

CHARTER SYSTEM APPLICATION

THE CASE

1. What will you be able to do with a charter that you can't do without a charter?

- *Use this question to present a brief executive summary that makes the case for your school system being granted a charter.*

Over the past several years, Lumpkin County has experienced a great deal of economic downturn. The unemployment rate has gone from 4.8% in July of 2007 to 9.5% in July of 2013. Permits for residential houses dropped from 464 in 2006 to just 33 in 2012. Active business licenses dropped from 1212 in 2009 to 746 in 2012. The school district has analyzed burgeoning unemployment data as well as decreasing per capita income information. In addition, the school system is experiencing increasingly high numbers of economically disadvantaged students. Much work is needed to support the community and its economy for the continued livelihood of the county. All stakeholders in the district realize that students are the future of any successful community. For this reason, it is imperative that the school system aligns itself with practices and procedures that promote the greatest possibilities for student success. We view the accoutrements of student success to be the learning of skills that will enable them to be prepared for college and careers in the 21st Century global arena, to be aware and active in the community in which they live, and to be responsible citizens of the United States of America, as well as the world.

The mission of Lumpkin County School System 21st Century Learning Academies is to instill within each student core readiness and innovative skills necessary to endure 21st Century preparedness for students and community within a global arena.

In an effort to ensure that students are exposed to local career and educational opportunities, the proposed Lumpkin County 21st Century Learning Academies will join forces with Dahlonega-Lumpkin County businesses, the chamber, and surrounding educational institutions. This teaming or partnership will ensure multiple opportunities for students to explore and learn a variety of technical, informational, and

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Lumpkin County School System 21st Century Learning Academies

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.

Exhibit #1—Signed Local Board of Education Resolution approving the creation of the charter system.

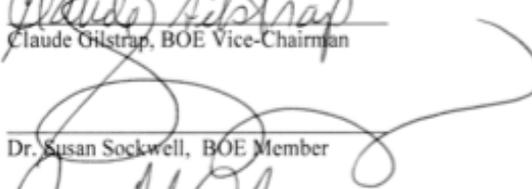
The Lumpkin County Board of Education approves the following creation of a Lumpkin County Charter System and the submission of said petition to the Charter Commission for the November 1, 2013 deadline and if approved, for beginning implementation for the 2014-2015 school year.

Board of Education Meeting Date and Resolution Signed: October 16, 2013


Dewey Moye, Superintendent


Bobby Self, BOE Chairman


Claude Gilstrap, BOE Vice-Chairman


Dr. Susan Sockwell, BOE Member


Jim McClure, BOE Member


Mike Pierce, BOE Member

Exhibit 2—Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.

Notice was sent to each principal within the proposed charter system regarding required hearings on the charter system applications.

- 1) Notice for October 9, 2013—Announcement of the first hearing was sent from the superintendent to each school principal for posting. Each principal posted the notice on the *District News* section of their individual school website. The flyer was also posted on the entrance doors of the Central Office, posted on the Lumpkin County System website and the notice was also sent to the *Dahlonega Nugget* for publication in the Community Calendar of Events section.
- 2) Email notice to all school principals (five) was done September 25, 2013 to notify them of the scheduled hearing date of October 9, 2013.
- 3) Notice of the second hearing for October 16, 2013 was emailed to principals October 3, 2013. The *Dahlonega Nugget* was also notified for appropriate publication notice. The system and school websites also posted the second hearing date.

Exhibit 3—Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.

The following is a list of exhibits to clarify community, business & industry, and school system involvement in the Charter System Application development.

Newspaper Article in the local *Dahlonega Nugget*

- September, 11, 2013 article on the system applying for a charter that was written by a reporter of *Dahlonega Nugget*.
- 2 Notices of Public Hearings were posted in paper's Calendar of Events section for
 - Hearing #1—October 9th, 2013 at 6:15p.m. at the Central Office
 - Hearing #2—October 16, 2013 at 6:00p.m. at the Central Office.

Meetings were held across the community at different locations to:

1. Inform—system intent of proceeding with a Charter System Application
2. Address Q & A—timeframe conducted at the end of Power point presentation.
3. Address Concerns—timeframe allotted at the end of Power point presentation.
4. Gather Thoughts & Ideas of Input—timeframe allotted at the end of Power point presentation.

Prior work on Charter System Application process.

April 19, 2010—Letter of Intent for Charter System Application

* **Charter process put on hold—a decision was made that some pre-requisites needed to occur first**

June 7, 2012—Leadership Retreat—1 topic-handout of envelopes and District's Vision,

Mission, Beliefs, and Goals for review (Board was mailed their review process)

August 14, 2012—Principals' meeting—feedback results on Summer 2012 review of District's Vision, Mission, Beliefs, and Goals by Board Members, Principals, and Administration

December 11, 2012—Principals' meeting—topic arose on charter.

January 17, 2013—Community Engagement Meeting (Question pertaining to Charter was asked)

January 29, 2013—Superintendent's Advisory Committee Meeting (Community Engagement Initiative FAQ's shared—Charter question asked)

February 13, 2013—Principals' Meeting—confirmation Gerald Boyd will work with us on Charter App.

March 11, 2013—Board notified of System intent to restart the process in applying for a System Charter

March 12, 2013—District Charter Committee Meeting to form other appropriate Committee areas and develop a timeline of events

- Academic Objectives, Plans, and Waivers
- Governance
- Funding

March 12, 2013—Community Engagement Meeting @ HS for Leadership

March 20, 2013—District Goal Setting Meeting—data dig for SIP and Charter needs

March 26, 2013—Community Engagement Meeting @ HS for Employees

March 29, 2013—Leadership Retreat—1 topic—Charter status

April 8, 2013—Program Director's Meeting—1 topic—Charter Meeting Agenda for April 9th

April 9, 2013—Committee Meeting for areas of Charter System Application

- Academic Objectives, Plans, and Waivers
- Governance
- Funding

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April 11, 2013—LCSS District Needs Assessment Team
April 15, 2013—Lumpkin County Board of Education Meeting—1 topic—Charter Application Update—still moving forward
April 16, 2013—Principals’ Meeting—1 topic—update in process & Phil Hartley’s stating push for charters.
April 16, 2013—Community Engagement Meeting @ MS Cafeteria/Auditorium for Community
April 19, 2013—Called Principals’ Meeting—1 topic—Charter
May 1, 2013—Superintendent’s Advisory Committee—1 Key topic of 3—Charter System
May 14, 2013—Principals’ Meeting—Charter System Application Status
June 11, 2013—Principals’ Meeting—Charter discussion on adding soft-skills to Charter Petition. Students are tech savvy, but businesses are reporting soft-skills are totally lacking.

Our current 2013-2014 Charter System Application process consisted of the following meetings. All of these have sign-in sheets, with the exception of those where LCSS Superintendent was a guest speaker. Meeting Minutes are available for proof of Charter discussion and are posted on the Lumpkin County School System Website.

August 17, 2013—Foothills Federation for Republican Women Meeting
(Superintendent guest speaker)
August 13, 2013—LCSS Principal/Administration Meeting
August 15, 2013—Rotary (Superintendent guest speaker)
August 23, 2013—Principals’ Meeting—1 topic—Charter: Gov. supports Choice, Charter, and Flexibility
September 3, 2013—LCSS District Charter Team Meeting
September 4, 2013—Board Presentation and repeated approval of Charter System Application
September 9, 2013—Board Presentation repeated
September 12, 2013—Principals’ Meeting
September 14, 2013—Leadership Georgia Meeting (Superintendent guest speaker)
September 17, 2013—Lumpkin County Elementary School Faculty Charter Input Meeting
September 18, 2013—Lumpkin County High School Faculty Charter Input Meeting
September 19, 2013—Chamber of Commerce Meeting (Superintendent guest speaker)
September 19, 2013—Blackburn Elementary School Faculty Charter Input Meeting
September 23, 2013—Called Board Meeting
September 23, 2013—Lumpkin County Middle School Faculty Charter Input Meeting
September 25, 2013—Long Branch Elementary School Faculty Charter Input Meeting
October 1, 2013—LCSS Administrative Charter Team review of final charter submission
October 9, 2013—LCSS Advisory Meeting
October 9, 2013—BOE Meeting and Charter Public Hearing #1
October 16, 2013—Public Hearing #2
October 16, 2013—Final Board Approval

Exhibit 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.

The Lumpkin County School System’s Charter Petition includes the following schools for the Lumpkin County School System 21st Century Learning Academies:

Blackburn Elementary School
Long Branch Elementary School
Lumpkin County Elementary School
Lumpkin County Middle School
Lumpkin County High School

None of these schools are in Needs Improvement status.

Exhibit 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.

Lumpkin County School System 21st Century Learning Academies will implement research-based best practices to continuously improve all academic areas. The focus of this charter is to additionally prepare students K-12 for success in college and career choices through the learning and implementation of 21st Century Essential Skills. These skills, also researched-based, will address twenty-one areas within personal qualities and people skills, professional knowledge and skills, and technology knowledge and skills. These skills will be learned through integrated lessons within the classrooms of experiences K-12, as well as business/industry/higher education institution partnerships that will assist the system in facilitating the need, learning, and evaluating the use and mastery of these skills. These partnerships will include school visits by business/industry/higher education institutions to speak to faculty and students, students visiting business/industry/higher education institutions, and at secondary levels experiencing on-site training and work-based learning with opportunities for junior and/or seniors to hold apprenticeships.

The mission of Lumpkin County School System 21st Century Learning Academies is to instill within each student core readiness and innovative skills necessary to endure 21st Century preparedness for students and community within a global economy.

Exhibit 6—Local school governance training timeline including training topics.

Timeline for Governance Introduction and Implementation
Lumpkin County School System Charter

Jan.-Feb. 2014	Upon approval of Charter System petition, the assistant superintendent and curriculum department will develop draft Governance Team By-Laws .
March 2014	Governance Training for Principals to be conducted by Assistant Superintendent. Overview Topics: <ol style="list-style-type: none">1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System?2. What are the roles, responsibilities, and differences of:<ol style="list-style-type: none">a. The Lumpkin County Board of Educationb. Each School's Governance Teamc. Principal and Assistant Principal(s)d. Educational Institutions/Business/Industry Partners3. How Governance Team Meetings will be conducted and topic meanings:<ol style="list-style-type: none">a) 7 day notice/announcement of meetingb) Agenda and sign-in sheetc) Open meetings actd) Minutese) School-wide perspectivef) Parliamentary proceduresg) Conflict resolution procedures/protocols4. Share proposed governance training topics for 2014-20155. Communication with parents/community6. Documentation and Data7. How and when to get started with school governance teams?8. Guidelines for conducting Governance Team Member Elections.
May 2014	Principals' at each school will conduct Governance Team Member Elections .
July 2014	Governance Team Training by GSBA and Lumpkin County School System Superintendent & Assistant Superintendent Topics: <ol style="list-style-type: none">1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System?2. What are the roles, responsibilities, and differences of:<ol style="list-style-type: none">a) The Lumpkin County Board of Educationb) Each School's Governance Teamc) Principal and Assistant Principal(s)d) Educational Institutions/Business/Industry Partners

3. How Governance Team Meetings will be conducted and topic meanings:
 - a) 7 day notice/announcement of meeting
 - b) Agenda and sign-in sheet
 - c) Open meetings act
 - d) Minutes
 - e) School-wide perspective
 - f) Parliamentary procedures
 - g) Conflict resolution procedures/protocols
4. Share proposed governance training topics for 2014-2016
5. Communication with parents/community
6. Documentation and Data
7. How and when to get started with school governance teams?
8. Soft-Skill focus for system across K-12
9. Compliance Director Module Assignment for Sexual Misconduct Reporting, Code of Ethics, Bloodborne Pathogens, Mandated Reporting, and Ethical Use of Social Media
10. FERPA—privacy concerns with student records and student data

August 2014	Community Awareness and Communication: Governance Structures within the Charter System and 21 st Century Essential Skills for Success content.
Sept. 2014	Curriculum and Instruction: Core Content Concerns and 21 st Century Essential Skills for Success
Jan. 2015	Budgeting, Finance, and Personnel Decisions (hiring needs, transfers, role & job assignment adjustments, etc.)
March 2015	Understanding School Improvement Planning, Goal Setting, & Monitoring
May 2015	Resource Allocation at the School Level
August 2015	Review School Improvement Planning, Goal Setting & Monitoring
Sept. 2015	School Safety and Transportation Protocols (preparing for business tours/visits for this year)
May 2016	Expiring Governance Team Members Election Replacements

With the cycle of half the Governance Boards expiring and elections for replacements, the training topics will re-cycle for enhancing the knowledge of those remaining on the board and informing those that are new. Listed topics may be combined in order to address additional identified Governance Team needs.

July 2016	After Elections for replacing expiring members in May, Governance Team Training conducted by Superintendent and Assistant Superintendent (consideration of GSBA trainer, if needed)
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Topics:

1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System?
2. What are the roles, responsibilities, and differences of:
 - a) The Lumpkin County Board of Education
 - b) Each School’s Governance Team
 - c) Principal and Assistant Principal(s)
 - d) Educational Institutions/Business/Industry Partners
3. How Governance Team Meetings will be conducted and topic meanings:
 - a) 7 day notice/announcement of meeting
 - b) Agenda and sign-in sheet
 - c) Open meetings act
 - d) Minutes
 - e) School-wide perspective
 - f) Parliamentary procedures
 - g) Conflict resolution procedures/protocols
4. Share proposed governance training topics for 2014-2017
5. Communication with parents/community
6. Documentation and Data
7. How and when to get started with school governance teams?
8. Soft-Skill focus for system across K-12
9. Compliance Director Module Assignment for Sexual Misconduct Reporting, Code of Ethics, Bloodborne Pathogens, Mandated Reporting, and Ethical Use of Social Media
10. FERPA—privacy concerns with student records and student data

August 2016	Community Awareness and Communication: Governance Structures within the Charter System and 21 st Century Essential Skills for Success content.
Sept. 2016	Curriculum and Instruction: Core Content Concerns and 21 st Century Essential Skills for Success
Jan. 2017	Budgeting, Finance, and Personnel Decisions (hiring needs, transfers, role & job assignment adjustments, etc.)
March 2017	Understanding School Improvement Planning, Goal Setting, & Monitoring
May 2017	Resource Allocation at the School Level
August 2017	Review School Improvement Planning, Goal Setting, & Monitoring
Sept. 2017	School Safety, and Transportation Protocols

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May 2018

Cycle Repeats with replacing expiring members and new needed training will be added or listed topics changed or combined.

Exhibit 7—Conflict of interest policy for local school governing councils.

Members of the Governing Councils may be removed by a majority vote of the remaining council members for two reasons:

1. if that member is deemed to be inactive or
2. if that member exhibits a conflict of interest in serving on the council.

If a member fails to attend 25% of the trainings, and/or 50% of the council meetings, and/or if that member fails to fulfill the duties of a council member, that member may be deemed **inactive** by the remainder of the council.

A **conflict of interest** is defined, but not limited to, someone not fostering desired behaviors of the intent of this Charter Petition of numerous 21st Century Essential Skills, being repeatedly argumentative, refuses to collaborate or agree to disagree for the council to move on, blindsiding the council.

Exhibit 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.

The Partnership Agreement that follows this page was used to acquire community, business, industry, higher educational institutions and non-profit participation in our Lumpkin County System Charter Initiative in preparing students not only academically, but with the knowledge of being successful in using appropriate **Essential Skills** to include but are not limited to:

- Personal Qualities and People Skills
 - Positive work ethic
 - Integrity
 - Teamwork
 - Self-Representation (appropriate dress)
 - Diversity Awareness
 - Conflict Resolution
- Professional Knowledge and Skills
 - Speaking and Listening
 - Reading and Writing
 - Critical Thinking and Problem Solving
 - Health and Safety
 - Organizations, Systems, and Climates
 - Lifelong Learning
 - Job Acquisition and Advancement
 - Time, Task, and Resource Management
 - Mathematics
 - Customer Service
- Technology Knowledge and Skills
 - Job-Specific Technologies
 - Information Technology
 - Internet Use and Security
 - Telecommunications

The conflict resolution between Lumpkin County School System (LCSS) is stated within the last paragraph of the Partnership Agreement form that follows stating, *“The terms of this agreement include: The partnership may be terminated at any time by one or both parties, so long as the Business Partnership coordinates and/or LCSS notifies the other in a timely manner that does not cause loss of funds for pre-paid expenses (material/transportation) of scheduled events/activities. Notification must be made via phone conversation with arranged contact and in writing.”*

Renewal agreements between partnerships will be conducted yearly in May/June, with additional planning and detail designs conducted between renewal partners in June/July. Currently, we have 9 organizations that have signed up to join our Charter goal, with more willing and able to participate in subsequent years of the Charter or as needed.



Lumpkin County Schools
56 Indian Drive
Dahlonega, GA 30506
706.864.3611

Dewey Moye
Superintendent of Schools

Board of Education

Bobby Self
Chairman

Claude Gilstrap
Vice Chairman

Jim McClure
Mike Pierce
Dr. Susan Sockwell

www.lumpkin.k12.ga.us

**2014-2015 Business/Industry/Higher Education Institute Partnership
in Education Activities Agreement**

Lumpkin County School System (LCSS) and _____ agree to enter into this Business/School Partnership under LCSS Charter System Plans in preparing students for the world of work through lessons/lectures/school visits, business/industry tours, on-site training experiences, and possible apprenticeships, while developing, implementing, and enforcing appropriate soft-skill best practices. The length of this partnership will be for one academic year (August-May), with renewal for each consecutive year being negotiated through feedback, evaluations, further planning by both parties, and signed agreements.

The above partners will participate in the following activities:

- Miscellaneous business partnership activities on-site and off-site
- Work-based learning experiences (organizational content & soft-skills)
- Curriculum planning: input, feedback, and evaluations

Role of the School/System

- Share School/System improvement goals, enrollment data, & attendance.
- Determine grade level needs and venue of business partnership and disclose resources available for school site events.
- Arrange logistics for meeting with students at school or businesses.
- Keep records of partnership activities and maintain contact with partner.
- Evaluate partnership and where applicable collect data of partnership results on attendance, discipline referrals, and academic achievement.
- Generate publicity for the Charter and partnership within the school, community, and state.
- Maintain responsibilities for “thank you” letters, cards, and notes in appreciation of activities—lessons, lectures, visits, tours, training, etc.

Role of the Business

- Designate an employee to coordinate the business participation and maintain contact with system/school.
- Participate in the planning of curriculum needs for activities where applicable and appropriate for K-2, 3-5, 6-8, and 9-12.
- Provide appropriate partnership needs for planned activities—school visits to provide lessons or lectures, and business/industry visits/tours, training, and apprenticeships.
- Promote and maintain business etiquette and soft-skill requirements of the business/ industry to the school, system, students, and community.
- Promote the partnership within the business itself through presentations to staff, requests for input, letters/notes in paychecks, etc.
- Seek/generate publicity for the Charter and partnership within the schools, system, community, and state, as well as supporting the school system with grants, donations, etc.
- Evaluate the partnership with school/system and keep records of time, money, human resources, etc...invested in partnership.

The terms of this agreement include: The partnership may be terminated at any time by one or both parties, so long as the Business Partnership coordinates and/or LCSS notifies the other in a timely manner that does not cause loss of funds for pre-paid expenses (materials/transportation) of scheduled events/activities. Notification must be made via phone conversation with arranged contact and in writing. **Actual school contacts will be stated and agreements signed upon Charter Approval and activity alignments are planned with business partners.

I have read and agree to the above:

_____ 706-864-3611 Business Name: _____
 Dewey Moye Phone
 Superintendent of Schools Product: _____
 _____ Address: _____
 Business CEO/Dir. Date
 Print Name _____
 Phone _____ 55 _____

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1. Business Name: BB&T
Product: Financial Services
Address: 48 Memorial Dr.
Dahlonega GA 30533
Phone: 706-864-3314
Print Name: Jennifer Herring
Title/Position: Market leader
Signature: Jennifer Herring Date: 10/16/2013

2. Business Name: Chick-fil-A of Dahlonega
Product: Food & Fundraising Support
Address: 488 Morrison Moore Pkwy
Dahlonega, GA 30533
Phone: 706-864-6600
Print Name: Kalie Gerrells
Title/Position: Restaurant Marketing Director
Signature: Kalie Gerrells Date: 10-16-2013

3. Business Name: Dahlonega Chamber of Commerce
Product: Chamber of Commerce
Address: 135 Park St
Dahlonega GA 30533
Phone: 706 864 3711
Print Name: LAURA LATHAM
Title/Position: Manager
Signature: Laura Latham Date: 10/16/2013

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4. Business Name: University of North Georgia
Product: HIGHER EDUCATION
Address: 82 COLLEGE CIRCLE
DALTON, GA 30597
Phone: 706-864-1672
Print Name: DR. SUSAN BRANDENBURY AYRES
Title/Position: ASSOCIATE DEAN
Signature: [Signature] Date: 10/16/13
5. Business Name: United Community Bank
Product: FINANCIAL SERVICES
Address: 206 MORRISON MOORE PKY
DALTON, GA 30533
Phone: (706) 864-8223
Print Name: Eddie Wayne
Title/Position: Executive Vice President
Signature: [Signature] Date: 10-16-13
6. Business Name: Windstream Communications
Product: Phone, Broadband, Cable, TV
Address: 340 W. Blount Way Unit C
DALTON, GA 30533
Phone: 706-267-3332
Print Name: JERRI L. BRADFORD
Title/Position: Lead CSR Rep
Signature: [Signature] Date: 10/16/13

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7. Business Name: Lumpkin- Dahlonega Walmart
Product: merchandise, Supplies, Groceries
Address: 270 Walmart Way
Dahlonega GA 30533
Phone: 706-867-6912
Print Name: Michelle Markins
Title/Position: Office / donations
Signature: M Markins Date: 10/16/13
8. Business Name: Verizon Wireless Cellular Center
Product: Cell phones
Address: 400 Walmart way
S.C Dahlonega, Ga 30533
Phone: 706-864-2091
Print Name: Andrea Stout
Title/Position: Trusted Advisor / marketing
Signature: Andrea Stout Date: 10/16/13
9. Business Name: The UPS Store
Product: Shipping & Printing
Address: 420 WALMART WAY
STC 13
Phone: 706-~~867~~-7555
Print Name: TOM VAN HAETE
Title/Position: owner
Signature: T Van Haete Date: 10/16/13

Exhibit 9—A brief description of the system’s fiscal history and whether the system is or has ever operated under a fiscal deficit.

Over the past 5 years, Lumpkin County Schools has seen a significant decline in operating revenues. Increased cuts in state QBE funding, coupled with drastic property tax changes within the county has forced the school system to make a multitude of cuts to the annual operating budget each year. Due to this sharp decline in revenue, the school system continues trying to implement cost cutting measures each year.

Since 2010, the Lumpkin County School System has worked feverishly during the budget process to find ways to slice the budget without foregoing the mission and goals for our district. With the majority of the budget each year reserved for employees’ salaries and benefits, LCSS has not been able to avoid reducing the employee calendar in order to offset rising employer benefit costs. Over the last 3 years, increases in employer health insurance have been an ongoing concern with costs rising 30% since 2011.

The American Reinvestment and Recovery Act federal funds received during 2010 and 2011 provided the district some temporary relief. The district was awarded state stabilization funds and jobs bill funds in addition to extra funding for Title VI, B and Title I. The flexibility allowed in the state stabilization and jobs bill funds helped the district offset costs for these years and enabled the district to maintain financial stability. The school district has also tried to maximize other grant awards received over the past 5 years in order to take some of the burden off the general fund.

The tax structure in Lumpkin County has been an ongoing concern for the board of education. During the past 5 years, the tax digest value for the Adjusted Net Maintenance and Operations for the school district has dropped 28%.

2009	\$ 1,158,700,209
2010	\$ 1,107,575,534
2011	\$ 981,108,983
2012	\$ 856,400,408
2013	\$ 835,769,413

These decreases can be attributed to property re-evaluations, appeals, and increases in exemptions. Despite these changes, the school board has minimally increased the millage for the last three years only to the rollup rate. This has forced the district to look internally for additional cost savings as well as searching for additional funding sources outside of the traditional local, federal, and state sources.

Although there have been many financial obstacles surrounding the district over the past five years, the school system has not ended a year with a fiscal deficit. As the fund reserve continues to decrease to balance the budget, the district must continue to closely monitor expenditures and strive to have a balanced budget in the future.

The system’s financial director will conduct regular informal audits of each charter school within the system. Information from these audits will be presented to the Lumpkin County Board of Education at

Lumpkin County School System 21st Century Learning Academies

their regular meetings. The financial director will train school bookkeepers and meet at the request of any school's Governing Council to review and explain the finances of the school or the system.

educational information to assist students in having better tools for informing their future decisions for higher education and work. Partnerships with businesses, industries, and higher educational institutions will involve real-time, reciprocal and collaborative processes that will allow students in Lumpkin County schools to work directly with the university and business communities to solve problems, support the economic climate, and build the community that will develop as a result of growth through the technological corridor that is racing up Georgia State Highway 400.

During the next twenty years, Lumpkin County will hopefully have unprecedented growth in industry due to the expanding technical/industrial movement up Georgia State Highway 400. This growth will most likely be geared toward rapid improvements in science, technology, mathematics, and engineering. If the school system is to keep up with these possible advancements and meet the demands of the growing economy either locally, in the state, nation, or globally, it will have to change the way it delivers instruction, uses technology, and prepares students in areas of language use, writing, and soft skill development. Lumpkin County's teachers have always been strong, and the system overall has risen to high levels of performance on the state's measures of achievement. Nevertheless, both teaching and learning have resided in the spectrum of the norm, and expectations of teachers, students, and the public have remained in the realm of the traditional. With the expectation of industrial expansion, economic growth, and a changing global arena, a new day for education has arrived. In preparation of designing this charter petition, teachers, students, and the public have evaluated and tried to identify what elements are lacking within the classroom for raising expectations for teaching, learning and achievement in both academic and non-academic areas.

The new accountability for Georgia, the College and Career Readiness Performance Index (CCRPI), will help to give impetus to the type of change Lumpkin County needs. The district is in full compliance with the ESEA waiver. Achievement measured only by language arts, reading, and math has progressed to

accountability in all areas of instruction and accountability for students to be prepared for work and for post-secondary education subsequent to graduation. This type of accountability further supports efforts for all school systems to evaluate their respective communities and determine which skills or indicator's need perfecting to better prepare students with life skills, talents for success, and capable to compete within their community, state, nation, and global arena. Lumpkin County's proposed charter system is built with these assumptions in mind. The system must assure its parents and its community stakeholders that students in Lumpkin County will graduate from high school, not only academically ready, but competent:

- to enter work and/or post-secondary school environments,
- to solve problems, and
- in the use of 21st Century essential skills (soft skills),

for being successful and productive citizens of the future.

This charter petition proposes to create a community integration model in which Lumpkin County schools are integrally linked to the history, the culture, the business, the industry, post-secondary availability, and the economy of the Lumpkin County community. It proposes a systematic progression of career exploration, authentic work experience, technological skill acquisition, and real-time business, industry, and education partnership. The ultimate goal is a comprehensive program for career exploration that includes awareness, work readiness skills, knowledge of career options and requirements, acquisition of soft skills, acquisition of vocational skills and certificates, technological skills and licensures, and real work experiences. The vision includes functional partnerships with Lanier Technical College, University of North Georgia, local businesses, local industries, and above all the larger community of Lumpkin County. The vision also includes mentorships, apprenticeships, and internships for students as well as options for joint and dual enrollment in post-secondary opportunities.

As the charter progresses past the first year, release time, special in-class presentations and demonstrations, as well as on-site work settings will be developed and scheduled for students. Learning will take place beyond the four walls of the classroom and will extend to early learners beginning with kindergarten. At each grade level, soft skills will be integrated to ensure students are prepared for on-site work and learning through required orientation sessions and daily instruction to and for all students to include etiquette, *Habits of Mind*, and soft skills. Student learning will move into the community. A much broader scale will enhance and expand the traditional youth apprenticeship model to allow on-the-job training and enhance critical teamwork with area technical colleges and businesses. Learning will become even more meaningful, relevant, and differentiated for all students with these partnerships and experiences. Community integration will be the key to success for Lumpkin County schools.

Engaging in this charter and proposed partnerships will allow the Lumpkin County School System to become fully integrated with the cultural and economic entity of the community. It will allow schools to function as a part of and not separate from the expanding opportunities that will rapidly move into this north Georgia area. It will give schools the opportunity to grow with the community rather than having to follow after community growth. The leaders of the school system and the leaders of the community view this charter as an opportunity to change the culture and mindset of what education is and what it should be. By working together, schools and community can become one.

Thus, the two major tenets of Lumpkin County School System 21st Century Learning Academies throughout the lifetime of the charter is the emphasis of tenet # 1—21 essential skills per year K-12 of 4 categories of project-based learning, career exploration, qualities & knowledge, and technology; and after the first year a progression and expansion of tenet #2—on-site learning through expert speakers and experiences outside our schools walls.

Lumpkin County School System 21st Century Learning Academies

2014-2019 District Charter Application Overview Proposal

Why Charter?	Work of the Charter – 21 st Century Learning for ALL	What are our expected outcomes?
<p>1. Lumpkin County students deserve every opportunity and effort to be prepared for the world of post secondary education and work by mastering 21st century skills</p> <p>2. Open doors for additional partnerships, grants, and opportunities for our students</p> <ul style="list-style-type: none"> • Economic Development • Financial Support • Strong Partnerships • Increase Academic Achievement • Develop a strong work ethic within all students <p>3. Georgia DOE requires every district to choose one of the following approved operational systems by 2014-2015:</p> <ul style="list-style-type: none"> • Status Quo • Charter (Schools or District) • Strategic School • IE² 	<p style="text-align: center;">Year 1</p> <p style="text-align: center;">Preparation Phase-Essential Skills</p> <p>1. Governance Team Learning Topics</p> <ul style="list-style-type: none"> • By-Laws • Compliance Director • Essential Skills • GSBA Select Topics <p>2. Teacher Learning *</p> <ul style="list-style-type: none"> • Training Schedule <p>3. Student Learning *</p> <ul style="list-style-type: none"> • Learning Chart #1 Projects and Careers <ul style="list-style-type: none"> ○ Project-Based Activities ○ Career Exploration • Learning Chart #2 Essential Skills for Success <ul style="list-style-type: none"> ○ Qualities and Knowledge ○ Technology <p>4. Parents/Stakeholders/Business Partners Learning Topics</p> <ul style="list-style-type: none"> • Overview of 21st Century Learning Academies • A Look at the Governance Teams • How will teachers change instruction? • What will students be expected to learn? • Varied training sessions as needed <p style="text-align: center;">Years 2-5</p> <p style="text-align: center;">Full Implementation-Student Learning Beyond the Classroom</p> <ul style="list-style-type: none"> • Business Partners, Executives, and Professionals as Teachers • On-Site Learning/Field Trips to Businesses 	<p>Academic Goals</p> <ul style="list-style-type: none"> • Improve Meeting and Exceeding Scores <ul style="list-style-type: none"> ○ CRCT (Grades 3-8) ○ ECOT (Grades 9-12) ○ Writing (5th, 8th, and GHSWT) • Closing the Gap (<i>Does Not Meet compared to Meets and Exceeds</i>) <ul style="list-style-type: none"> ○ CRCT (Grades 3-8) ○ ECOT (Grades 9-12) ○ Writing (5th, 8th, and GHSWT) <p>CCRPI Goal Chart* Scores include multiple indicators for each school as well as the district</p> <p>Essential Skills - Goal Chart *</p> <ul style="list-style-type: none"> • Attendance Rates • Graduation Rate • Total ISS Instances • Drop Out Percentages • Retained Students Percentages

*Items are attached to provide details

Academic objectives, plans, and waivers

2. What are your school system's student performance objectives for the proposed charter term?

System student performance objectives should:

- *Show the system's student performance during the past five years.*
- *Reflect where the system envisions itself academically at the end of the proposed charter term.*
- *Indicate the expected rate of student performance growth in each year of the proposed charter term.*
- *Exceed the rate of growth mandated by the State.*
- *Demonstrate compliance with Georgia's ESEA Waiver.*
- *You are encourage to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Readiness Performance Index (CCRPI).*
- *You are urged to include cohort measures that show the progress over time of a single cohort of students.*
- *You are also urged to include national norm-referenced test results among your performance measures.*
- *Be specific, measurable, attainable, relevant, and time-based (SMART).*
- *Present graphs that show the past five years performance with the system student performance objectives for the each year of the proposed charter term plotted out to demonstrate graphically what the charter system is striving to achieve with its new innovations (see example below).*

The Lumpkin County School System will utilize SMART goals as a means of monitoring and reporting the academic progress of students during the tenure of the charter. The achievement goals will comply with Georgia's College and Career Readiness Performance Index. Additionally, cohort achievement will be monitored through the Georgia Student Longitudinal Data System (SLDS) with the full implementation of the Teacher Keys Effectiveness System (TKES) 2014-2015.

At this juncture, there are no schools in Needs Improvement in Lumpkin County. The system will rely upon 2012-2013 standardized test data as a baseline and for the purpose of setting benchmarks in this application.

Many students in Lumpkin County reach and maintain a high level of achievement. The primary focus of the charter application is continued improvement academically, but improving students knowledge and use of essential skills that enhance one's success in college and/or work. As is revealed by the charts below, some scores, such as the ones in Reading and English Language Arts are already in the highest levels of achievement. In these cases, the charter goals will project maintenance of achievement level. The goals in other areas will project reasonable and attainable levels of achievement for both meeting and exceeding levels.

It is possible to realize gains in the lowest level achievers. The broad flexibility allowed by the charter will assist the system in meeting the needs of these lowest achieving students. One goal of the system will be to decrease the number and percentage of students scoring in the "Does Not Meet" categories in each of the standardized test applications. Gap closure is one of our system's strategic plan goals and will always be a focus in order to fulfill our mission for all of "instilling within each student core readiness and innovative skills necessary to endure 21st Century preparedness for students and community within a global arena."

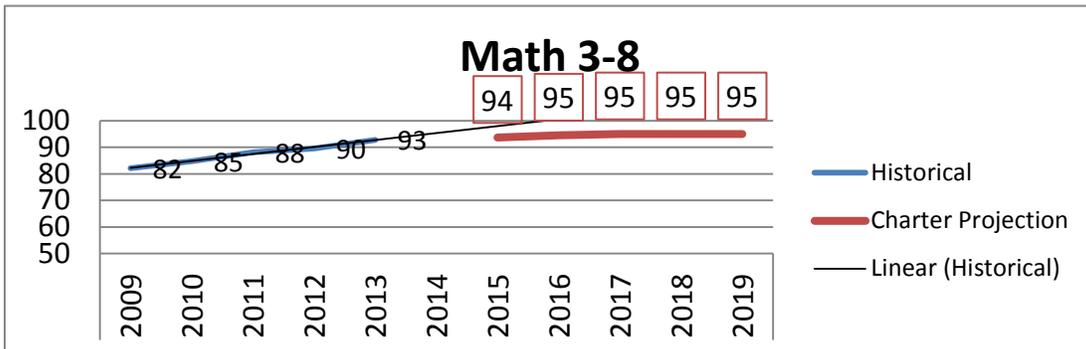
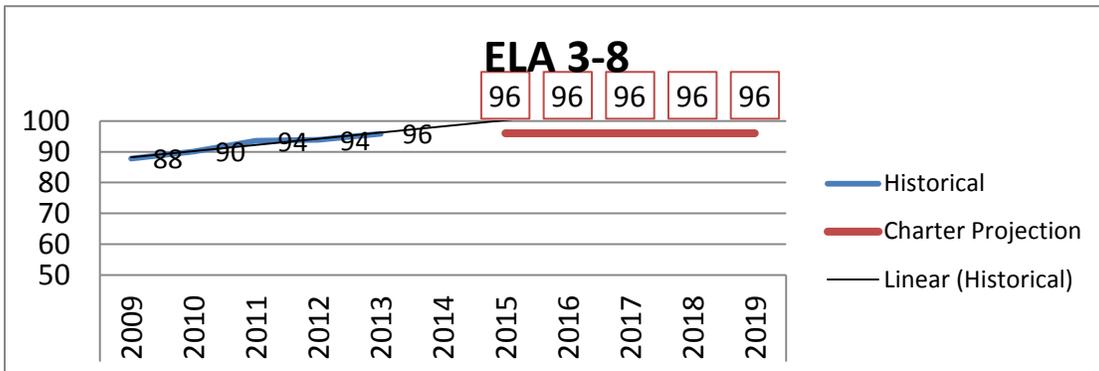
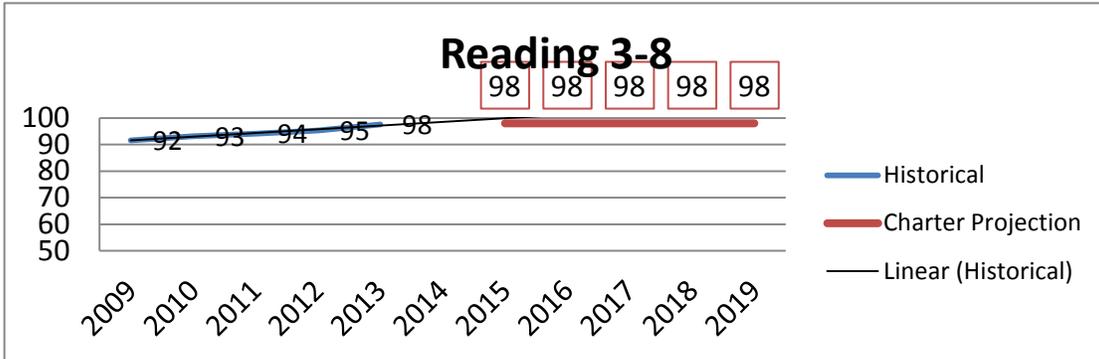
Gap Closure

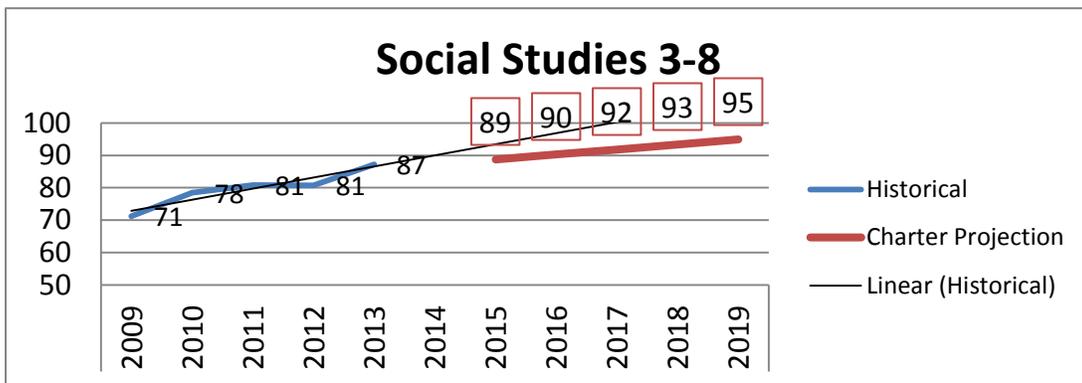
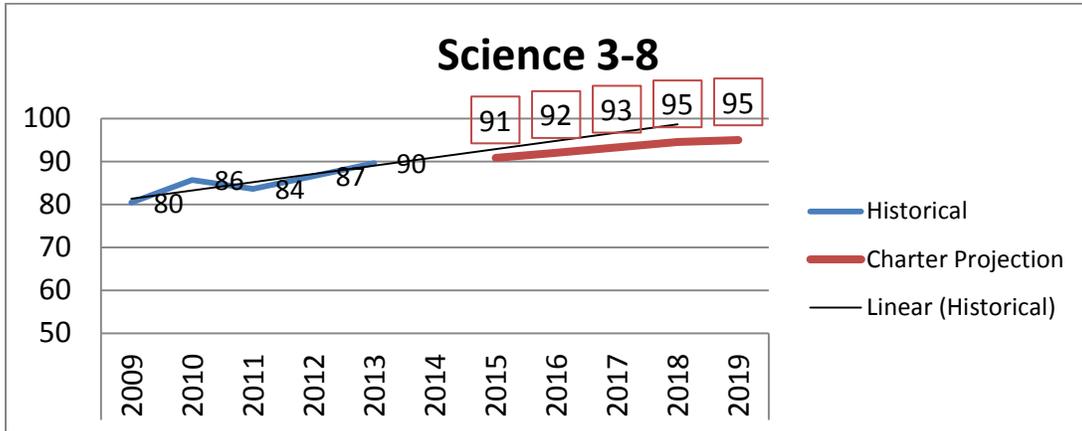
- a. 2013-2014 CRCT and EOCT scores will reflect a 5% gap closure of all subgroups

The system will also seek to increase the number and percentage of students exceeding standards. With the flexibility of the charter status the system will be able to implement new strategies and procedures to assure increased achievement in all students.

Grade 3-8 Academic Achievement

Student Performance Goal 1: The percentage of 3rd – 8th grade students meeting or exceeding expectations on each subject area of the CRCT (Reading, ELA, Math, Science, and Social Studies) will be at least one percentage point higher than State Performance Targets each year of the charter tenure.





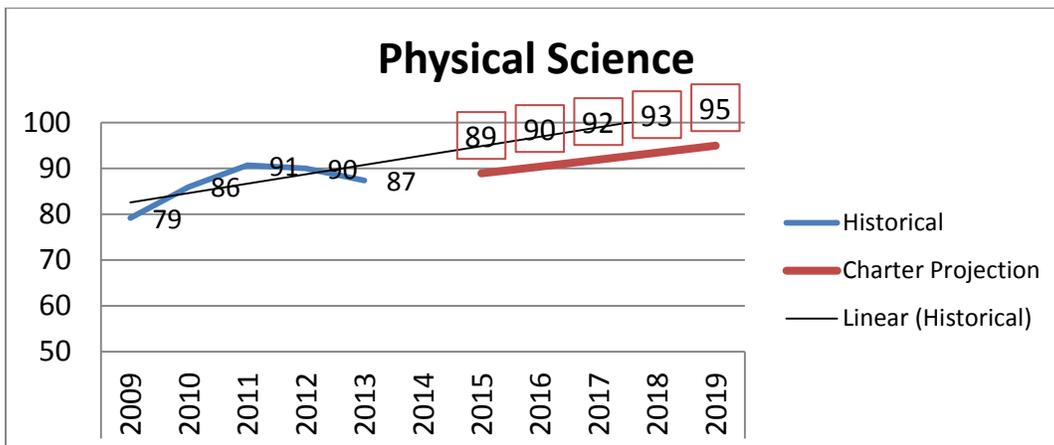
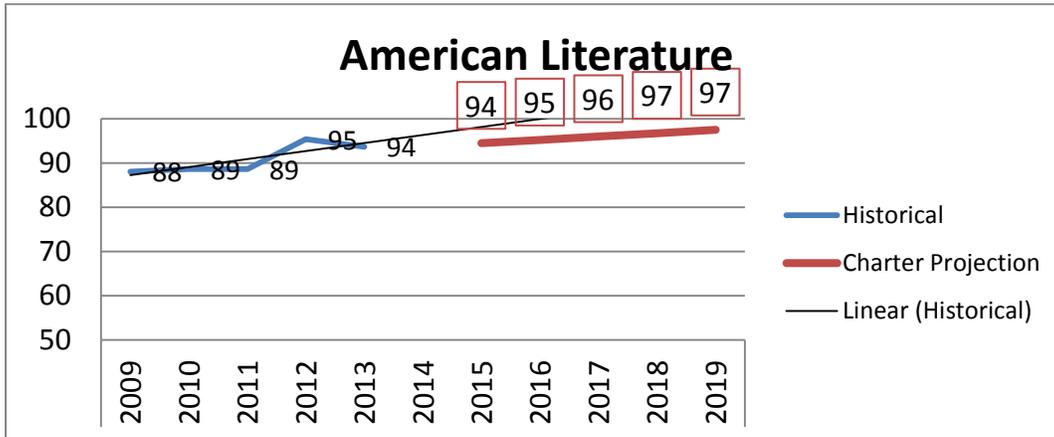
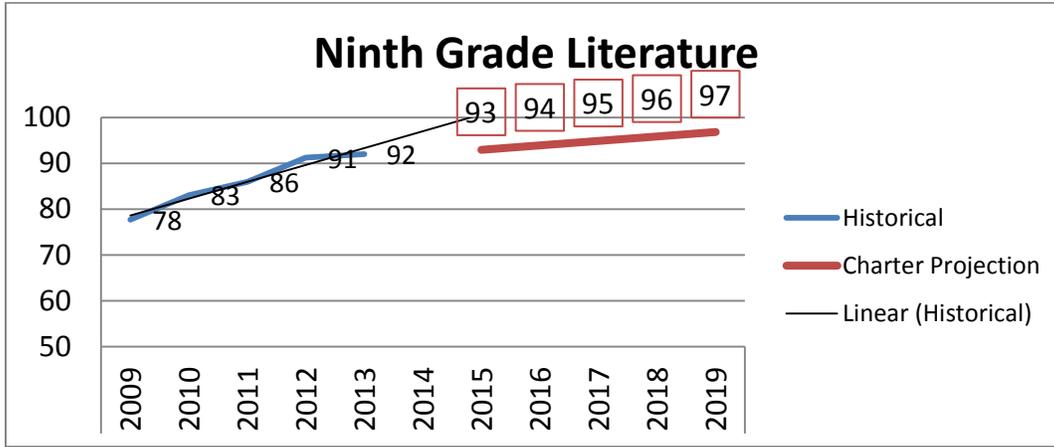
Student Performance Goal 2: Achievement among the lowest 25% of elementary and middle school students will improve by 5% or higher in the areas of reading, English language arts, mathematics, science, and social studies by the 2018-2019 school year.

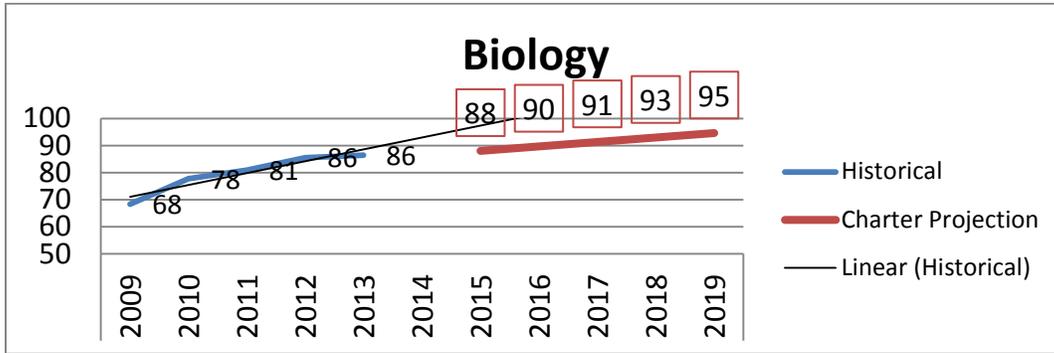
Student Performance Goal 3: The percentage of 3rd-8th grade students exceeding expectations on each subject area of the CRCT (Reading, ELA, Math, Science, Social Studies) will be 45% or better by the 2018-2019 school year.

Secondary Academic Achievement (LCSS offers high school credit courses at middle school too.)

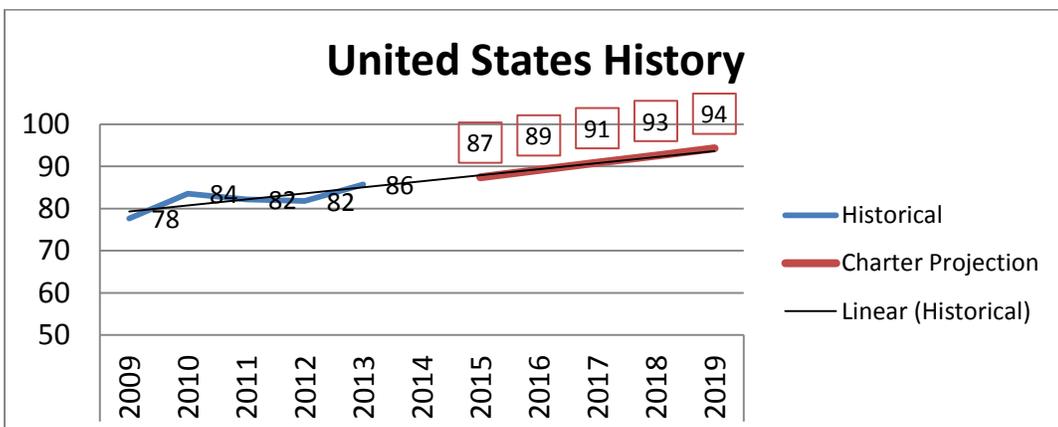
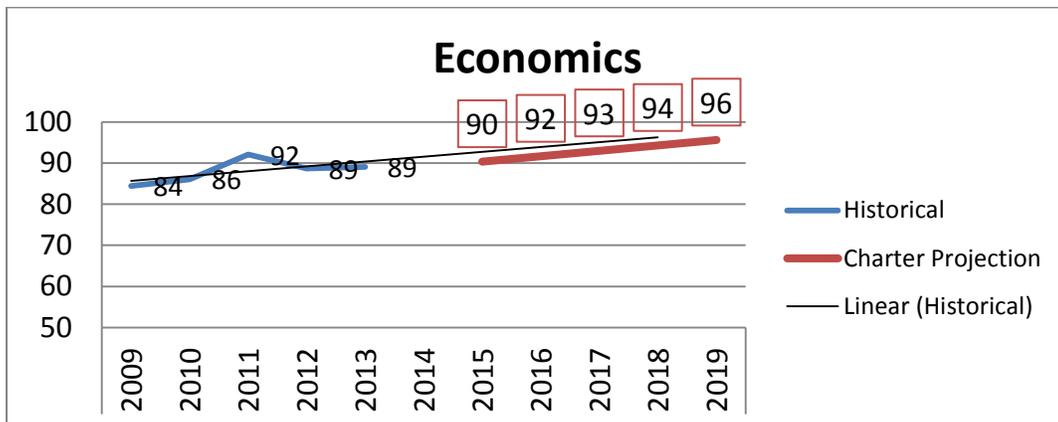
Again, scores on the Ninth-Grade Literature and American-Literature End-of-Course Tests are already high, and the goal will be maintenance for these two assessments. In other assessments, the goal will be to exceed state targets by at least one percentage point on the Math I or Coordinate Algebra and Math II or Analytic Geometry assessments respectively and at least two percentage points on all other assessments by the end of the charter tenure.

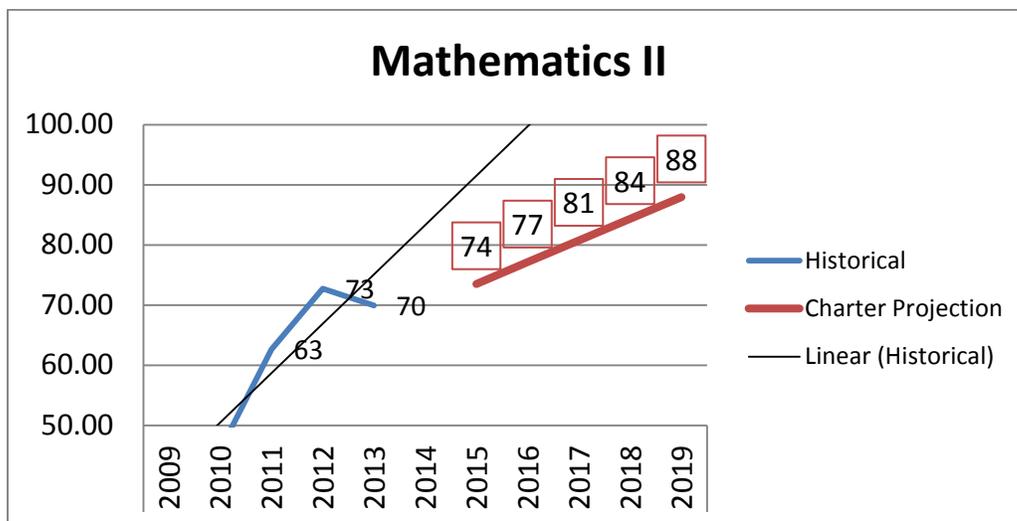
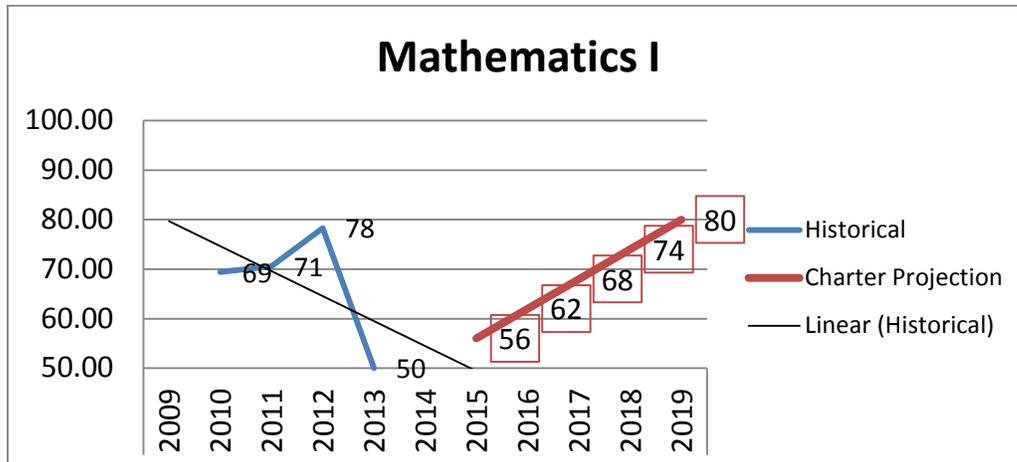
Student Performance Goal 4: The percentage of students meeting or exceeding expectations on each EOCT (9th Lit, Am. Lit, Math I, Math II, Physical Science, Biology, US History, Econ) will be at least one percentage point higher than State Targets each year of the charter tenure.





It should be noted that Lumpkin County changed the sequence for science in the 2013-14 school year. The only students taking Biology in the ninth grade are honors students. All other ninth-graders will be taking Biology during their sophomore year. This change of sequence will change the number of students taking the Biology EOCT this year, and it will in most probability skew the results.





Lumpkin County has retired the courses of Mathematics I and Mathematics II. The current curriculum offerings are Coordinate Algebra and Analytic Geometry. Going forward, the EOCT results will reflect these courses.

Student Performance Goal 5: The percentage of students exceeding expectations on each EOCT (9th Lit, Am. Lit, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, Econ) will be 38% or better by the 2018-2019 school year.

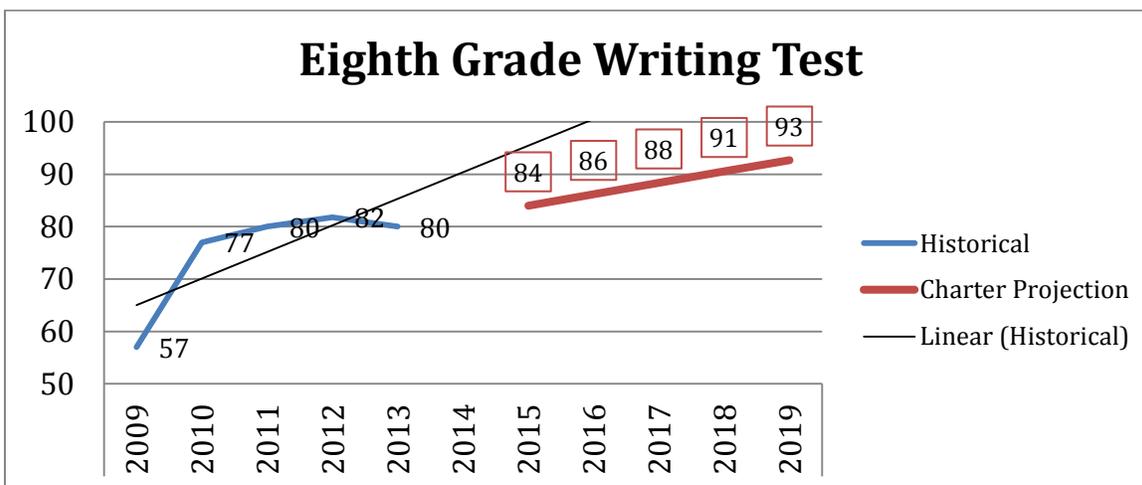
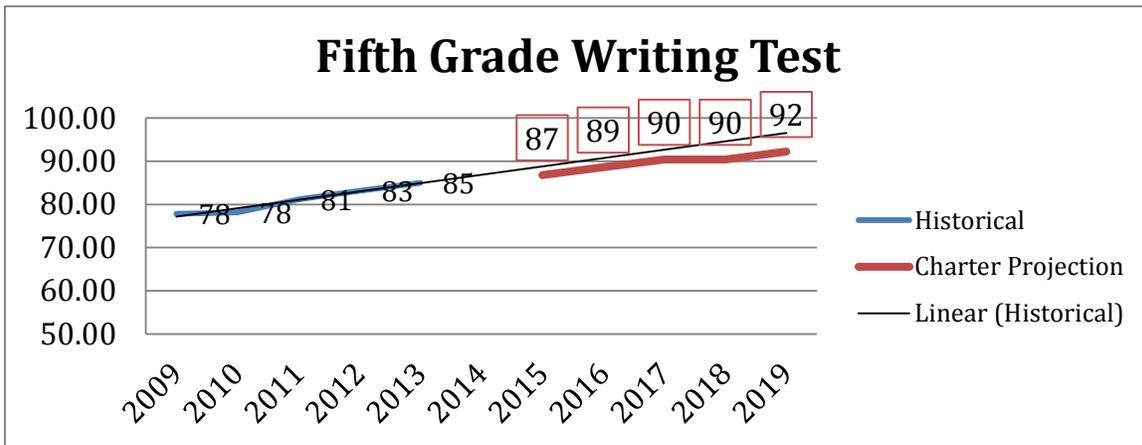
Student Performance Goal 6: Achievement among the lowest 25% of high school students who are not meeting expectations will decrease to 15% or lower in the EOCT areas by the 2018-2019 school year.

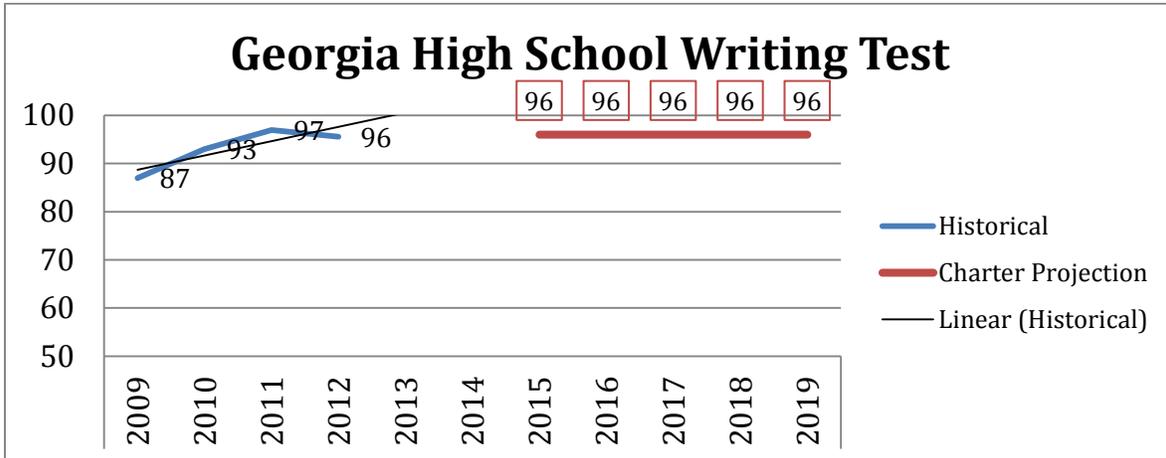
Writing Achievement

Writing for Lumpkin County School System is our weakest area in state assessment results. In desiring to prepare students more successfully for the world of work, college and life, writing is one of our main goals in our systems strategic plan for this current school year 2013-2014.

Writing K-12

- a. 2013-2014 5th Grade Writing Assessment will increase “Meets” scores by 10%
- b. 2013-2014 8th Grade Writing Assessment will increase “Meets” scores by 10% and “Exceeds” scores by 5%
- c. 2013-2014 GHSWT will increase “Exceeds” scores by 10%



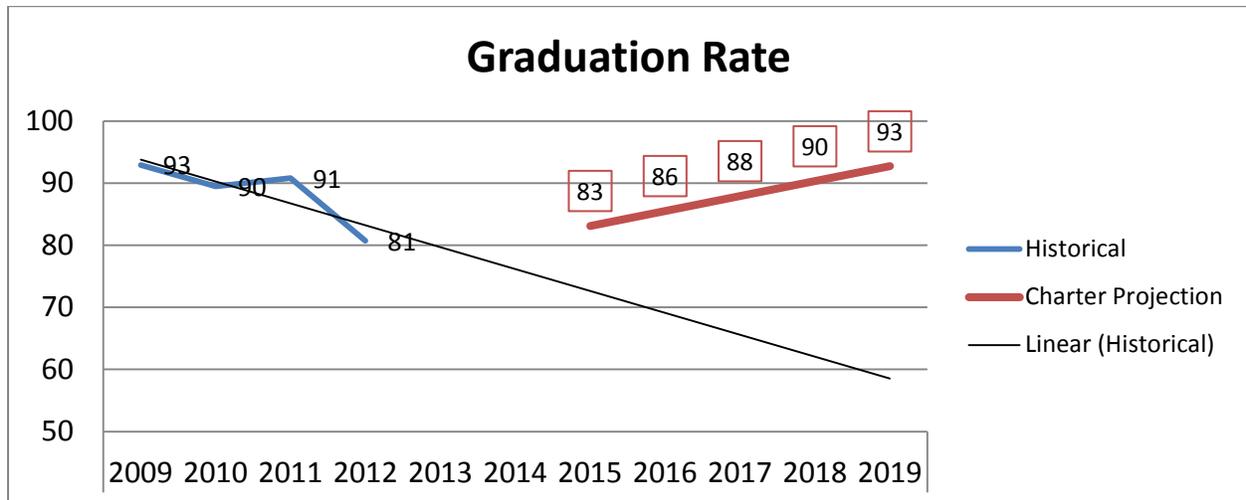


Student Performance Goal 7: The percentage of students meeting or exceeding expectations on the 5th grade, 8th grade and 11th grade Writing Tests will exceed state averages by at least two percentage points each year of the charter tenure.

Student Performance Goal 8: The percentage of students exceeding standards on the 5th grade, 8th grade and 11th grade Writing Tests will exceed state averages by at least two percentage points each year of the charter tenure.

Graduation Achievement

Student Performance Goal 9: The graduation rate will exceed state targets by at least two percentage points each year of the charter tenure.



3. What specific actions will your school system take to achieve your student performance objectives during the proposed charter term?

- *Describe the educational innovations that will be implemented.*
- *Provide a clear explanation of how the innovations will increase student achievement.*
- *Describe the anticipated timeline for implementation of the innovations.*
- *Describe why the innovations are appropriate for this unique system.*

The Lumpkin County School System 21st Century Learning Academies will initially focus in year one on growing the understanding and the integration of the Essential 21 Skills within the classroom with governance teams, teachers, students, and parents/stakeholders/business partners. These 21st Century Essential Skills includes knowledge, character, talents, and willingness to learn in order to acquire skills for being successful in the worlds of educational institutions, work, and life within the U.S. and global arena. The Georgia Leadership Institute for School Improvement (GLISI) quotes, “Soft skills are a valuable component of a well-balanced K-12 experience and, as research suggests, are a distinguishing factor impacting the probability of student success in college and the workforce” (In *Soft Skills Development in K-12 Education Research Brief* by Robert W. Gaines, II, Ph.D. and Meca B. Mohammed, Ph.D, June 2013 at www.glisi.org). Upon approval of this charter petition, teachers will begin to design grade level specific experiences and designate grade level applicable skills within the four areas of:

- Project-based Learning
- Career Exploration
- Qualities and Knowledge (Etiquette, *Habits of Mind*, and soft-skills)
- Technology

In order to accomplish the goal of student learning, we approach our process of developing this charter petition by addressing what teachers need to learn. We developed the following timeline of projected Teacher Learning Events.

Teacher Learning

Schedule	Topics	Audience	Trainer(s)
April 2014	The Charter has been approved, what's next? <ul style="list-style-type: none"> • Review Sessions <ul style="list-style-type: none"> ○ Instructional Strategies ○ Qualities and Knowledge ○ Technology ○ Career Exploration ○ Project-Based Activities ○ Goals 	All faculty and staff, presented at each school with appropriate grade levels included	Assistant Superintendent Curriculum Department
May 2014	21 Essential Skills for Students <ul style="list-style-type: none"> • Planning for 21 Essential Skills Development • Developing List of 21 Essential Skills • Review and Approval by School Administration • Submission to Central Office by June 1, 2014 • 21 Essential Skills Rubric 	All faculty and staff	School Administration
May 2014	Technology Preparation for ISTE Standards <ul style="list-style-type: none"> • Planning Scope and Sequence by Grade Level 	<ul style="list-style-type: none"> • Academic Computer Lab Teachers • Business Education Teachers 	Lumpkin County Technology Department
June 2014 – July 2014	Planning for 2014-2015 Charter Implementation	District Leadership Team	Superintendent
August 2014 – September 2014	Planning for Specific Grade-Level Implementation <ul style="list-style-type: none"> • 21 Essential Skills (Using Qualities, Knowledge, and Technology Chart) • Career Exploration • Project-Based Activities 	All faculty and staff	School Administration
December 2014	Follow-Up Status Meeting	All faculty and staff	School Administration
January 2015	Follow-Up Status Meeting	District Leadership Team	Superintendent

Lumpkin County School System 21st Century Learning Academies

March 2015	<p>Precision Review</p> <ul style="list-style-type: none"> • Analyze Data <ul style="list-style-type: none"> ○ Summative Assessment Data ○ Formative Assessment Data ○ Non-Academic Data • Revisit Established Goals • Review Effectiveness of Year 1 (2014-2015) 	All faculty and staff	Assistant Superintendent Curriculum Department
June 2015 – July 2015	Planning for Adjusted Implementation – Year 2	District Leadership Team	Superintendent
Ongoing	<p>Planning and Adjusting Implementation</p> <ul style="list-style-type: none"> • 21 Essential Skills (Using Qualities, Knowledge, and Technology Chart) • Career Exploration • Project-Based Activities 	All faculty and staff	School Administration

Professional Learning for Teachers – Charter Petition Goals

To ensure the success of the district charter, all instructional staff will be required to participate in planned Professional Learning as outlined in the Teacher Learning chart. Each year, training will need to be delivered to new employees. This redelivery training will be included in the New Employee Orientation program. The goals set forth below include all instructional staff participating in 100% of the Teacher Learning program:

- Year 1 – 85% participation
- Year 2 – 95% participation (including new employees)
- Year 3 – 100% participation (including new employees)
- Year 4 – 100% participation (including new employees)
- Year 5 – 100% participation (including new employees)

Professional Learning for Community – Charter Petition Goals

As described in the charter application, involvement and improvement of the Dahlonega community are hallmarks of the district charter. Much consideration was given to including stakeholders, parents, and the community when developing the district charter proposal. The charter will incorporate business partners, parents, and community into a variety of professional learning opportunities. An overview of the charter, the governance team, teacher learning, and student instruction and skills will be the first planned focus areas of community training. A myriad of additional training opportunities will be available in addition to requests and new found needs. In order to measure community involvement in these professional learning opportunities, the district chooses to set the following goals:

Year 1 – 25 persons participant average for all sessions delivered

Year 2 – 35 persons participant average for all sessions delivered

Year 3 – 50 persons participant average for all sessions delivered

Year 4 – 70 persons participant average for all sessions delivered

Year 5 – 90 persons participant average for all sessions delivered

An increase of inquiry-based learning, combined with project-based activities will also change the way students learn in the classroom beginning as early as Kindergarten. Students at all grade levels will engage in life and career skills, not through just traditional learning, but through application of critical thinking and problem solving within the school of lessons and learning, along with expert speakers and on-site visits with business/industry/higher education experiences.

In year two and onward, the essential 21 skills will be emphasized throughout the K-12 classroom and work experiences, with business, industry, and higher educational institutional experiences from expert speakers, on-site tours/visits, work experiences, and internships/apprenticeships. Again, the focus of the partnerships with businesses, industry, and higher educational institutions is to assist the system in

facilitating the need, learning, and evaluating the use and mastery of these skills, while student's still accomplish academic requirements for graduation, improve their writing talents for all venues of expectation, explore career pathways, and grow to understand higher education criteria. The following charts represent the innovations that will occur and the learning that will take place at the respective levels of schooling. The Lumpkin County School System seeks to successfully prepare all students for the world of work and post secondary education. The 21st Century Essential Skills for Success Academies will incorporate qualities, knowledge, and technology skills at each grade level to ensure all students incorporate meaningful and purposeful essential skills in their daily lives. Multiple research sources support the development of work ethic, study skills, and technology aptitude as essential elements to improving academic achievement.

Utilizing specialized etiquette methods for schools from Emily Post, Habits of Mind, and the United States Department of Labor Soft Skills, all Lumpkin County instructors will integrate these essential skills in each and every classroom. Instructors, administrators, and district personnel will be provided unique professional learning for their specific grade level to ensure consistent delivery of skills takes place in all classrooms. Training sessions will be developed and delivered by the Lumpkin County School System Curriculum Department through grade level planning times, after school training sessions, and online modules. To ensure student mastery, observation documents as well as a soft skills rubric will be developed and implemented within year one of the charter. The following resources will support training and implementation of these qualities and knowledge:

- Habits of Mind - www.habitsofmind.org
- United States Department of Labor - www.dol.gov
- Emily Post School Etiquette - www.emilypost.com/in-school

The introduction of the International Standards for Technology will be a major emphasis of the charter. All instructional staff as well as administration will take part in training sessions focused on the

Lumpkin County School System 21st Century Learning Academies

standards and the importance of the instruction and mastery of those standards by both educators and students. The Lumpkin County School System Technology Department will work closely with Academic Computer Lab teachers and Business Education teachers to develop a scope and sequence as well as an understanding of the progression of technology skills for each grade level. Students will take part in on-going assessments to ensure skills are acquired and implemented through career presentations, simulations, scenario critiques, and portfolio creation.

Student Learning Chart #1 – Projects and Careers

Grade Span	Implementation Timeline	Project-Based Activities	Career Exploration
K-5	Year 1 <ul style="list-style-type: none"> • 2014-2015 	Year 1 will include training and planning for career exploration that incorporates learning about project-based activities and 21 st Century strategies in addition to using the Georgia Department of Education Scope and Sequence for career exploration.	
	Years 2, 3, 4 and 5 <ul style="list-style-type: none"> • 2015-2016 • 2016-2017 • 2017-2018 • 2018-2019 	Years 2-5 will include implementing career explorations with project-based activities and 21 st Century strategies for students in grades K-5. Strategies will include: <ul style="list-style-type: none"> • Etiquette • Habits of Minds • Technology • Soft Skills <p>Schools will host a Career Day and Career Fair.</p>	
6-8	Years 1, 2, and 3 <ul style="list-style-type: none"> • 2014-2015 • 2015-2016 • 2016-2017 	8 th Graders – Research careers and host a career fair for 6 th and 7 th graders Career Day showing pathways for 7 th and 8 th graders	Business partners from Career Pathways offered at LCHS will present their fields to students, 8 th grade students will attend a Freshman Focus and orientation visit and will receive a 22 minutes lesson bi-monthly on careers
	Year 4 <ul style="list-style-type: none"> • 2017-2018 	7 th and 8 th graders: Create a plan for proposed community service integration to explore a chosen career; complete a sample job application	Students shadow someone in their chosen career pathway, 7 th will visit both a college and tech school campus, 8 th will have additional career surveys
	Year 5 <ul style="list-style-type: none"> • 2018-2019 	Resource creation with required hours researching careers in chosen pathways; job application completed by students for a job in their career cluster	Students will continue to shadow but will also interview business partners and write a report on findings and job experience

9-12	Years 1, 2, and 3 <ul style="list-style-type: none"> • 2014-2015 • 2015-2016 • 2016-2017 	Resume creation with required hours researching careers in chosen pathway	All students completing a career pathway and producing a GeorgiaBEST Portfolio
	Year 4 <ul style="list-style-type: none"> • 2017-2018 	Internship experience with collection of artifacts to support job interviews	Students complete in-field work experience
	Year 5 <ul style="list-style-type: none"> • 2018-2019 	Full, seamless integration into workforce at end of each pathway	Certification and job fairs

Student Learning Chart #2 – Essential Skills for Success

Grade Span	Qualities and Knowledge		Technology
K-2	<p style="text-align: center;">Etiquette</p> <p>a code of behavior that delineates expectations for <u>social behavior</u> according to contemporary <u>conventional norms</u> within a <u>society</u>, <u>social class</u>, or <u>group</u></p> <p style="text-align: center;">Work Ethics</p> <p>Comes to school regularly, on-time, willing to take directions, work with others, and is motivated to accomplish the task at hand.</p>	<p>Grade K: An Introduction to Etiquette</p> <p>Grade One: Etiquette in Practice</p> <p>Grade Two: Advanced Skills in Etiquette</p>	<p>1. Creativity and Innovation</p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <ol style="list-style-type: none"> a. Apply existing knowledge to generate new ideas, products, or processes b. Create original works as a means of personal or group expression c. Use models and simulations to explore complex systems and issues d. Identify trends and forecast possibilities
	<p style="text-align: center;">Habits of Mind</p> <p>the characteristics of what intelligent people do when they are confronted with problems, the resolutions of which are not immediately apparent</p>	<p>Grade Three</p> <ul style="list-style-type: none"> • Persistence • Managing Impulsivity • Listening with Empathy and Understanding • Thinking Flexibly • Thinking about your Thinking: Metacognition <p>Grade Four</p> <ul style="list-style-type: none"> • Striving for Accuracy 	
3-5			<p>2. Communication and Collaboration</p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ol style="list-style-type: none"> a. Interact, collaborate,

	<p style="text-align: center;">Work Ethics</p> <p>Comes to school regularly, on-time, willing to take directions, work with others, and is motivated to accomplish the task at hand.</p>	<ul style="list-style-type: none"> • Applying Past Knowledge • Questioning and Posing Problems • Thinking and Communicating with Clarity and Precision • Gathering Data Through All Senses <p>Grade Five</p> <ul style="list-style-type: none"> • Creating, Imagining & Innovating • Responding With Wonderment and Awe • Taking Responsible Risks • Finding Humor • Thinking Interdependently • Remaining Open to Continuous Learning 	<p>and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>c. Develop cultural understanding and global awareness by engaging with learners of other cultures</p> <p>d. Contribute to project teams to produce original works or solve problem</p>
<p style="text-align: center;">6-8</p>	<p style="text-align: center;">Soft Skills</p> <p>a cluster of personal qualities, habits, attitudes and social graces that make someone a good <u>employee</u> and compatible to work with</p> <p style="text-align: center;">Work Ethics</p> <p>Comes to school regularly, on-time, willing to take directions, work with others, and is motivated to accomplish the task at hand.</p>	<p>Grade Six</p> <p>1. <u>Positive Attitude</u>: Are you optimistic and upbeat? Will you generate good energy and good will?</p> <p>2. <u>Good Communication Skills</u>: Are you both verbally articulate and a good listener? Can you make your case and express your needs in a way that builds bridges with colleagues, customers and vendors?</p> <p>Grade Seven</p> <p>1. <u>Time Management Abilities</u>: Do you know how to prioritize tasks and work on a number of different projects at once? Will you use your time on the job wisely?</p> <p>2. <u>Problem-Solving Skills</u>: Are you resourceful and able to creatively solve problems that will inevitably arise? Will you take ownership of problems or leave them for</p>	<p>3. Research and Information Fluency</p> <p>Students apply digital tools to gather, evaluate, and use information.</p> <p>a. Plan strategies to guide inquiry</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p> <p>d. Process data and report results</p> <p>4. Critical Thinking, Problem Solving, and Decision Making</p> <p>Students use critical thinking skills to plan and conduct research, manage</p>

		<p>someone else? 3. Acting as a Team Player: Will you work well in groups and teams? Will you be cooperative and take a leadership role when appropriate?</p> <p>Grade Eight 1. Self-Confidence: Do you truly believe you can do the job? Will you project a sense of calm and inspire confidence in others? Will you have the courage to ask questions that need to be asked and to freely contribute your ideas? 2. Ability to Accept and Learn From Criticism: Will you be able to handle criticism? Are you coachable and open to learning and growing as a person and as a professional? 3. Flexibility/Adaptability: Are you able to adapt to new situations and challenges? Will you embrace change and be open to new ideas? 4. Working Well Under Pressure: Can you handle the stress that accompanies deadlines and crises? Will you be able to do your best work and come through in a pinch?</p>	<p>projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <ol style="list-style-type: none"> Identify and define authentic problems and significant questions for investigation Plan and manage activities to develop a solution or complete a project Collect and analyze data to identify solutions and/or make informed decisions Use multiple processes and diverse perspectives to explore alternative solutions <p>5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <ol style="list-style-type: none"> Advocate and practice safe, legal, and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship
<p>9-12</p>	<p>Soft Skills</p> <p>a cluster of personal qualities, habits, attitudes and social graces that make someone a good <u>employee</u> and compatible to work with</p> <p>Work Ethics</p> <p>School is a student's current job. Comes to school regularly,</p>	<ul style="list-style-type: none"> • Continuation of Soft Skills • Preparation and Completion of GeorgiaBEST Portfolios 	<ol style="list-style-type: none"> Advocate and practice safe, legal, and responsible use of information and technology Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity Demonstrate personal responsibility for lifelong learning Exhibit leadership for digital citizenship <p>6. Technology Operations and Concepts</p>

Lumpkin County School System 21st Century Learning Academies

	on-time, willing to take directions, work with others, and is motivated to accomplish the task at hand.		Students demonstrate a sound understanding of technology concepts, systems, and operations. <ol style="list-style-type: none"> a. Understand and use technology systems b. Select and use applications effectively and productively c. Troubleshoot systems and applications d. Transfer current knowledge to learning of new technologies
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College and Career Readiness Performance Index (CCRPI)

With the creation of school and system accountability through the College and Career Readiness Performance Index (CCRPI) and the Teacher Keys Effectiveness System (TKES), which will include Student Growth Projections (SGP), the system highly encouraged the use of CCRPI projections for this charter implementation.

CCRPI Goal Chart

Utilizing the 2012 Georgia Department of Education released College and Career Ready Performance

School	Benchmark 2012 CCRPI	Year One 2014-2015	Year Two 2015-2016	Year Three 2016-2017	Year Four 2017-2018	Year Five 2018-2019
District	89.7	89.9	90.7	91.6	91.9	92.8
Blackburn Elementary School	90.8	91.7	92.6	93.5	94.4	95.3
Long Branch Elementary School	90.5	91.4	92.3	93.2	94.1	95
Lumpkin County Elementary School	86.6	87.4	88.2	89	89.8	90.6
Lumpkin County Middle School	81.3	82.1	82.9	83.7	84.5	85.3
Lumpkin County High School	89.2	90	90.9	91.8	92.7	93.6

Index (CCRPI) data; the Lumpkin County School System has projected target goals for the five-year life of the charter proposal. Each year, scores are planned to increase by 1% annually. Both district and school CCRPI scores are extremely conclusive of the instructional strategies set forth in the charter application. The inclusive scoring system accurately reports academic achievement, career exploration, project-based learning, technology applications, as well as climate and school community information. The academic achievement information precisely incorporates secondary mathematics, student writing, achievement gap closure, and differentiation efforts to ensure all students learn at their specific levels to progress through Student Growth Percentages (SGP). Utilizing learning and development programs for the governance team, teachers and paraprofessionals, students, parents, stakeholders, and business partners, the district and it's schools will observe marked growth as indicated through CCRPI Scores.

4. Which of the specific actions in your academic plan require a waiver of state law, rule, or guidelines?

- *Although you will be granted a broad flexibility waiver if you are granted a charter, please list specific waivers needed to implement the educational innovations you have proposed.*

The Lumpkin County School System 21st Century Learning Academies will request the following waivers: class size, certification, seat time, calendar flexibility, alternative/non-traditional education programs, and expenditure control. Our waiver requests follow in the order of the listing with a rationale for each:

Although the State Board of Education has granted universal waivers for class size over the last several years, the State Board Rule governing class size is still in effect. This charter will need to exercise continuous **waivers for class size**. Differentiation will be one key to success when students begin to look closely at college and career choices at early grade levels, and varying class sizes to meet the needs of this differentiation will be essential. A waiver of State Board Rule 160-5-1-.08 Class Size will be necessary. A Class Size waiver for all grade levels will allow schools the flexibility to increase the numbers of students

in some classes while reducing the numbers of students in other classes. Particularly useful in reducing the number of students who are unsuccessful on required state assessments, lower class sizes can offer opportunities for students to accelerate, to explore, and to produce authentic artifacts of learning. The community integration model that this petition proposes will entail students working in small groups with representatives from businesses and industries. Other class sizes may be increased to reasonable levels as long as students are progressing at expected rates.

Certification waivers will also be necessary. The concept of the 21st Century Learning Academies presumes that schools will allow professionals and experts from local and regional businesses and industries to come into school classrooms and instruct students. In some cases, these experts will be the primary teachers, and in many instances, these experts may be teaching from remote locations. Although Lumpkin County schools will utilize certified teachers as the primary resource for teaching, being able to waive the certification requirement will give schools maximum flexibility for classroom instruction. Lumpkin County will abide by all federal laws requiring highly qualified teachers, and, for the most part, the intent of the system will be to hire fully certified teachers. Nevertheless, for the purposes of career exploration, apprenticeships, and internships, there may be occasions in which highly qualified representatives of businesses or industries serve to teach our students.

With the rapid and overwhelming changes that technology is making in our society, the requirements of seat time are becoming obsolete. The proposed 21st Century Learning Academies will utilize real-life settings in remote locations for classroom instruction. In internship and apprenticeship programs, students may make much more rapid progress in learning than they would in a regular classroom. **Waivers of seat time** will be imperative for the success of the 21st Century Learning Academies. Certain waivers of State Board Rule 160-2-4-.08 High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years will be necessary. A seat time

waiver will enhance opportunities for students, particularly those in high school, to engage in credit opportunities that are gauged by performance rather than by seat time. These opportunities are realized through both credit recovery and virtual learning options. Additionally, seat time waivers may allow students to progress through general curriculum classes at a faster rate, again based on progress, performance, and demonstration of competence. Specific competence criteria will be developed and validated prior to the awarding of competence-based credit.

Lumpkin County School System 21st Century Learning Academies will ask for a **calendar flexibility waiver** to accommodate flexibility in developing a community integration model. Flexibility will be the key to providing professional learning to both staff and the community for this model. There will be no intent to reduce student instructional days; however, the system will interface with the community on how the model might best be developed and implemented.

With the influx of high tech industries in the region, there may be instances in which students become involved in workplace environments that have heretofore never existed, requiring **Alternative/Non-Traditional Education Programs waivers**. It may be possible that some of these workplace environments require the 21st Century Learning Academies to develop course sequences that have not been developed or perhaps never been heard of by the state. The system will therefore request waivers to be able to develop course work that is relevant and meaningful to the college and career goals of our students.

Although the State Board of Education and the General Assembly have granted universal waivers of some expenditure control items because of austerity cuts, the rule regarding expenditure controls is still in effect. The initiation of a charter system presents many unknowns regarding expenditures; therefore, the rule regarding **expenditure controls will need to be waived**.

GOVERNANCE

A key characteristic of charter systems is their decentralized decision-making structure. It is imperative that local school governing councils demonstrate autonomy and decision-making authority.

5. What is the system's plan to maximize school level governance?

- *Highlight the differences between the current local school governance structure and the new structure your new charter system will implement.*
- *Address the formation of the local school governing councils, including how members are selected, the terms of members, and how and why members may be removed.*
- *Describe the general responsibilities for the principal at each charter system school, the local school governing council at each charter system school, the system governing council (if applicable), and the local board of education in the areas of budget, resource allocation, personnel decisions (primarily principal selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.*
 - *Presenting this responsibility description in the form of a chart or a grid would be helpful to both you to ensure you've captured everything – and to us as we review your Application.*
- *Provide a timeline for governance training to be provided to principals and members of the local school governing councils in order to build the capacity needed to make decisions in the above-mentioned areas*

Currently, with input from principals and school councils, the local board of education and the superintendent currently are responsible for the management of the school system. Lumpkin County is aware of the benefits of local decision-making, and most of the day-to-day decisions for running schools are made at the school level with the principals, the leadership teams, and the school councils. The members of the Board of Education are elected for a four-year term with staggered elections. The Board is responsible for establishing all policy matters. Decisions involving personnel, services, land matters, and contracts are made based on the recommendation of the superintendent.

The superintendent has an advisory council which serves in an advisory capacity, but they do not exert decision-making authority. Each school has a school council, but their decision-making authority is also limited. At this juncture, the community at large has opportunity for input to make recommendations for school system operations as an open floor time is provided prior to each monthly board meeting.

The community integration model proposed by this charter petition will provide great change to the methods currently being used for school system operations. These changes will require mindset shifts for all concerned parties – the Board of Education, the superintendent, principals, teachers, and the community. It will be imperative for a great deal of professional learning to take place, both for schools and for the community. Change is desirable, but change is also difficult. A great deal of communication has already occurred in the Lumpkin County community regarding the changes that are proposed in this petition; nevertheless, once the petition is approved, the first item on the agenda will have to be community outreach and professional learning.

Local school governance councils will be formed as soon as the charter petition is approved. These councils will be made up of individuals who are qualified to guide both the schools and the system as the 21st Century Learning Academies are implemented. Each council will be charged and entrusted with making recommendations and exerting input into substantive decisions regarding the instructional program, personnel recommendations, and the general operation of the schools. The councils will be responsible for the implementation of the charter's mission and the goals related to the implementation of the charter. In order to provide for maximum community input, the assimilation of creative ideas, and the generation of the community integration model, there will be many opportunities for involvement.

Each school will create a Governing Council through election, which shall be under the direction of the principal of the school. The first responsibility of the Governing Council will be to ensure that the school follows the mission and vision of the system charter at the school. The Council will also be responsible for planning and making research-based decisions to ensure that the performance-based goals and measures set forth in the charter are met. The Council will be responsible for school compliance with all applicable state and federal laws and for ensuring that the intent of the charter petition is met. All

meetings of the Governing Councils will be subject to the Open Meetings Act, and the councils will comply with the Open Records Act.

Membership Selection

Each school's Governing Council will consist of a minimum of seven members and a maximum of nine members. The principal will facilitate the council and serve as a permanent member. Other members of the councils will consist of at least three building-level certified employees and at least three community members. All of the community members must be residents of Lumpkin County. At least two of the community members must be parents from different families of students in the school, and at least one member must be from business, industry, or higher education. Only one of the parents may be an employee of the school system but may not be employed at the school in which he or she is a council member. If the school elects to add two additional members, one must be a building-level employee and the other must be from the community. Only certified personnel who are full-time employees at the school may serve as building-level members. These members will be elected by the full body of certified personnel in the school.

The principal of the school serves as a permanent member and all other members of the Governing Council will either serve on a four-year or two-year rotating basis to avoid losing the complete council as a whole. The principal will present a slate of candidates to stakeholders at an open meeting. Elections will take place in May of each year.

Members of the Governing Councils may be removed by a majority vote of the council if that member is deemed to be inactive or if that member exhibits a conflict of interest in serving on the council. If a member fails to attend 50% of the meetings, and/or 25% of trainings of the council, and/or if that member

fails to fulfill the duties of a council member, that member may be deemed inactive by the remainder of the council.

Governance Council Membership Listing

7-9 Members with half being 2 year members and half being 4 year members consisting of:

Principal—permanent member

3 certified building level employees

3 community members with 2 being parents of students of different families and if an LCSS employee not an employee at that school. Other community member from business/industry/higher ed partnership

If 2 additional members desired, 1 will be a certified building level employee and 1 additional community member.

Responsibilities of the Board of Education, the Superintendent, the Principal, and Governing Councils

The Lumpkin County Board of Education will continue in place as the legal entity of the school system.

The Board will have final decision-making authority, including the authority to review, revoke, approve, or deny matters pertaining to the following areas:

- Personnel decisions, including the hiring of school principals and teachers
- Financial decisions, including autonomy of budget and expenditures
- Curriculum and instruction
- Resource allocation at the school level
- Establishing and monitoring the achievement of school improvement goals
- Other school operations

The following table will illuminate the responsibilities of each administrative entity.

Charter System Governance Responsibilities Table

Area of Responsibility	School Governance Team	Principal	Superintendent	Board of Education
Budget	Approve Federal budget Approve Fund Raiser Budget Recommend budget for charter QBE funds	Recommend to Superintendent	Recommend to BOE	Approve
Resource Allocation	Recommend school level resources based on school plan	Recommend to Superintendent	Recommend to BOE	Approve
Personnel	Recommend principal finalists to superintendent	Recommend to Superintendent	Recommend to BOE	Approve
School Improvement	Member of planning team (review data, plan, results)	Recommend to Superintendent	Recommend to BOE	Approve
Curriculum & Instruction	Member of planning team Recommend waiver needs	Recommend to Superintendent	Recommend to BOE	Approve
Other School Operation	Recommend Field Trips	Recommend to Superintendent	Recommend to BOE	Approve

Governance Training Topics and Timeline

Even though schools have had school councils for a long period of time, the concept of a governing council is quite different and will require training. It is the desire of the school system to build capacity and expertise in the members chosen to be on governing councils. The system will contract with the Georgia School Boards Association and other organizations to provide necessary training once the charter is approved. Topics will include the following areas:

- Governing Council communication with school, parents, and community

- Privacy concerns with student records and student data
- Responsibilities for the Open Meeting Act and Open Records
- Roles of the Board of Education and the Governing Councils

The implementation of all innovations in this charter proposal will be iterative, based on resources, funding, and professional learning. All academic and organizational innovations will be completed within the first two years of the charter term.

Timeline for Governance Introduction and Implementation Lumpkin County School System Charter

Jan.-Feb. 2014	Upon approval of Charter System petition, the assistant superintendent and curriculum department will develop draft Governance Team By-Laws .
March 2014	Governance Training for Principals to be conducted by Assistant Superintendent. Overview Topics: <ol style="list-style-type: none">1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System?2. What are the roles, responsibilities, and differences of:<ol style="list-style-type: none">a. The Lumpkin County Board of Educationb. Each School's Governance Teamc. Principal and Assistant Principal(s)d. Educational Institutions/Business/Industry Partners3. How Governance Team Meetings will be conducted and topic meanings:<ol style="list-style-type: none">a) 7 day notice/announcement of meetingb) Agenda and sign-in sheetc) Open meetings actd) Minutese) School-wide perspectivef) Parliamentary proceduresg) Conflict resolution procedures/protocols4. Share proposed governance training topics for 2014-20155. Communication with parents/community6. Documentation and Data7. How and when to get started with school governance teams?8. Guidelines for conducting Governance Team Member Elections.
May 2014	Principals' at each school will conduct Governance Team Member Elections .

July 2014	<p>Governance Team Training by GSBA and Lumpkin County School System Superintendent & Assistant Superintendent</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System? 2. What are the roles, responsibilities, and differences of: <ol style="list-style-type: none"> a) The Lumpkin County Board of Education b) Each School’s Governance Team c) Principal and Assistant Principal(s) d) Educational Institutions/Business/Industry Partners 3. How Governance Team Meetings will be conducted and topic meanings: <ol style="list-style-type: none"> a) 7 day notice/announcement of meeting b) Agenda and sign-in sheet c) Open meetings act d) Minutes e) School-wide perspective f) Parliamentary procedures g) Conflict resolution procedures/protocols 4. Share proposed governance training topics for 2014-2016 5. Communication with parents/community 6. Documentation and Data 7. How and when to get started with school governance teams? 8. Soft-Skill focus for system across K-12 9. Compliance Director Module Assignment for Sexual Misconduct Reporting, Code of Ethics, Bloodborne Pathogens, Mandated Reporting, and Ethical Use of Social Media 10. FERPA—privacy concerns with student records and student data
August 2014	Community Awareness and Communication: Governance Structures within the Charter System and 21 st Century Essential Skills for Success content.
Sept. 2014	Curriculum and Instruction: Core Content Concerns and 21 st Century Essential Skills for Success
Jan. 2015	Budgeting, Finance, and Personnel Decisions (hiring needs, transfers, role & job assignment adjustments, etc.)
March 2015	Understanding School Improvement Planning, Goal Setting, & Monitoring
May 2015	Resource Allocation at the School Level
August 2015	Review School Improvement Planning, Goal Setting & Monitoring
Sept. 2015	School Safety and Transportation Protocols (preparing for business tours/visits for this year)
May 2016	Expiring Governance Team Members Election Replacements

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With the cycle of half the Governance Boards expiring and elections for replacements, the training topics will re-cycle for enhancing the knowledge of those remaining on the board and informing those that are new. Listed topics may be combined in order to address additional identified Governance Team needs.

July 2016	After Elections for replacing expiring members in May, Governance Team Training conducted by Superintendent and Assistant Superintendent (consideration of GSBA trainer, if needed) Topics: <ol style="list-style-type: none">1. What is the structure of the Charter System Governance for the System and Schools of Lumpkin County School System?2. What are the roles, responsibilities, and differences of:<ol style="list-style-type: none">a) The Lumpkin County Board of Educationb) Each School's Governance Teamc) Principal and Assistant Principal(s)d) Educational Institutions/Business/Industry Partners3. How Governance Team Meetings will be conducted and topic meanings:<ol style="list-style-type: none">a) 7 day notice/announcement of meetingb) Agenda and sign-in sheetc) Open meetings actd) Minutese) School-wide perspectivef) Parliamentary proceduresg) Conflict resolution procedures/protocols4. Share proposed governance training topics for 2014-20175. Communication with parents/community6. Documentation and Data7. How and when to get started with school governance teams?8. Soft-Skill focus for system across K-129. Compliance Director Module Assignment for Sexual Misconduct Reporting, Code of Ethics, Bloodborne Pathogens, Mandated Reporting, and Ethical Use of Social Media10. FERPA—privacy concerns with student records and student data
August 2016	Community Awareness and Communication: Governance Structures within the Charter System and 21 st Century Essential Skills for Success content.
Sept. 2016	Curriculum and Instruction: Core Content Concerns and 21 st Century Essential Skills for Success
Jan. 2017	Budgeting, Finance, and Personnel Decisions (hiring needs, transfers, role & job assignment adjustments, etc.)
March 2017	Understanding School Improvement Planning, Goal Setting, & Monitoring
May 2017	Resource Allocation at the School Level
August 2017	Review School Improvement Planning, Goal Setting, & Monitoring

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Sept. 2017	School Safety, and Transportation Protocols
May 2018	Cycle Repeats with replacing expiring members and new needed training will be added or listed topics changed or combined.

FUNDING

6. If funds are appropriated for the QBE weight for charter systems, for what purposes would you use the additional funds you would earn as a charter system?

- *A school system's decision to become a charter system should not be based on the expectation of additional funding, since the funding is not guaranteed.*
- *There are no limitations or requirements on the use of such funds.*

School systems have rarely been in a quandary to determine uses for additional funds; however, with the austerity cuts of the last few years, the decline in tax revenue, and the increasing expense of products and services, any additional or available funding as a result of becoming a charter system will be easy to expend. The first use of funds will focus to restore furlough days due to losses in state funding over multiple years. It is our belief that the greatest benefit we can give our students is a full schedule of instruction over a constant number of days in the year. The proposed charter recommends that students be given opportunities to advance at their own speed, and many students advance more quickly than others. Nevertheless, we believe that a full schedule of instruction is the most important provision that we can give students.

With the increasing reality of technological advancement, it is also recommended that any additional funds must be spent acquisition of new technologies. The system has made a monumental effort to provide cutting edge technology tools to all students to keep up with society, but changes in technology are so rapid that school systems across the nation are falling behind. LCSS plans to enhance and expand it's technology focus at all grade levels as this charter sets forth the awareness, importance, understanding, and integration of the International Standards for Technology in Education.

The idea of full community integration extends one's thinking. Integration of this scale will require much planning and elaborate professional learning for both teachers and the community at large. If additional funds become available as a result of becoming a charter system, a portion of those funds will need to be expended on well-planned professional and community learning, and expert speaker experiences. After

year one, trips to businesses, industry, and higher educational institutions will need to be funded for tours or visits, on-site training and work experiences. Partnership agreements may possibly additionally fund this need.