even with all the decreases in revenue and increases in expenditures, the district has minimized the impact to its value resources teachers and staff. Nevertheless, furloughing our employees a total of 25 days over the period, which is equivalent to one month's salary for each employee, has offset some of the cost burden. With a strong fund balance through sound accounting practices, the district has never operated under a fiscal deficit to this point.

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Exhibit 8 – Audit Report <http://www.liberty.k12.ga.us/pdf/AnnualFinancialReport6-30-12.pdf> - will be changing

Exhibit 9 – Accreditation Report
<http://www.liberty.k12.ga.us/pdf/QARTeamReportMarch2011.pdf>

Exhibit 10 – Strategic Plan Link - <http://www.liberty.k12.ga.us/pdf/LCSSStrategicPlanFinal.pdf>