



Charter System Application

DISTRICT NAME

Glascok County

DISTRICT ADDRESS

738 Railroad Avenue
PO Box 205
Gibson, GA 30810

Dr. John D. Barge
State School Superintendent
DECEMBER 2012

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.*

Glascocock County is located in the Central Savannah River Area (CSRA) region of Georgia in the city of Gibson. Glascocock County is the 8th smallest school district in Georgia serving approximately 600 students in one building: a K-12 facility. A rural community, the county's population in 2010 was 3,082 and is increasing by less than 1% each year. Although the largest employer in the community continues to be the school system, the vast majority of citizens work outside the community with a mean travel time of 30 minutes. The current unemployment rate for Glascocock County is 12.9%. Glascocock County was ranked 132nd in the 2010 wealth ranking of the 159 counties in the state of Georgia with a per capita income of \$15,772. Data from the 2013 Free and Reduced Meal collection for students in Pre-K through 12th grade indicate that the percentage of students receiving free and reduced meals is at 57.74%.

The Glascocock County School System is a small, rural site housing one consolidated K-12 school within the county. There is a limited amount of resources available to our students and community members as a result of our isolation and the state of the economy. The closest mid-sized city is Augusta, which is an hour commute. The Glascocock County School System needs the Charter System to be able to offer more innovative and aggressive measures of providing advanced level courses (AP courses, Dual Enrollment, MOWR, Career Pathways) and career preparation courses for our graduates. Although Glascocock County has taken advantage of a recent partnership with the neighboring Warren County Career Academy to provide post-secondary options for our students, we hope to expand the program offerings provided by the Warren County Career Academy partnership as well as Oconee Fall Line Technical College and Georgia Regents University.

While the Glascocock County School System has been able to demonstrate high levels of student achievement, our ultimate goal is to have successful graduates who are prepared for college and the workforce. We need the flexibility offered by the Charter System in order to sustain our current

educational practices while becoming more competitive with both the larger urban and suburban school districts.

The strategic planning process involved the Board of Education, teacher and administrative leadership at the school, and central office staff, as well as preparation for upcoming school accreditation through the Georgia Accrediting Commission (GAC). Parents and community members participated in providing input to help guide the path the Glascok County Charter System application would take through community meeting/hearings and perceptual surveys. The main priorities identified through this process include: advanced academic opportunities, preparation for skilled employment, and reduced need of remedial college courses for graduates. While the main goal is on success at the high school graduate level, we understand that elementary and middle school preparation is fundamental to achieve this goal.

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).*

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Glascock County students have demonstrated improved performance on the state assessments (EOCT, CRCT, and Writing assessments) during the past five years. Under the current accountability system in Georgia, the College and Career Ready Performance Index (CCRPI), the Glascock County School System had positive results. The table below represents the 2012 CCRPI scores for Glascock County Schools and the State averages.

	Elementary (K-5)	Middle School (6-8)	High School (9-12)
Glascock County School System	82.7	81.3	76.6
Georgia	83.4	81.4	72.6

The charts in Exhibits 13, 14, and 15 display student performance data for the prior 5 years on the state assessment programs as reported in the State Longitudinal Data System. The charts reflect a positive trend line for most assessments. The data include the following areas:

- The percentage of students in grades 3 through 8 meeting or exceeding state standards on the CRCT in the areas of reading, ELA, mathematics, science, and social studies;
- The percentage of students in grades 5, 8, and 11 meeting or exceeding state standards on the writing assessments for those grades;
- The percentage of students in high school meeting or exceeding state standards on the End of Course Tests (EOCT) in the areas of 9th grade Literature, American Literature, Biology, Physical Science, US History, Economics, Math I/CCGPS Coordinate Algebra, and Math II; and
- The graduation rate.

The CRCT charts in Exhibit 14 reflect positive trend lines on all tests based on student performance data. The percentage of students who meet or exceed the state standards has increased from

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89% in 2009 to 98% in 2013 on the reading CRCT; from 83% to 92% in ELA; from 73% to 88% in math; from 72% to 82% in science; and from 64% to 76% in social studies.

The 5th, 8th, and 11th grade writing charts in Exhibit 15 also reflect a positive trend line. The percentage of students who meet or exceed state standards has increased from 51% in 2009 to 78% in 2013 on the 5th grade writing assessment; from 59% to 80% on the 8th grade writing assessment; and from 77% to 94% on the 11th grade writing assessment. While the percentage of students who meet the state standards has increased, a low percentage of students exceed the state standards on each of the writing tests.

The EOCT charts in Exhibit 13 reflect a positive or flat trend line in all subjects except American Literature and Math I which transitioned to Coordinate Algebra in the 2012-2013 school year. The percentage of students who meet or exceed the state standards has remained at 83% in 9th Literature; increased from 75% in 2009 to 79% in 2013 in Biology; from 84% to 90% in Physical Science; from 63% to 72% in US History; from 67% to 86% in Economics; and from 60% to 63% in Math II. The percentage of students who meet or exceed the state standards on Math I increased from 61% in 2010 to 81% in 2012 but had a substantial drop to 40% with the conversion over to Common Core Coordinate Algebra. The percentage of students who exceed the state standards has increased from 28% to 38% on the American Literature test; from 30% to 34% on the 9th grade Literature test; from 27% to 30% on the Biology test; from 50% to 58% on the Physical Science test; from 27% to 29% on the US History test; from 33% to 57% on the Economics test; and from 4% to 10% on the Math II test (4 years only).

The high school graduation rate has fluctuated over the past four years, with the highest being at 84.8% in 2010-2011 and the lowest being 79.5% in 2009-2010.

The Glascok County School System's vision is to be the community leader in nourishing our children to their highest potential by providing valuable resources necessary to prepare them for successful futures. The plans contained in this application provide for effective implementation of

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advanced level academics at the elementary, middle, and high school as well as career awareness, exploration, and pathways to better prepare our students for careers and college. To help achieve our goals, we will embrace flexibility in scheduling the school year and school day to accommodate student learning. We will expand our current partnership with the Warren County Career Academy to offer additional secondary and post-secondary courses to ensure students are career and college ready. We will begin researching the possibility of utilizing several CTAE courses to serve as dual credits (core content and CTAE pathway) for future graduates.

Projected student performance growth in each year of the proposed charter term are presented in Exhibits 13, 14, and 15 and are based on the assumption that there will be no changes in the current State assessment program and CCRPI accountability system.

Performance Objective 1: The percentage of students meeting or exceeding state standards on the Reading and ELA CRCTs will maintain or increase to 98% or above by the 2018-2019 school year.

Performance Objective 2: The percentage of students meeting or exceeding state standards on the Math, Science, and Social Studies CRCTs will increase to 90% or above by the 2018-2019 school year.

Performance Objective 3: The percentage of students exceeding the state standards on the Reading, ELA, Math, Science, and Social Studies CRCTs will increase to 40% or above by the 2018-2019 school year.

Performance Objective 4: The percentage of students exceeding the state standards on the 5th, 8th, and 11th grade writing assessments will increase to 10% or above by the 2018-2019 school year.

Performance Objective 5: The percentage of students meeting or exceeding the state standards on the Economics, Physical Science, 9th Grade Literature and American Literature EOCTs will increase to 94% or above by the 2018-2019 school year.

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Performance Objective 6: The percentage of students meeting or exceeding the state standards on the Biology, US History, Math II, and Coordinate Algebra EOCTs will increase to 80% or above by the 2018-2019 school year.

Performance Objective 7: The percentage of students exceeding the state standards on the EOCTs (collectively) will increase to 35% or above by the 2018-2019 school year.

Performance Objective 8: The graduation rate for Glascok County will increase to 90% or above by the 2018-2019 school year.

Performance Objective 9: The percent of graduates completing a pathway within their program of study (CTAE, advanced academics, fine arts, or world language) will increase to 73% by the 2018-2019 school year.

Performance Objective 10: The percentage of graduates earning high school credit(s) for accelerated enrollment (ACCEL, Dual HOPE Grant, Move on When Ready, Early College, Gateway to College, Advanced Placement courses) will increase from 2.2% to 15% by the 2018-2019 school year.

These 10 student performance objectives were based on historical data for the Glascok County School System. The majority of the data indicate high student proficiency rates in most areas, but low rates of students exceeding state standards. We believe that the Glascok County School System has the foundation to offer accelerated learning opportunities for our students. We have spent the past five years ensuring that all students would meet the proficiency level; as a result, little focus was given to accelerating the majority of students who had already demonstrated proficiency. The district has the support of our administration, teachers, parents and community to focus our attention on progressing students from demonstrating proficiency to exceeding the standards.

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

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- *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 Glascok County School System recognizes that the Common Core GPS, College and Career Ready Performance Index, and Career or Academic Pathways are major curriculum and accountability initiatives within the state and our school system. The goals and objectives of our strategic plan are designed to ensure that we achieve the performance objectives listed in the preceding section. Each educational innovation that we will implement aligns with one or more of the performance objectives listed in Section 2 of the application.

The educational innovations that will be implemented are as follows:

- Implementing flexible service models will allow the Glascok County School System to serve students based on need versus a state-required label (EIP, gifted, REP). While we will continue to identify students based on eligibility criteria, this eligibility status would only be used for state funding rather than separate services. This flexibility will allow us to serve all students based on identified need of a service rather than meeting eligibility criteria. The primary use for this innovation will be to provide additional remediation services to students through EIP and REP who may not meet the state eligibility requirements as well as providing acceleration and enrichment opportunities for students who do not qualify for gifted services.
- Career awareness and exploration programs will be implemented at the elementary and middle school levels to better prepare students to make informed pathway decisions at the high school level. Because of the limited resources and opportunities in Glascok County, many of our students are unaware of the variety of career paths available to them outside of agriculture and kaolin. The percentage of Glascok County residents with a Bachelor's degree or higher is at 9.9%. Partnerships with the Family Connection and Communities in Schools of Glascok County, Inc. will allow for additional exposure and research to these alternative career awareness and exploration programs at the after-school program.

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- Flexible scheduling, class sizes, and required seat time in delivery of the educational program at all grade levels will allow for the Glascok County School System to provide instructional services to meet our students' needs. We currently have a partnership with the Warren County Career Academy for high school seniors; however, due to seat time constraints, we are currently limited in the number of post-secondary courses in which our students can participate. This would allow for us to offer more Advanced Placement options for our students as well through possible distance learning opportunities with neighboring counties. Class sizes at Glascok County Consolidated School tend to remain at or below the state maximums; however, in rare instances, we may need flexibility in the class size due to one to two students moving into the county. Flexibility in scheduling will also allow for more innovative educational initiatives at the middle and elementary school. Due to current staffing restrictions without this flexibility, our elementary and middle school schedules have followed a more traditional route. Through the charter, we would like to pursue additional scheduling options that would allow for advanced level academics such as looping, departmentalizing at the elementary level, and exploring a modified block schedule at the middle school to more closely resemble our high school schedule. Greater flexibility in scheduling and seat time would also allow alternatives to retention for students who have not mastered the grade-level standards by the end of the traditional grading period. This would include remediation sessions after school or during the summer. This may also involve additional courses during the school year.
- A college and career academy to better prepare students for college and careers. We currently have a partnership with the Warren County Career Academy which allows our seniors to participate in a nursing program and welding program. Due to time constraints associated with travel, our students are limited in the courses that can be taken during the school day. Currently this partnership is limited to seniors. We would like to expand this dual enrollment program offering to juniors with the possibility of opening it up to freshman and sophomores in the future. Currently there are only 4 pathway programs offered at the Warren County Career Academy,

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with the expectation to expand the program through offering core content area courses next year through Georgia Regents University. If we have the flexibility of a seat time waiver, an increased number of our high school students could participate in the Career Academy and would ensure that our students have been provided the opportunity to earn post-secondary credits through this partnership.

Each of these innovations has the potential to yield a significant increase in student achievement if implemented effectively. Student achievement should improve as our school system's curriculum becomes more rigorous and faculty work to make that curriculum more relevant and applicable to students' lives. We believe that students and families will see these goals as tangible and relevant and will take more responsibility in ensuring success of the individual and the system.

These four academic objectives will be developed and implemented during the 2014-2015 school year. Services will be expanded annually based on student need. This timeline may require adjustments depending on circumstances beyond the control of our local school system.

These objectives address areas that our community feels are crucial to both the success of the community as well as the continued success of the school system. In reviewing our current program offerings, we found that there are areas where we have limited offerings for students. Some of these limitations include:

- There are no options for earning Carnegie unit credit at the middle school level;
- Virtual learning at the high school is limited and non-existent at the middle school;
- No students elect to enroll in Advanced Placement courses;
- Lack of bandwidth limits the use of internet-based learning in classrooms;
- State funding has declined by \$588.64 per student since FY08;
- Unemployment is at 12.9% and there are limited opportunities for employment outside of the school system within the county.

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- Dual enrollment options outside of the Warren County Career Academy are at a minimum a 30 minute commute for students.

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.*

Action/Objective	Waiver Requested	Example
Flexible Service Models	O.C.G.A. § 20-2-153. Early intervention program for students at risk of not reaching or maintaining academic grade level O.C.G.A. § 20-2-154. Remedial Education Program O.C.G.A. §20-2-152; O.C.G.A. §20-2-161. Gifted Program O.C.G.A. §20-2-171. Minimum direct classroom expenditures SBOE 160-4-2-.17 Early Intervention Program SBOE 160-4-5-.01 Remedial Education Program SBOE 160-4-2-.38 Education Program for Gifted Students	Flexible service models may affect instructional strategies for the elementary, middle, and high school grades in EIP, gifted, and REP programs.
Career awareness & exploration at elementary & middle school	O.C.G.A. § 20-2-200. Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees. SBOE Rule 160-4-2-.05 Middle school program criteria SBOE Rule 160-5-1-.22 Personnel Required	Delivery model for classes of students may require modification of middle school criteria for funding eligibility
Flexible scheduling, class sizes, & seat time (school day & year)	O.C.G.A. § 20-2-140.1 Online learning O.C.G.A. § 20-2-182. Program weights to reflect funds for payment of salaries and benefits; maximum class size; reporting requirements; application to specific school years SBOE Rule 160-5-1-.02 School day & year for students &	The delivery model adopted will affect class size, seat time, & daily & annual schedule & will require strategies not allowed by the cited rules and statutes The high school Block schedule will require a waiver of the requirement for high school students to be enrolled in a

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	employees SBOE Rule 160-5-1-.08 Class size SBOE Rule 160-5-1-.10 Student attendance SBOE Rule 160-4-2-.16 Scheduling for Instruction	minimum of five high school class periods each day
Increased college readiness for high school graduates	O.C.G.A. § 20-2-159.4 Policies and guidelines for awarding units of high school credit based on demonstrated proficiency. O.C.G.A. § 20-2-159.5. Dual credit courses; requirements SBOE Rule 160-4-2-.34 Dual enrollment SBOE Rule 160-4-3-.14 Work Based Learning Programs	Partnership with Warren County Career Academy may result in alternative strategies

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.*

The current local school governance structure is the School Council. The implementation of a School Council in Glascok County Consolidated School was a direct result of state law (O.C.G.A. §20-2-86) and a local BOE policy which states that the school shall have a School Council which meets the requirements of state law and that in the event of a principal vacancy, the superintendent shall consult with the School Council as he/she deems appropriate to assist in making a recommendation to the board. Currently, there is limited involvement from the school council on the decision making process. Decision making authority is limited and the school council primarily serves as a representative of the school’s stakeholders. Quarterly meetings are held in an effort to disseminate information related to student achievement, federal programs, and school improvement initiatives.

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The transition from a School Council to a School Governance Team will take place at the beginning of the charter. The School Governance Team (SGT) will meet the standards established by the Georgia Department of Education in that the composition will reflect the diversity of the community; the team will meet regularly and comply with open records and open meetings laws; the SGT will focus on governance and school administration will carry out management; the SGT will be substantially autonomous from the local district; the SGT will receive regular updates on academic, operational, and financial progress of the school; and will participate in regular governance training annually.

An orientation which will establish basic parameters and expectations of the School Governance Team members will be required for all elected members and must be completed prior to serving on the SGT. There will be a total of eight training sessions required of all members prior to effective implementation.

- *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.*

The membership of the School Governance Team shall include the principal, three classroom teachers (elementary, middle, and high) employed full-time in the school, three parents/guardians of students enrolled in the school, and three members who reside in Glascok County and are not formally associated with the school as either a parent/guardian or an employee of the school system in any capacity. Total membership will be ten with nine voting members, as the principal will serve as a non-voting member of the council.

The principal as a member of the council is automatic as a result of holding the position of principal. The three classroom teachers shall be nominated by their peers at the elementary, middle, and high school levels with final election by a vote of the school leadership team members. The three parents/guardians shall apply to serve on the SGT and applicants shall be nominated by a nomination committee and elected by a vote of parents/guardians of students enrolled in the Glascok County Consolidated School at the time of election. The three community members shall be nominated by the principal and approved by the other six members of the school governance team. In the event that any of

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the nominees are rejected by the team, the principal shall submit additional names until the three positions are filled.

The terms of the school governance team members shall be for a specified length of time and shall be staggered, with the exception of the principal who will serve during his/her entire tenure as principal. All other members shall serve a four year term with the term of office beginning July 1st and ending June 30th. For the initial governance team, the following members will be elected for a term of two years: one classroom teacher, one parent/guardian, and one community member. Parent, community, and teacher members may be re-elected for subsequent terms by their electing body, if eligible. No voting member may serve more than 2 consecutive terms.

Members of the governance team shall be removed from membership when they no longer meet eligibility requirements as outlined in the governance team bylaws. Classroom teachers become ineligible when they are no longer employed as a teacher at the Glascock County Consolidated School. Parents/guardians will become ineligible when they no longer have a child enrolled at GCCS. Community members become ineligible when they no longer reside in Glascock County. Any member of the governance team will be deemed inactive and will be removed from the governance team if the member has three consecutive absences from meetings of the council. Any member who violates any provision of the Educator Code of Ethics will be removed. Special elections will be held to replace members who have been removed pursuant to the governance team bylaws.

- *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.*

General Responsibilities of Principal, Local School Governing Council, Superintendent and System Staff, and the Glascock County Board of Education

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Areas	Principal	Local School Governing Council	Superintendent and System Staff	Glascock County Board of Education
Budget	Recommends school's annual budget for use of discretionary funds authorized by the Glascock County BOE	Approves school's annual budget for use of discretionary funds Approves school's annual budget for use of Title I funds	Establishes budget process Reviews & approves school's annual budget Incorporates school's budget into system budget	Approves annual budget for school system
Resource Allocation	Recommends school staffing, proposes exceptions to staffing guidelines & non-traditional staffing for enrichment programs	Provides input on principal's recommended resource needs	Develops enrollment projections Develops personnel allocation guidelines & allocates staff	Approves enrollment projections & proposed staffing requirements Approves expenditures of local and SPLOST funds
Personnel Decisions	Recommends personnel for employment Evaluates personnel assigned to school Recommends termination of personnel	Participates in developing the process for principal selection	Recruits, screens & recommends personnel for employment & assignment Provides professional development Recommends termination	Hires, evaluates & terminates superintendent Employs all other personnel based on superintendent recommendation
School Improvement Plans (SIP) & Goals	Organizes & directs goal setting & SIP development Recommends SIP	Participates in establishing school goals & in development of SIP Approves SIP Monitors performance	Reviews & approves school goals and SIPs Evaluates school performance	Holds superintendent, staff & schools accountable for ensuring high reliability organization & satisfactory performance
Curriculum, Assessment, & Instruction	Ensures effective implementation of curriculum & assessment program Ensures highly reliable & effective instruction in every classroom	Reviews school performance data periodically Serves as a resource and support to the school and teachers through volunteer efforts	Provides expertise in all curriculum areas Establishes database & interpretation of student assessment results Monitors teacher & leader performance	Approves system curriculum & assessment program & provides oversight of implementation Monitors student & staff performance
School Operations	Creates an organizational structure that is academically challenging, and promotes a safe and positive learning environment and school culture	Develops proposed innovations that are responsive to community needs Recommends options to improve school operations	Assesses proposed innovations & makes recommendation Supports school administration with operations as needed	Provides resources & establishes policies that support a high level of school autonomy in school operations

- *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*

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Effective operation of a School Governance Team will depend on the quality of the training provided and having adequate time to implement the governance team. Transitioning to a School Governance Team will require that members have a clear understanding of the roles, relationships, and responsibilities of those charged with making decisions at all levels within the school system. Time is always the first limiting factor when it comes to implementation of new programs; therefore, training will be delivered in a variety of formats to best fit the schedules of the governance team members. The training sessions will include face-to-face sessions, videos of training sessions, slide presentations, and other formats as deemed appropriate. The initial training sessions will include eight topics and will be required for all School Governance Team members. These training sessions will be developed and presented by school system staff, CSRA RESA staff, and consultants retained by the school system. The following is a list of tentative topics for each training session:

Module	Topics
Session 1	<ul style="list-style-type: none"> • Roles, relationships, & responsibilities of the governance team, principal & school staff, superintendent, system staff, and the Glascocock County Board of Education • Code of Ethics/Code of Conduct • By-Laws
Session 2	<ul style="list-style-type: none"> • Effective SGT meetings – agenda, minutes, open meetings statute, parliamentary procedure, dissemination of council actions
Session 3	<ul style="list-style-type: none"> • School improvement plan & school system strategic plan • Student performance data – history and projected increases for charter term
Session 4	<ul style="list-style-type: none"> • School Funding & Budget <ul style="list-style-type: none"> ○ Federal funding, QBE funding formula, & local property tax • Budget development & implementation
Session 5	<ul style="list-style-type: none"> • Educational programs – local, state, & federal • Curriculum overview (Common Core & Pathways) • Special Education law overview • College and Career Ready Performance Index

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Session 6	<ul style="list-style-type: none">• School operations – daily management of the school – safety, conduct, support services• Personnel earnings, allocations, & processes for employment & termination• Teacher Keys Evaluation System• Professional learning program
Session 7	<ul style="list-style-type: none">• Student Assessment Program & Data Analysis
Session 8	<ul style="list-style-type: none">• Instructional technology in the classroom

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.*

Should funds be allocated by the General Assembly for charter systems, the Glascock County School System would appropriate funds to support the expansion of our pathway offerings, school improvement initiatives, increased student achievement initiatives, and performance objectives listed in section 2 of this charter application.

ASSURANCES FORM AND SIGNATURE SHEET

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

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

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

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

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Glascok County Board of Education on the 21st day of November, 2013.

Superintendent

Date

Chair, Local Board of Education

Date

Glascocock County School System
Charter System Application

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

Superintendent

Date

Chair, Local Board of Education

Date

EXHIBITS

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

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