Charter System Application

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>Peach County School System</th>
</tr>
</thead>
<tbody>
<tr>
<td>DISTRICT ADDRESS</td>
<td>523 Vineville Street</td>
</tr>
<tr>
<td></td>
<td>Fort Valley, GA 31030</td>
</tr>
</tbody>
</table>

Dr. John D. Barge
State School Superintendent
JULY 2014
Peach County School System
Charter Application

Introduction

The Charter Schools Act of 1998 established a flexibility option for Georgia school districts that wish to become a Charter System. A Charter System is a local school district that operates under the terms of a charter contract between the State Board of Education and the local Board of Education. The system receives flexibility in the form of waivers of certain state laws, rules and guidelines in exchange for greater accountability for increased student performance and an emphasis on school-based leadership and decisionmaking.

Your Charter System Application is a petition to the Georgia State Board of Education asking it to create or renew your charter system. The evaluation of your Application will be led by the Charter Schools Division of the Georgia Department of Education, in partnership with others within the Department (including the Policy Division and the Accountability Division) and with the independent Charter Advisory Committee (CAC) that was also established by the Charter Schools Act.

The evaluation of your Application will focus on whether implementing the charter system proposed in your Application will lead to the improved academic performance you are promising in exchange for freedom from much of Georgia’s education law, rules and guidelines. It will also determine whether the proposed charter system would comply with all applicable laws, rules, regulations, policies and procedures (including the Charter Schools Act of 1998, as amended [O.C.G.A. §§ 20-2-2060 through 20-2-2071], State Board of Education Rule 160-4-9-.04 et. seq., and Department of Education Guidelines accompanying the Charter School Rules); whether your proposed academic plans are viable; and whether the charter system is in the public interest.

Please note that submitting a Charter System Application does not guarantee that a charter will be granted. It does guarantee, however, that the Georgia Department of Education will work closely with you to improve your chances of State Board of Education approval of your charter system contract.

DEADLINE AND SUBMISSION PROCEDURES

Your Charter System Application must be approved by your local Board of Education in accordance with the rules and regulations of your local board. After local submission, review and approval, charter system applications must be received at the address below by November 1 of the year prior to the start of the July-June fiscal year in which the charter system contract would go into effect. Early submissions are strongly encouraged.

Georgia Department of Education
Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334
Your Charter System Application Package must comply with the following submission procedures.

- An Application Package includes an original and two copies of the following items:
  - SYSTEM APPLICATION COVER SHEET (Use the form on page 3; the form may not be altered in any way).
  - CHARTER SYSTEM APPLICATION (Your answers to the questions posed on pages 4-7).
    - The Charter System Application is limited to 50 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school system’s name and a footer showing consecutive page numbers. Please note the suggested page limits provided within each section.
    - The original must be signed in blue ink. Stamped signatures will not be accepted.
  - ASSURANCES FORM AND SIGNATURE SHEET (Use the Assurances Form and Signature Sheet below on pages 8-10; the Form and the Sheet may not be altered in any way).
    - The original must be signed in blue ink; stamped signatures will not be accepted.
  - EXHIBITS (See list of required Exhibits below on page 11).
    - Required 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, accreditation report, and strategic plan (to which you will provide online links).
    - All Exhibits must be tabbed.

- Your Application Package must be bound by a binder clip; do not enclose your Application Package in a notebook, binder, or folder.
- Your Application Package must also include a single CD or USB drive that includes:
  - Microsoft Word version of your Charter System Application Cover Sheet
  - Microsoft Word version of your Charter System Application
  - PDF Version of your signed Assurances Form
  - Microsoft Word version of your Exhibits (except for your annual audit, accreditation report, and strategic plan)
  - PDF version of your most recent annual audit
  - PDF version of your most recent accreditation report
  - PDF version of your most recent strategic plan

Faxed or emailed copies will not be accepted. Only complete petitions that comply with these guidelines will be evaluated. Applications will not be returned; please keep a copy for your records.
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CHARTER SYSTEM APPLICATION
COVER SHEET

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

<table>
<thead>
<tr>
<th>Proposed Charter System Information</th>
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<tbody>
<tr>
<td>1. Full Name of Proposed Charter System</td>
</tr>
<tr>
<td>2. Please indicate whether this is a:</td>
</tr>
<tr>
<td>New Petition X or a Renewal Petition</td>
</tr>
</tbody>
</table>

4. How many of each of the following schools are you proposing to include in your charter system?
   - Primary School(s) 0
   - Middle School(s) 2
   - Elementary School(s) 3
   - High school(s) 1

5. On July 1 of what year do you want your charter contract to be effective? 2017

6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5

7. Charter System Street Address
   - 523 Vineville Street

8. City
   - Fort Valley

9. State
   - GA

10. Zip
    - 31030

11. Contact Person
    - Dr. Daryl W. Fineran

12. Title
    - Superintendent

13. Contact Street Address
    - 523 Vineville Street

14. City
    - Fort Valley

15. State
    - GA

16. Zip
    - 31030

17. Contact’s telephone number
    - 478-825-5933

18. Contact’s fax number
    - 478-825-9970

19. Contact’s E-mail Address
    - dfineran@peachschools.org
The Charter System Application includes 17 questions grouped into three sections. The first section is “The Case”, where you present your school system’s need for a charter. The second section focuses on your “Performance Expectations”, and the third section focuses on your “Local School Governance” plan.

The Case

The Peach County School System currently serves 3648 students with about 500 employees. The student body diversity consists of about 51% black, 15% Hispanic, 31% white, and 3% multi-racial. Peach County School district is 87.5% economically disadvantaged and receive 100% free and reduced price lunch due to the Community Eligibility Program (CEP). There are currently three elementary schools, two middle schools, and one high school. All of our schools are Title I Schools.

The mission of the Peach County School System is to graduate college and career ready students. The vision of the Peach County School System is “Learning Today - Leading Tomorrow!”. The mission and vision encourages all students to achieve at high levels while developing the skills and competencies needed to be successful in the 21st Century. Peach County School System is committed to ensuring that students are given the greatest opportunity to learn and perform at high levels through quality teaching and leadership in an effective and supportive learning environment by providing rigorous and personalized school learning experiences.

Peach County Schools received 2015 CCRPI data on a total of six schools: three elementary schools, two middle schools, and one high school. Peach County School District’s CCRPI score increased by 3.9 points, from 62.3 in 2014 to 66.2 in 2015. Two schools made gains in their CCRPI score, three showed a decline, while one school’s score remained constant. Peach County has a diverse student population with diverse learning needs. Over half of our students are reading below grade level based on our Lexile data. Our CCRPI scores and assessment data indicates that our students with disabilities, English-language
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learners, and economically disadvantaged students struggle to meet state achievement standards and
goals.

Spring of 2015 marked the first administration of the Georgia Milestones End of Grade (EOG) and End-of-Course (EOC) assessments.

**EOG Results**

The averages of Peach County elementary school students in grades 3-5 were below state average in the distinguished and proficient categories of the Georgia Milestones Assessment in their first year of testing. However, students performed only 1% less than the state’s expectations for the proficient level in Social Studies. The percentages of developing learners were comparable to the state average in Science.

The Georgia Milestones Assessment System indicates that Peach County middle schools 6-8 students are below the state average in all subjects in their 1st year of testing. However, scores in Science and Social Studies were equal to or above state average in the Developing and Proficient Learner categories. Students did not meet or exceed the state average in the Proficient or Distinguished learner categories in any subject. However, they were only 1% below the state average in the Proficient learner category in Social Studies.

**EOC Results**

In the overall comparison with the Georgia Milestones State’s scores, Economics is the only EOC where Peach County High School (PCHS) scored above the state average (6.2%) in Developing Learner category and above. Physical Science is the only EOC where PCHS scored above the state average (1.1%) in the Proficient Learner category and above. In the overall comparison with Middle Georgia Regional Educational Service Agency’s (RESA) scores, PCHS scored above the RESA average in EOCs for American Literature (.3%), Physical Science (13.6%), U.S. History (6.8%), and Economics (10.4%) in the Developing Learner category and above. PCHS also scored above the RESA average in EOCs for American Literature (4.6%), Physical Science (12.8%), U.S. History (7.2%), and Economics (7.1%) in the Proficient Learner category and above.
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Peach County School district is responsible for ensuring that our students receive a high quality education to meet state standards and to ensure that our students are able to function and be successful when they graduate. The district is charged with providing each student a highly qualified teacher to deliver the curriculum.

1. What challenges is your district facing?

   Provide a brief description of the specific issues that, if resolved, would allow you to consider your school district a complete success.

Peach County School district held two public forums in the fall of 2015 to share information about the charter system, to gather input from stakeholders regarding the charter system, and to allow input on the challenges the district faces. Peach County School District also conducts surveys as part of the comprehensive needs assessment to allow input from community stakeholders to determine the needs and challenges of the district from a variety of stakeholders including parents, teachers, administrators, community members, and colleges and universities that partner with Peach County Schools. The Peach County School District internal charter school team has assessed and prioritized the challenges facing the school district based on data from these sources.

**Challenge #1: K-12 Achievement - Low student achievement on state assessments due to lack of basic skills in reading and math.**

Increasing student achievement in the areas of reading and mathematics is a top priority for our district. Our school district has seen an increase in the number of students not meeting the standards in reading and mathematics on state assessments. In order to graduate college and career ready students, these students must become proficient in these two content areas which will produce gains in all content areas. The skills and knowledge students learn in school is correlated with success later in life.

**Challenge #2: Recruitment and Retention of Highly Effective Teachers**
Research shows that teacher effectiveness is the single most important school-based factor in student success. Students who have highly effective teachers will score higher on achievement tests than students who have less effective teachers. The more effective teachers that a student has the more likely a student is to experience success and graduate from school. Effective teachers use a variety of diverse resources to plan engaging learning opportunities and monitor student progress. Effective teachers adapt instruction to meet the needs of students. Effective teachers have high expectations for students and evaluate student learning using multiple data sources. Peach County must make recruitment and retention of highly effective teachers a priority to meet student needs beginning at the elementary level and continuing through high school.

**Challenge #3 Anticipating and Celebrating Excellence to Drive the School Culture (Climate)**
Peach County School District recognizes that the climate of the system impacts teacher and student performance, achievement and motivation. Setting clear expectations and recognition of staff and students is vital to a school district’s climate. Numerous studies document that students in schools with a better school climate have higher achievement. Implementation of district-wide practices should result in an increase in student achievement, teacher practices, school morale and community support.

**Challenge #4: Meeting the diverse learning needs of students (all subgroups)**
Peach County Schools must be dedicated and work in a collaborative effort to provide students the skills, attitudes, and knowledge they will need to be successful in school and in their adult world (college/career). An analysis of our achievement data indicates that the district struggles to meet the diverse learning needs of our students. Economically disadvantaged, English Learners, Blacks, and students with disabilities struggle consistently to meet state standards. Teachers and administrators need training and support on effective strategies and cultural diversity so that students’ needs are addressed.
successfully in order for all students to master grade level standards. Therefore, meeting the diverse learning needs of our various subgroups is a challenge for our district.

The following table describes these challenges and how they will be addressed. The broad flexibility will not only allow the school system to meet the needs of all students, but will also foster greater support from school and community stakeholders.
### THE CASE

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Challenge #1</th>
<th>Challenge #2</th>
<th>Challenge #3</th>
<th>Challenge #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What challenges is your school district facing?</td>
<td>K-12 Achievement</td>
<td>Recruitment and Retention of Highly Effective Teachers</td>
<td>Anticipating and celebrating excellence to drive the school culture (Climate)</td>
<td>Meeting the diverse learning needs of students (All subgroups)</td>
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<td>2</td>
<td>What is the rank order priority of these challenges (from most to least important)?</td>
<td>#1</td>
<td>#2</td>
<td>#3</td>
<td>#4</td>
</tr>
<tr>
<td>3</td>
<td>Which of these challenges will your school district be able to address by becoming a charter system?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>4</td>
<td>What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?</td>
<td>1.1 Utilize flexible scheduling according to academic need</td>
<td>2.1 Develop a district wide recruitment plan to recruit teachers to Peach County.</td>
<td>3.1 Implement a district wide PBIS Plan</td>
<td>4.1 Develop learner profiles to ensure that the educational needs, skills, and interests of each student in all grades are recognized and incorporated into the instructional program.</td>
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<td></td>
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<td>1.2 Administer System-wide universal screening (reading and math)</td>
<td>2.2 Expand signing bonuses and retention incentives for highly effective teachers.</td>
<td>3.2 Student Academic/Student of the Month Celebrations</td>
<td>-academic interest/learning styles</td>
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<td></td>
<td></td>
<td>1.3 Offer K-12 Advanced Content classes</td>
<td>2.3 Recruitment of community and college partners to help offer incentives, support and professional learning to recruit and retain teachers.</td>
<td>3.3 Teacher Academic/Teacher of the Month Celebrations</td>
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<td>1.4 Develop, train, and sustain data teams in each school</td>
<td>2.4 Implement a comprehensive</td>
<td>3.4 Staff and Student Attendance Recognition</td>
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<td>1.5 Create and implement a student support program focused on college/career readiness strategies</td>
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<td>1.6 Implement GOSA Reading Grant Strategies (Literacy)</td>
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<td>5</td>
<td>Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.</td>
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<tr>
<td></td>
<td>1.1 Utilize flexible scheduling according to academic need- We can meet the needs of individuals and groups of students with additional instruction in reading and math through the utilization of flexible scheduling. Students can be provided extra time and opportunities for mastery of the standards through individualized instruction including specific interventions, differentiation, and flexible grouping. Flexible scheduling will also give opportunities for students to be enriched in specific content areas and student-centered learning experiences. 1.2 Administer System-wide universal screening (reading and math) - Universal screenings will be utilized to monitor the development of individualized instruction to meet the needs of students.</td>
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<td></td>
<td>2.1 The development of a district wide recruitment plan will enable the district to have a consistent and well developed plan for recruiting teachers to Peach County. Districts with recruitment plans are more equipped to recruit teachers through multiples means and methods. 2.2 Expand and increase retention incentives and signing bonuses for highly effective teachers. Research indicates that retention incentives can be effective in retention of staff. Peach County School District will continue to provide incentives for retention.</td>
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<td>3.1 Professional learning form the Georgia Department of Education for School teams to learn how to develop a PBIS Plan. 3.2 Each Nine Weeks Celebrations and at the Semester (Planned Event) 3.3 Students and Teacher names are announced monthly over the intercom and published on the school's website for recognition. 3.4 Students missing 1-3 days of school will be identified and notified.</td>
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<td>4.1 Learning profiles provide concise data in one location for better data driven decisions to provide individualized instructional planning. 4.2 Daily highly structured/monitored remedial enrichment time will include research based instructional strategies will meet individualized learning needs. 4.3 RTI with increased fidelity.</td>
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| student progress, guide instruction, and identify students who may be struggling or who may need enrichment. Screening data can be utilized for RTI, Advanced Content scheduling, remediation needs, and to drive differentiation.  
1.3 Offer K-12 Advanced Content classes - Students who demonstrate exceptional ability and motivation will have the opportunity to be challenged in advanced content classes. A higher level of rigor will be provided for these students along with problem-based learning experiences in a student-centered environment.  
1.4 Develop, train, and sustain data teams in each school - Data teams will continually examine a variety of data which include benchmarks, standards-based grades, performance assessments, and progress monitoring. Continual data analysis will provide information for specific elements and standards for each student in which they may need further remediation or acceleration.  
1.5 Create and implement a student support program focused on college/career readiness strategies - Students participating in the student support program will explore post-secondary opportunities while being supported in areas such as: organization, literacy strategies, study skills, positive peer relations, and self-motivation.  
1.6 Implement GOSA Reading Grant and implement the bonuses using data such as attendance, assessment, discipline, etc.  
2.3 Recruitment of community and college partners to help offer incentives, support, and professional learning to recruit and retain teachers will increase resources and efforts to recruit and retain teachers, especially in the areas of science and math.  
2.4: Implement a comprehensive induction and mentoring programs for new teachers and newly hired instructional staff (professional learning, classroom management, time management, etc.).  
3 Days attend a movie event in December first semester. Students missing less than 6 days attend the skating (ex. Rigby) at the end of the year. Teacher perfect attendance award $250.00 (Sponsored by Business Partners).  
3.5 District liaison develops community partnerships to create a support and reward fund for recognition, mentorship and leadership program for students and teachers. Participating partners will be recognized at events and in school publications (i.e. yearbook, sport programs, newsletters, banners, and district websites). Community partners will provide support to schools to improve achievement and recognition.  
3.6: District Celebrations - Three times a year, the district will gather to celebrate: Beginning fidelity for implementation should address individualized learning needs.  
4.4 Increased training and endorsement in diversity should improve school climate as well as improve academic performance across subgroups.
<table>
<thead>
<tr>
<th>Strategies</th>
<th>of the Year, During the Holiday Season, and at the end of the year with a picnic. The district recognizes the importance of building a cohesive team through relationships developed at district gatherings. Activities at these gatherings include recognition of years-of-service, retirements, holidays, and special events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanding implementation of GOSA reading grant strategies to all K-5 teachers will allow us to continue the momentum of this program beyond grade 3 to support students who are not reading on grade level. Our elementary schools are in the first year of a three year grant from the Governor’s Office of Student achievement.</td>
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<tr>
<td>Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).</td>
<td>None Needed</td>
</tr>
<tr>
<td>SBOE Rule 160-5-1-.08; O.C.G.A §20-2-182-Class Size</td>
<td>SBOE Rule 160-5-1-.08; O.C.G.A §20-2-182-Class Size</td>
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<tr>
<td>SBOE Rule 160-5-1-.20- Student Attendance</td>
<td>SBOE Rule 160-5-1-.20- Student Attendance</td>
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<tr>
<td>SBOE Rule 160-4-2-.16; 160-5-1-.02; 160-4-8-.12; O.C.G.A. §20-2-168(c) Scheduling and Instruction</td>
<td>SBOE Rule 160-4-2-.16; 160-5-1-.02; 160-4-8-.12; O.C.G.A. §20-2-168(c) Scheduling and Instruction</td>
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<tr>
<td>O.C.G.A. §20-2-167, 282, 185-186, 200; SBOE Rule 160-5-1-.22 Personnel Required; Certification; Expenditure of Funds</td>
<td>O.C.G.A. §20-2-167, 282, 185-186, 200; SBOE Rule 160-5-1-.22 Personnel Required; Certification; Expenditure of Funds</td>
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<tr>
<td>O.C.G.A. §20-2-153; SBOE Rule 160-4-2-.17-Early Intervention Program (EIP)</td>
<td>O.C.G.A. §20-2-153; SBOE Rule 160-4-2-.17-Early Intervention Program (EIP)</td>
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<tr>
<td>7</td>
<td>Indicates the timeline for implementation of each specific action (listed in #4 above).</td>
</tr>
<tr>
<td>8</td>
<td>Indicates which of these specific actions (listed in #4 above) represents an innovation for your school district.</td>
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</tbody>
</table>
2. What is the rank order of these challenges (from most to least important)?
   Although the challenges are inter-related, the system ranks them as follows:
   1. K-12 Achievement
   2. Recruitment and Retention of Highly Effective Teachers
   3. Anticipating and Celebrating Excellence to Drive the School Culture (Climate)
   4. Meeting the Diverse Needs of Students (All Sub-groups)

3. Which of these challenges will your district be able to address by becoming a charter system?
   By becoming a charter system and with the use of projected broad areas of flexibility, the district will have the means to address all four of the challenges listed. Peach County School System proposes to use broad flexibility for charter systems permitted by O.C.G.A § 20-2-2065(a) in order to meet the needs of all students and increase student achievement.

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

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

Challenge #1: K-12 Academic Achievement (Low student achievement on state assessments due to lack of basic skills in reading and math).

   **Action 1.1:** Utilize flexible scheduling according to academic needs to allow students to have the opportunity to take more course offerings. Peach County Schools can meet the needs of individual and groups of students with additional instruction in reading and math through the utilization of flexible scheduling. Students can be provided extra time and opportunities for mastery of the standards through individualized instruction including specific interventions, differentiation, and flexible grouping. Flexible scheduling will also give opportunities for students to be enriched in specific content areas and student-centered learning experiences.

   **Action 1.2:** Administer System-wide universal screening (reading and math). Universal screenings will be utilized to monitor student progress, guide instruction, and identify students
who may be struggling or who may need enrichment. Screening data can be utilized for Response to Intervention (RTI), Advanced Content scheduling, remediation needs, and to drive differentiation.

**Action 1.3:** Offer K-12 Advanced Content classes. Students who demonstrate exceptional ability and motivation will have the opportunity to be challenged in advanced content classes. A higher level of rigor will be provided for these students along with problem-based learning experiences in a student-centered environment.

**Action 1.4:** Develop, train, and sustain data teams in each school. Data teams will continually examine a variety of data which include benchmarks, standards-based grades, performance assessments, and progress monitoring. Continual data analysis will provide information for specific elements and standards for each student in which they may need further remediation or acceleration.

**Action 1.5:** Create and implement a student support program focused on college/career readiness strategies. Students participating in the student support program will gain skills to help them be college/career ready. Students will explore post-secondary opportunities while being supported in areas such as: organization, literacy strategies, study skills, positive peer relations, and self-motivation.

**Action 1.6:** Implement literacy strategies modeled after the GOSA Reading Grant Strategies. Peach County will expand implementation of GOSA reading grant strategies to all K-5 teachers. This will allow us to continue the momentum of this program beyond grade 3 to support students who are not reading on grade level. Our elementary schools are currently in the first year of a three year grant from the Governor’s Office of Student achievement with nine of our teachers. By using the strategies and components of the grant, we will be able to improve the literacy skills of our students and improve instructional strategies.
Challenge #2: Recruitment and Retention of highly effective teachers

Action 2.1: Develop a district wide recruitment plan to recruit teachers to Peach County. The development of a district wide recruitment plan will enable the district to have a consistent and well developed plan for recruiting and retaining highly effective teachers to Peach County. Districts with recruitment plans are more equipped to recruit teachers through multiples means and methods. The hiring and retention of highly effective teachers will help the district be able to match teacher knowledge and skills with student needs. This will lead to improved student learning and educational opportunities. Successful teachers are more likely to stay in schools.

Action 2.2: Expand and increase retention incentives and signing bonuses for highly effective teachers. Research indicates that incentives are effective in attracting and retaining highly effective teachers in the neediest schools. Peach County School District will continue to implement signing bonuses and teacher retention incentives using data such as attendance, assessment, discipline, etc.

Action 2.3: Recruitment of community and college partners to help offer incentives, support and professional learning to recruit and retain teachers. Recruitment of community and college partners will link businesses and organizations with our school system to advertise our system and to share resources including both people and materials. Not only will our teachers benefit from the support but this will allow our school system to provide students with more varied educational learning experiences and help prepare students to transition into a diverse and competitive work force. When the community takes part in the education of students, this strengthens our schools and the work force of the future.

Action 2.4: Implement a comprehensive induction and mentoring program for new teachers and newly hired instructional staff (professional learning, classroom management, time management, etc.) Schools and districts with comprehensive induction and mentoring programs for new teachers and newly-hired staff tend to have less turnover and better trained educators. Peach
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County will implement induction programs that are specifically designed to train new teachers and help increase teacher competence and student achievement. This will allow Peach County schools to provide teachers with increased support at all levels.

Challenge #3: Anticipating and celebrating excellence to drive a positive school culture (climate)

Action 3.1 Professional learning from the Georgia Department of Education for school teams to learn how to develop and implement a Positive Behavioral Interventions and Support (PBIS) Plan. The results of a PBIS plan is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline problems and promote a climate of greater productivity, safety and learning. Peach County School District will provide active support of PBIS through a District Leadership Team, District Coordinator, and a district action plan. Research indicates that achievement inequities are reduced, student learning is promoted and positive relationships among students, staff, and community are fostered.

Action 3.2: Student Academic/Student of the Month Celebrations and Recognitions (Planned Events) - Each nine week students who meet the requirements for honor roll will be recognized and celebrated during a planned event at each school, such as a breakfast, lunch, dance, and/or dissemination of rewards.

Student monthly celebrations- Students names are announced monthly over the intercom and published on the school's website for recognition. To motivate and support school climate, students will be recognized monthly with the title “Student of the Month”. Students will be announced during morning announcements, school wide assemblies and placed on the school’s website. Recipients will receive a certificate and reward.

Action 3.3: Teacher Academic and Teacher of the Month Celebrations and Recognitions

Teachers will be recognized and celebrated for their progress and/or growth each nine weeks based on student data. Increased educational level accomplishments will be recognized also.
Teachers whose students show growth in pre/post-tests, benchmarks and/or proficiency in nine weeks grading will be recognized and honored with gift cards, special privileges and publicity on school/district website.

Teacher monthly celebrations- Teacher names are announced monthly over the intercom and published on the school's website for recognition. To motivate and support school climate, staff members will be recognized monthly with the title “Teacher of the Month” or “Employee of the Month” for displaying/promoting positive climate within the school. Staff members will be announced during morning announcements, school wide assemblies and placed on the school’s website. Recipients will receive a certificate and reward.

**Action 3.4:** Student and Staff Attendance Recognition and Celebrations. Students absent 0-3 days will receive an incentive in December after the first semester. Students missing less than 6 days for the year will attend a district planned event (Ex. skating party at Rigbys) at the end of the year. Teacher perfect attendance will be recognized monthly with luncheon, rewards, and/or publicity. Teacher receiving perfect attendance for year will be awarded $250.00 (Sponsored by Business Partners)

**Action 3.5:** Establish Partnerships for Funding. District liaison develops community partnerships to create a support and reward fund for recognition, mentorship and leadership program for students and teachers. Participating partners will be recognized at events and in school publications (i.e. yearbook, sport programs, newsletters, banners, and district websites).

Community partners will provide support to schools to improve achievement and recognition.

**Action 3.6:** Implement District Celebrations - Three times a year, the district will gather to celebrate: Beginning of the Year, During the Holiday Season, and at the end of the year with a picnic. The district recognizes the importance of building a cohesive team through relationships developed at district gatherings. Activities at these gatherings include recognition of years-of-service, retirements, holidays, and special events.
Challenge #4: Meeting the diverse learning needs of students (all subgroups)

**Action 4.1:** Develop learner profiles to ensure that the educational needs, skills, and interests of each student in all grades are recognized and incorporated into the instructional program to include academic data, interest/learning styles, goal setting, and career planning. All schools will implement learning profiles to provide concise data in one location for better data driven decisions to provide individualized instructional planning. Required data for learning profiles will include (but not be limited to) academic achievement data, interest survey, learning styles inventories, goal setting documentation (Discover Me, Eagle and Trojan Success), and career planning documentation.

**Action 4.2:** Structured and monitored ILT that is skill based remediation and enrichment to address individualized needs based on learning profiles. Daily highly structured/monitored remedial and/or enrichment time will include research based instructional strategies that will meet individualized learning needs. Each school will have a specific framework to maximize effective and efficient intervention time. Progress monitoring data will be routinely recorded, reviewed, and analyzed in order to drive instruction to meet individualized needs.

**Action 4.3:** Training and implementation of RTI with fidelity. RTI with increased fidelity for implementation should address individualized learning needs. Additional training on research based instructional strategies will be provided for coordinators, EIP teachers, and regular education teachers. Consistent coaching and monitoring will ensure implementation of RTI with fidelity.

**Action 4.4:** Increased training and endorsements in diversity should improve school climate as well as improve academic performance across subgroups. Training and endorsements will be needed to address diversity within the student body. Understanding characteristics and strategies
to address specific subgroup needs will improve the school climate, relationships, and student achievement.

6. Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).

- SBOE Rule 160-5-1-.08; O.C.G.A §20-2-182 - Class Size
- SBOE Rule 160-5-1-.20 - Student Attendance
- SBOE Rule 160-4-2-.16; 160-5-1-.02; 160-4-8-.12; O.C.G.A. §20-2-168(c) Scheduling and Instruction
- O.C.G.A. §20.2-167, 282, 185-186, 200; SBOE Rule 160-5-1-.22 - Personnel Required; Certification; Expenditure of Funds
- O.C.G.A. §20.2-153; SBOE Rule 160-4-2-.17 - Early Intervention Program (EIP)

Please also list the waivers you have used during the past five years (including those granted to the entire state, e.g. class size) and what goals they helped you accomplish during those five years?

- SBOE Rule 160-5-1-.08; O.C.G.A §20-2-182 - Class Size
- SBOE Rule 160-5-1-.20 - Student Attendance
# Peach County School System
## Charter Application

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

### Implementation Timeline for Actions

<table>
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</thead>
<tbody>
<tr>
<td>1.1 Flexible scheduling according to academic needs</td>
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<tr>
<td>1.2 System-wide Universal Screening for reading and math</td>
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<td></td>
<td>Develop</td>
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<td>1.3 K-12 Advanced Content Classes</td>
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<td>Implement</td>
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<tr>
<td>1.4 Data Teams developed, trained, and sustained in each school</td>
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<td>Implement</td>
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<tr>
<td>1.5 Create and implement a student support program focused on college/career readiness strategies</td>
<td></td>
<td>Develop</td>
<td>Implement</td>
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<tr>
<td>1.6 Expand elementary participation in literacy grant modeled after the Governor's office of student achievement that provides a reading specialist, reading materials and assessments, and training for our teachers in grades K-3 to include all teachers K-5.</td>
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<td>Implement</td>
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<tr>
<td>2.1 Develop a district wide recruitment plan to recruit teachers to Peach County.</td>
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<td>Implement</td>
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<td>2.2 Expand retention incentives and signing bonuses for highly effective teachers.</td>
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<td>Implement</td>
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<td>2.3 Recruitment of community partners and college partners to help offer support, professional learning and incentives to recruit and retain teachers.</td>
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<td>Implement</td>
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<td>2.4: Implement a comprehensive induction and mentoring programs for new teachers and newly hired instructional staff (professional learning, classroom management, time management, etc.)</td>
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<td></td>
<td>Develop</td>
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<tr>
<td>3.1 Implement a district wide PBIS Plan</td>
<td>Develop</td>
<td>Pilot</td>
<td>Implement</td>
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<tr>
<td>3.2 Student Academic/Student of the Month Celebrations</td>
<td>Develop</td>
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<td>Implement</td>
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<tr>
<td>3.3 Teacher Academic/Teacher of the Month</td>
<td>Develop</td>
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<td>Implement</td>
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<table>
<thead>
<tr>
<th>Celebrations</th>
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<tr>
<td>3.4 Teacher and Student Attendance Recognition</td>
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<tr>
<td>3.5 Establish Community Partnerships for Funding ($80,000 Goal)</td>
</tr>
<tr>
<td>3.6 District Events</td>
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<tr>
<td>4.1 Develop learner profiles to ensure that the educational needs, skills, and interests of each student in all grades are recognized and incorporated into the instructional program. - academic - interest/learning styles - goal setting - career planning</td>
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<tr>
<td>4.2 Structured and monitored ILT that is skill based remediation and enrichment to address individualized needs based on learning profiles.</td>
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<tr>
<td>4.3 Training and implementation of RTI with fidelity.</td>
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<tr>
<td>4.4 Training and endorsement to address diversity within the student body</td>
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</table>
8. **Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.**

The following are innovations for the Peach County School district:

**Challenge 1 Innovations**

Action 1.2 System-wide Universal Screening for reading and math

1.4 Data Teams developed, trained, and sustained in each school

Action 1.5: Create and implement a student support program focused on college/career readiness strategies.

Action 1.6: Implement GOSA Reading Grant Strategies in grades K-5.

**Challenge 2 Innovations**

Action 2.3: Recruitment of community partners and college partner to help offer incentives, support, and professional learning to recruit and retain teachers.

Action 2.4: Implement a comprehensive induction and mentoring programs for new teachers and newly hired instructional staff (professional learning, classroom management, time management, etc.)

**Challenge 3 Innovations**

Action 3.1: Implement a district wide PBIS Plan. In order to implement a district wide PBIS plan.

Action 3.2 Student Academic/Student of the Month Celebrations

Action 3.3 Teacher Academic/Teacher of the Month Celebrations

Action 3.4 Teacher and Student Attendance Recognition

Action 3.5 Establish Community Partnerships for Funding

**Challenge 4 Innovations**

Action 4.1 Learning profiles provide concise data in one location for better data driven decisions to provide individualized instructional planning.

Action 4.4 Training and endorsement to address diversity within the student body.
PERFORMANCE EXPECTATIONS

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

- As background for your answer to this question, please see the CCRPI and Beating the Odds expectations listed below. These expectations will be included in your charter contract.

- In your answer to this question you will list the specific areas you will target to achieve your CCRPI and Beating the Odds expectations.

- For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.

- As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your system between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.

The Peach County School System, as a charter system, expects improvement in student performance on CCRPI assessments and growth indicators during the five-year term of our charter. The three goals listed below are required components of the charter contract, and we accept the responsibility of achieving these goals.

**Goal 1:** During each year of its first five-year charter term, the Peach County Charter System shall “beat the odds” as determined by a formula measuring expected student growth.

Renewal decisions for new charter systems first converting in 2014 or later will be based in part on whether the system “beat the odds” in each of the first four years of its first charter term (Years 1-4).

**Goal 2:** During each year of its first five-year charter term, each Peach County Charter System school shall “beat the odds” as determined by a formula measuring expected student growth. If a school or schools fail to beat the odds in Year 1 of the charter, the Peach County Charter System shall decrease the number of system charter schools not beating the odds during years 2 and 3 at a rate so that all schools will beat the odds in year 4.

Renewal decisions for new charter systems first converting in 2014 or later will be based in part on whether each System Charter School “beat the odds” in each of the first four years of its first charter term (Years 1-4).
Goal 3: The Peach County Charter System will demonstrate proficiency and/or improvement on the CCRPI.

A. **Measure 1:** The first year (Year 1) Peach County Charter System will establish a CCRPI baseline, the system’s CCRPI score shall be equal to or better than the State in year 2, and better than the State in years 3-5 of the charter contract.

B. **Measure 2:** In the event the system’s first-year CCRPI score is lower than the State, the system shall have until the end of year 2 of the charter term to close the gap between the system and the state.

C. **Measure 3:** In years 3-5 of the charter term, the system’s CCRPI score shall be better than the State.

Renewal decisions for new Charter Systems first converting in 2015 or later will be based in part on whether the Charter System’s CCRPI score was equal to or better than the State in Year 2, and better than the State Years 3-4 of the charter contract.
LOCAL SCHOOL GOVERNANCE

A key characteristic of charter systems is their distributed leadership decision-making structure. Within such a structure, a charter system must implement school level governance and grant decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations per O.C.G.A. 20-2-2063(d).

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

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

The transition from a School Council to a School Governance Team (SGT) will begin in April of 2016 with the election of members. The SGT will reflect the diversity of the student population it serves and will focus on school governance. An orientation to school governance will be provided to SGT members in May of 2016. The SGT will meet regularly to discuss school data, improvement, academic needs, and operational and financial progress of the school.

Distributive leadership and decision-making will serve as the framework design for Peach County School System’s local school governance. The SGT will be responsible for overseeing the implementation of the mission and vision of the school and have general duties and responsibilities which include establishing the strategic direction of the school; developing and adopting policies which guide decision making in the school; allocation of funding for the implementation of the strategic plan and operation of the school. The School Governance Teams will also be directly involved with the decisions regarding personnel, resource allocation, budget, school improvement planning, curriculum, and other school operations. Subject to the control and management of the
Peach County School System
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Peach County Board of Education, School Governance Teams shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.

Provide a timeline that shows all the major steps in this transition, including the timing of the formation of LSGTs, the training of principals and LSGTs, and anything you deem important in making this critical transition for decentralized/distributed decisionmaking.

Include information about the steps that have already occurred or will occur to inform all stakeholders of the new governance structure.

Procedures for Electing Local School Governance Teams (LSGT)

- Procedures shall be consistent for all schools within the Peach County School District.

- The principal shall develop an elections committee consisting of two members of the school council team and the building level principal – On or before March 25, 2016

- The elections committee shall create two nomination forms for: (Stakeholders’ nomination form for community/parents, Stakeholders’ nomination form for Peach County Employees) – On or before March 25, 2016

- School council shall hold a public forum to accept nominations (using nomination form) for LSGT vacancies in the categories of: (Parent (3), business member (1)) - On or before April 8, 2016

- Each principal shall hold a faculty meeting to accept nominations (on nomination form) for: (One certified employee, One classified employee) - On or before April 8, 2016

- All nominations shall be returned to the elections committee to be placed on a ballot

- Elections committee shall create a ballot for voting – On or before April 15, 2016

- Building level principal shall designate a date, time, and location for voting to take place – On or before April 22, 2016

- All completed ballots shall be returned to the elections committee for tabulation – On or before April 29, 2016

- Winners shall be announced via school website – On or before May 2, 2016

- The newly formed LSGT begins training in May. – All training dates are TBA
11. **Address the formation of the local School Governing Teams, including how members are selected, the terms of members, and how and why members may be removed.**

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

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

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

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

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

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

12. **Use the Charter System Application** – Local School Governance Matrix found at this link
http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-
Application.aspx to show how the Superintendent will share with Local School Governance
Teams his/her authority to develop recommendations to the Board of Education.
### School Level Governance Decision-Making Matrix

<table>
<thead>
<tr>
<th>Personnel Decisions</th>
<th>Minimum LSGT Authority</th>
<th>How and When Minimum Authority will be Implemented</th>
<th>Additional LSGT Authority*</th>
<th>How and When Additional Authority will be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Name: Peach County</td>
<td>LSGTs shall provide input for the principal or school leader for recommendation by the Superintendent of Schools to the local board of education</td>
<td>Participates in developing the process for principal or school leader selection when vacancies occur beginning Summer 2017</td>
<td>LSGT's shall participate in the interview process for principal or school leader selection when vacancies occur and make a recommendation to the Superintendent.</td>
<td>Select two members to participate in interview process beginning Spring 2017. SGT will make a recommendation to the Superintendent beginning Spring 2017.</td>
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</table>

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<tr>
<th>Financial Decisions and Resource Allocation</th>
<th>Minimum LSGT Authority</th>
<th>How and When Minimum Authority will be Implemented</th>
<th>Additional LSGT Authority*</th>
<th>How and When Additional Authority will be Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>System Name: Peach County</td>
<td>LSGTs shall provide input and recommendations for school level resources based on the School Improvement Plan</td>
<td>Provide input into expenditures of federal, state and local funds annually beginning FALL 2017.</td>
<td>LSGT's shall approve and/or recommend fund raisers. Review school based activity summaries beginning Summer 2017. Make recommendations for improvement to the principal.</td>
<td>Approve annual fund raisers beginning Spring 2017. Review at each meeting school based activity summaries beginning Summer 2017. Make recommendations for improvement to principal at each meeting beginning</td>
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</table>
### Curriculum and Instruction

| LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district’s Essential and Innovative Features as included in the charter contract | Recommend need for waiver for innovations beginning FALL 2016. | LSGT's shall select and recommend curricular materials for implementation based on school improvement plan and student performance | Selection and recommendation will be based on prior school year student performance data and mid-year benchmarks twice a year beginning FALL 2017. |

### Establishing and monitoring the achievement of school improvement goals

| LSGTs shall have input in school improvement planning | Serve as members of the school improvement planning team beginning August 2016. Reviews school performance data periodically beginning September 2016. | LSGTs shall participate in school improvement planning | Selection and recommendation will be based on prior school year student performance data and mid-year benchmarks twice a year beginning August 2017. |

### School Operations

| LSGTs shall have input into school operations that are consistent with school improvement and charter goals | Serve as a resource and support to the school and teachers through volunteer efforts beginning July 2016. | LSGT's shall approve partners in education, stakeholder surveys, parent involvement, communications strategies, volunteer support, field trips, fundraisers | Participate regularly with school operation functions beginning July 2017. Approve the school safety plan beginning FALL of 2017. Approve field trips beginning FALL 2017. |

*The LBOE retains its constitutional authority*
13. Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement.

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

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

- Note that training should occur before the charter begins because your local School Governance Teams will be expected to make decisions beginning in Year 1 of your charter. Be sure to show this in the timeline requested in #10 above.

**Newly Established School Governance Teams** - Upon election, the SGT members in the initial SGT will receive orientation to the school and SGT roles and responsibilities. In addition, the SGT will develop bylaws for the SGT.

**School Governance Team Member Orientation** - The SGT will engage in an annual schedule of team development and training to include team member orientation, strategic planning, and a SGT self-assessment. During the orientation, team members will review and discuss the school’s mission, vision, beliefs, learn about the school’s instructional program, its areas of strength, and its improvement needs. Training on the strategic planning process will be important in an effort to keep SGT members focused on the goals of the school and to engage them in creative and innovative ways to achieve those goals. The SGT self-assessment will provide an opportunity for the team to reflect, determine their overall effectiveness, and measure their efficacy in implementing the System
Charter.

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

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

a. Communicate the mission/vision, values, and goals (as outlined in the approved charter petition) to team members;

b. Define the roles and responsibilities of the SGT and its members;

c. Train SGT members on best practices for SGT service related to legal compliance, financial accountability, personnel, advocacy, and communication;

d. Provide an overview of the school’s educational program;

e. Share the governing board member handbook containing SGT member expectations, SGT policies and procedures, bylaws, an annual schedule of meetings, a team member roster, and the charter petition; (Handbook to be posted on school’s website)

f. Familiarize the SGT with financial management systems implemented at the school;

g. Introduce the academic accountability and data-driven management system.

Following the team member orientation, the SGT will participate in quarterly development trainings to foster skills specific to accomplishing their roles and responsibilities. These in-service workshops will cover topics related to evaluation, communication, finance and operations, meeting protocols, and Georgia’s Sunshine laws, etc. Additionally, on an annual basis, the SGT will conduct team member training on strategic planning review and update, and SGT self-assessment to ensure the work for the coming year is aligned with the school goals.
15. Provide the name of the provider(s) of local School Governing Team training that you are considering approaching, if known.

- Note that such providers can be internal or external to the school district.
  - Middle Georgia RESA
  - Georgia School Boards Association (GSBA)
  - Peach County Assistant Superintendents
  - Peach County Superintendent of Schools
  - Charter System Foundation

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

Dr. Daryl W. Fineran, Peach County Schools Superintendent
523 Vineville Street, Fort Valley, GA 31030
478-825-5933

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

An achievement culture must be one where the central office and the schools work together in a collaborative nature to discuss barriers, determine root causes, and ultimately develop a plan that improves student achievement. We must work to end the culture where the central office and the schools are working separately to develop strategies to improve student success. Central office will no longer simply require schools to utilize certain mandated programs. Instead, the programs will be discussed with or initiated by the schools, and systems will be developed that are manageable and practical. New ideas and programs should have school buy-in prior to implementation. Mandated programs without proper support at the school level lead to a culture of measuring success by checking off completed requirements.
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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 Peach County School System located in Peach County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school’s governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;
16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system; and
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training.
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their “on-boarding” process.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Peach County Board of Education on the day of , 201_.

___________________________  _________________________
Superintendent Date

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

_________________________  _______________________
Superintendent            Date

_________________________  _______________________
Chair, Local Board of Education  Date
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.
   a. 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.
   b. Your description will be used by the Department to provide information to the public about applicants and new charter systems.

6. Local school governance training timeline including training topics.

7. Conflict of interest policy for local school governing teams.

8. A list of business arrangements or partnerships with existing schools, educational programs, businesses and non-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.

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

10. Online link to the school system’s most recent annual audit.

11. Online link to the school system’s most recent accreditation report.

12. Online link to the school system’s most recent strategic plan.
PEACH COUNTY BOARD OF EDUCATION

RESOLUTION No. 060215.1

A RESOLUTION OF THE PEACH COUNTY BOARD OF EDUCATION, FORT VALLEY, GEORGIA, AUTHORIZING THE LETTER OF INTENT FOR THE CHARTER SYSTEM MODEL WITH THE GEORGIA DEPARTMENT OF EDUCATION.

WHEREAS, the State of Georgia in Article 4, O.C.G.A. § 20-2-84 has mandated that each local school system must notify the Georgia Department of Education of its intent to operate as an Investing in Educational Excellence (IEP) School System, Charter School System, or a Status Quo School System no later than June 30, 2015; now, therefore be it

RESOLVED, that the Peach County Board of Education shall submit a Letter of Intent to the State Board of Education for the purpose of developing the Charter School System Contract, and shall schedule and hold a public hearing for the purpose of listening to public input regarding said contract.

Adopted by Peach County Board of Education on:

This 2 day of June 2015.

[Signatures]

Ren McDaniel
Chairperson, Peach County Board of Education

Daryl W. Finneran, Ed.D
Superintendent, Peach County School District
School Staff Orientation regarding Peach County Charter System Implementation

1 message

Minnie Booker <mbooker@peachsboards.org> Thu, Oct 15, 2015 at 4:11 PM
To: MAIL_PRINCIPALS <principals@peachsboards.org>
Cc: Daryl Fineran <dfineran@peachsboards.org>
Bcc: Wanda Stewart <wstewart@peachsboards.org>

Per Dr. Fineran, please view the available dates below for his visit to each school for school staff orientation regarding the implementation of Peach County Charter System for the District. Please select a date that is most convenient for you and your staff, and email me your selected date along with the time for the meeting at your school. Also, please copy each other in your email to me to avoid duplicating dates. The meeting should take no longer than 30-45 minutes.

1. October 28
2. October 29
3. November 4
4. November 5
5. November 9
6. November 10

Let me know should you have any questions.

Minnie

Minnie Booker
Admin. Assistant to the Superintendent

Office: 478.825.5933
Fax: 478.825.9970

Mission: To graduate college and career ready students
Vision: Learning Today-Leading Tomorrow
Subject: Peach County Schools Public Forum

On behalf of Peach County Schools’ Superintendent, Dr. Daryl Fineman, this message serves as additional notification of two Public Forums to be held by the Peach County Board of Education:

The 1st Public Forum will be held on tomorrow, Tuesday, December 8, 2015, at 6:00 p.m. at Byron Middle School, 201 Linda Drive, Byron, GA.

The 2nd Public Forum will be held on Thursday, December 10, 2015, at 6:00 p.m. at the Peach County Board of Education’s Administrative Offices at 523 Vineville Street, Fort Valley, GA.

The purpose of the Forums is to provide orientation and disseminate information, as required by the Georgia Department of Education, regarding the transition of Peach County School System to Peach County Charter School System. The Georgia Department of Education provided local school boards several options for school districts to choose for use of greater flexibility to improve student achievement. Peach County Board of Education chose to become a Charter School System. Please note that Peach County School System’s transition to Peach County Charter School System will include only Peach County’s six (6) public schools: Byron Elementary, Hunt Elementary, kay Road Elementary: Byron Middle; Fort Valley Middle; and Peach County High. We look forward to your attendance at the Public Forums as well as your continued support as we transition to Peach County Charter School System.

Again, the 1st Public Forum will be held on tomorrow, Tuesday, December 8, 2015, at 6:00 p.m. at Byron Middle School, 201 Linda Drive, Byron, GA.

The 2nd Public Forum will be held on Thursday, December 10, 2015, at 6:00 p.m. at the Peach County Board of Education’s Administrative Offices at 523 Vineville Street, Fort Valley, GA.

Subject: Peach County Schools Public Forum #2

On behalf of Peach County Schools’ Superintendent, Dr. Daryl Fineman, this message serves as additional notification of a second Public Forum to be held by the Peach County Board of Education:

Please note that the 1st Public Forum was held on Tuesday, December 8, 2015, at 6:00 p.m. at Byron Middle School, 201 Linda Drive, Byron, GA.

The 2nd Public Forum will be held on tomorrow, Thursday, December 10, 2015, at 6:00 p.m. at the Peach County Board of Education’s Administrative Offices at 523 Vineville Street, Fort Valley, GA.

The purpose of the Forums is to provide orientation and disseminate information, as required by the Georgia Department of Education, regarding the transition of Peach County School System to Peach County Charter School System. The Georgia Department of Education provided local school boards several options for school districts to choose for use of greater flexibility to improve student achievement. Peach County Board of Education chose to become a Charter School System. Please note that Peach County School System’s transition to Peach County Charter School System will include only Peach County’s six (6) public schools: Byron Elementary; Hunt Elementary; Kay Road Elementary; Byron Middle; Fort Valley Middle; and Peach County High. We look forward to your attendance at the Public Forums as well as your continued support as we transition to Peach County Charter School System.

Please note that the 1st Public Forum was held on Tuesday, December 8, 2015, at 6:00 p.m. at Byron Middle School, 201 Linda Drive, Byron, GA.

Again, The 2nd Public Forum will be held on tomorrow, Thursday, December 10, 2015, at 6:00 p.m. at the Peach County Board of Education’s Administrative Offices at 523 Vineville Street, Fort Valley, GA.
Peach County School System
Charter Application

Callout Recording for meeting 1:

Callout Recording for meeting 2:

Welcome, Jacob Gresham
212076 : Peach County Schools
Search Message Reports

Select Date Range

Status: Select All
Source: Select All
Type: Select All

Message Date
Message Day
Start Hour
End Hour
Status
Type
Messenger
Source
Deliveries Remain
Delivered
Unreached

CCS Public Forum call 2; Initiated on 12/7/2015 3:55 PM (ET);
12/7/2015
Wednesday
06:30 pm
Complete
Recorded Call
Jacob Gresham
Website
8896
6867
1799

CCS Public Forum call 1; Initiated on 12/7/2015 3:52 PM (ET);
12/7/2015
Monday
06:30 pm
Complete
App Notification
Jacob Gresham
Website
1
0
0

Note: Delivery information for in-progress messages is updated approximately every 5 minutes and may not reflect all the actual completed deliveries.
Exhibit 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.

Peach County School System initiated the process with discussions of the Charter System and the System’s needs/challenges with board members, central office staff, and principals. Regular Monthly Meetings and Monthly Study Sessions included on-going discussions and updates of the Charter System process. Orientation meetings were conducted at each school to disseminate information regarding the Charter System, solicit faculty and staff input on the system’s needs/challenges and discuss the flexibility options available as a Charter System. Emails were sent to principals to notify the faculty and staff of the Charter System orientation meetings. The process continued with the School Board hosting two (2) Public Forums, which were held on December 8, 2015 and December 10, 2015, to disseminate information, solicit input and discuss the flexibility options available as a Charter System with central office staff, school administration, faculty, staff, parents and community stakeholders. Notices of the Public Forums were sent to the Peach County Leader Tribune, the legal publication organ for Peach County Board of Education. Automated telephone calls were made and emails were also sent to notify central office staff, administration, faculty, staff, parents and community stakeholders of the two (2) Public Forums. Central office staff, administration, faculty, staff, parents and community stakeholders attended the two (2) Public Forums. A presentation was made at the Public Forums regarding the Charter System and the flexibility options available. Parents and other stakeholders provided input and feedback at the Public Forums. The School Board approved the Resolution for Peach County School System to become a Charter System at the Regular Monthly Meeting on June 2, 2015. A Letter of Intent and the
School Board approved Resolution were submitted to the Georgia Department of Education on June 3, 2015. Once the input, questions, concerns and suggestions from stakeholders were assessed and discussed by the Board, central office staff, and school administration, a Charter System Application committee was created. The Charter System Application Committee consisted of the district leadership team, instructional facilitators, gifted coordinator, special education coordinator, assistant principals, and principals. The Charter System Application Committee school staff, parents, students, and business and other community representatives worked on the district school improvement plan by participating in the district comprehensive needs assessment. Meetings were held to work on the district improvement plan and charter application. Survey participation results were also gathered to identify needs and develop strategies to address the challenges of student achievement, meeting the diverse needs of students. A session was held to discuss the role, and responsibilities of local school governance teams.
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.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>School Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byron Elementary School</td>
<td></td>
</tr>
<tr>
<td>202 New Dunbar Rd.</td>
<td></td>
</tr>
<tr>
<td>Byron GA, 31008</td>
<td></td>
</tr>
<tr>
<td>Byron Middle School</td>
<td></td>
</tr>
<tr>
<td>201 Linda Drive</td>
<td></td>
</tr>
<tr>
<td>Byron GA, 31008</td>
<td></td>
</tr>
<tr>
<td>Fort Valley Middle School</td>
<td>Focus School</td>
</tr>
<tr>
<td>712 Peggy Drive</td>
<td></td>
</tr>
<tr>
<td>Fort Valley GA, 31030</td>
<td></td>
</tr>
<tr>
<td>Hunt Elementary School</td>
<td></td>
</tr>
<tr>
<td>1750 Highway 314 North</td>
<td></td>
</tr>
<tr>
<td>Fort Valley GA, 31030</td>
<td></td>
</tr>
<tr>
<td>Kay Road Elementary School</td>
<td></td>
</tr>
<tr>
<td>880 Kay Road</td>
<td></td>
</tr>
<tr>
<td>Byron GA, 31008</td>
<td></td>
</tr>
<tr>
<td>Peach County High School</td>
<td>Priority School</td>
</tr>
<tr>
<td>900 Campus Drive</td>
<td></td>
</tr>
<tr>
<td>Fort Valley GA, 31030</td>
<td></td>
</tr>
</tbody>
</table>
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.

The mission of the Peach County Charter School System is to graduate college and career ready students. The vision of the Peach County School System is “Learning Today - Leading Tomorrow!” The mission and vision encourages all students to achieve at high levels while developing the skills and competencies needed to be successful in the 21st Century. Peach County Charter School System is committed to ensuring that students are given the greatest opportunity to learn and perform at high levels through quality teaching and leadership in an effective and supportive learning environment by providing rigorous and personalized school learning experiences.

The Peach County Charter School System currently serves 3648 students from pre-k to grade twelve with about 500 employees. There are currently three elementary schools, two middle schools, and one high school. All of our schools are Title I Schools.

By becoming Peach County Charter System, the school system is able to provide flexibility in a variety of areas including class size, scheduling, and delivery of instruction in order to meet the needs of a diverse population. Peach County will have the flexibility to implement programs in a variety of manners with some of the state restrictions being waived. As achievement standards and targets continue to become more rigorous, the school district needs flexibility in being able to pursue innovative and unique ways to meet the needs of all learners. In 2015, the Peach County Board of Education authorized the superintendent and staff to begin the application process to the Georgia Board of Education for charter system status. Peach County Board of Education included system employees and the community in public
forums and staff meetings to gather input and to answer questions, as well as to complete the application process for charter status.

The Peach County Charter System identified four main challenges for the system:

5. K-12 Achievement
6. Recruitment and Retention of Highly Effective Teachers
7. Anticipating and Celebrating Excellence to Drive the School Culture (Climate)
8. Meeting the Diverse Needs of Students (All Sub-groups)

A variety of action steps aligned to each challenge will be enhanced or implemented with fidelity at each school in a way to meet the needs of all learners. The Peach County Charter System is committed to providing a differentiated instructional plan to meet the needs of students with varying learning styles, background knowledge, and skills.
Exhibit 6 – Local school governance training timeline including training topics.

<table>
<thead>
<tr>
<th>Training Date</th>
<th>Training Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>May, 2016</td>
<td>Roberts Rule of Order</td>
<td>GSBA</td>
</tr>
<tr>
<td>June, 2016</td>
<td>Open Records and Open Meetings</td>
<td>TBA – PowerPoint on GADOE website</td>
</tr>
<tr>
<td>July, 2016</td>
<td>Charter System Basics</td>
<td>TBA – PowerPoint on GADOE website</td>
</tr>
<tr>
<td>Aug, 2016</td>
<td>Governance Workshop Intro</td>
<td>TBA – PowerPoint on GADOE website</td>
</tr>
<tr>
<td>Sept, 2016</td>
<td>School Finance Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>Oct, 2016</td>
<td>Policy and Procedures Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>Nov, 2016</td>
<td>School Law Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>Dec, 2016</td>
<td>Human Resource Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>Jan, 2017</td>
<td>Federal Funds Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>Feb, 2017</td>
<td>Capital Outlay Program Workshop</td>
<td>John Ramage</td>
</tr>
<tr>
<td>March, 2017</td>
<td>CCRPI Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>April, 2017</td>
<td>School Improvement Plan Workshop</td>
<td>TBA</td>
</tr>
<tr>
<td>May, 2017</td>
<td>Personnel earning/Allotment/Staffing</td>
<td>TBA</td>
</tr>
<tr>
<td>June, 2017</td>
<td>Operations/Transportation/Nutrition/Crisis Response</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Exhibit 7 - Conflict of interest policy for local school governing teams.

**PROVISIONS**

The Peach County School System Local School Governance Team’s (LSGT) shall adhere to these Conflict of Interest provisions.

**Domain VII: Financial Governance**

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

2. No LSGT member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment.

3. No LSGT member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that LSGT member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(j) of Code Section 16-10-2.

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

5. No LSGT member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the governing board in connection with any matter pending before the LSGT on which he or she serves.

6. NO LSGT member shall be prohibited from making an inquiry for information on behalf of a community member if no fee, reward, or other thing of value is promised to, given to, or accepted by the LSGT member or any of his or her immediate family members in return therefor.

7. No LSGT member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter system governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

8. No LSGT member may also be an officer of any organization that sells goods or services to that charter school unless the organization providing goods or services is a Nonprofit membership organization or there are fewer than three sources of such supplies or equipment within the county; provided, however, that any purchase of goods or services that is equal to or greater than $10,000 shall be approved by a majority of the members of the Peach County Board of Education in an open public meeting.

9. No LSGT member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the charter school governing board, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group.
Peach County School System
Charter Application

group to any extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.

10. No LSGT member may do business with a bank or financial institution where a LSGT member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.

11. No LSGT member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the board, or sell gasoline to the board from a corporation in which the LSGT member is a shareholder.

12. No LSGT member shall accept a monetary fee or honorarium in excess of $101.00 for a speaking engagement, participating in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct as LSGT Member

1. No LSGT member shall disclose or discuss any information which is subject to attorney–client privilege belonging to the LSGT to or with any person other than LSGT members, the school leader, or persons designated by the school leader for such purposes unless such privilege has been waived by a majority vote of the Peach County Board of Education.

2. No LSGT member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a LSGT member may be employed or promoted unless a public recorded vote is taken separately from all other personnel matters by the Peach County Board of Education.

3. No LSGT member shall serve simultaneously on the governing body of a public local school, local school district, or on a private elementary or secondary educational institution that actively seeks funding from any government entity or private entity from which the charter school seeks funding.

Each member of this LSGT understands and acknowledges that no person shall be eligible to serve on a LSGT unless he or she:

(1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of LSGT and has agreed to abide by them; and

(2) Has agreed to annually disclose compliance with the State Board of Education’s policy on training for members of LSGT, the code of ethics of charter system governing boards, and the conflict of interest provisions applicable to members of LSGT.
**Exhibit 8** – A list of business arrangements or partnerships with existing schools, educational programs, businesses and not-profits and the nature of the services provided, including disclosure of any potential conflicts of interest.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Nature of Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H University of Georgia Extension</td>
<td>Newsletters and camp information about 4H participation</td>
</tr>
<tr>
<td>Alpha Kappa Alpha Sorority, Inc.</td>
<td>Donations</td>
</tr>
<tr>
<td>AppleBee’s</td>
<td>Door prizes for stakeholders meeting</td>
</tr>
<tr>
<td>Beautiful Smiles Dental Center</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Blue Bird Body Company</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Box Tops for Education</td>
<td>Rewards check twice a year</td>
</tr>
<tr>
<td>Byron Police Department</td>
<td>Family/child community resources, instructional support, anti-bullying education</td>
</tr>
<tr>
<td>Central Georgia Technical College</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Central Union Baptist Church</td>
<td>Mentor and offer tutorials support</td>
</tr>
<tr>
<td>Coca-Cola</td>
<td>Rewards check for teacher incentives</td>
</tr>
<tr>
<td>Computers for Education</td>
<td>Student and teacher incentives</td>
</tr>
<tr>
<td>Critter Fixers</td>
<td>Donations</td>
</tr>
<tr>
<td>Delta Kappa Gamma-Alpha Lambda Chapter</td>
<td>3rd Grade dictionary donation</td>
</tr>
<tr>
<td>Delta Sigma Theta Sorority, Inc.</td>
<td>Donations</td>
</tr>
<tr>
<td>Dollar General</td>
<td>Door prizes for stakeholders meeting</td>
</tr>
<tr>
<td>First Baptist Church</td>
<td>Mentor</td>
</tr>
<tr>
<td>Flint Electric Management Corporation</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Fort Valley MainStreet &amp; Byron Garden Club</td>
<td>4th grade students received pine tree seedlings</td>
</tr>
<tr>
<td>Fort Valley Police Department</td>
<td>Family/child community resources</td>
</tr>
<tr>
<td>Fort Valley State University</td>
<td>Family/child community resources, College and career representative. Volunteer tutors for after school tutoring program, college &amp; career readiness support via Education Talent Search &amp; Upward Bound, MSEA provides academic support</td>
</tr>
<tr>
<td>Fort Valley State University 4-H</td>
<td>Conducts food nutrition and conflict resolutions classes with 4th grade students, donated materials &amp; supplies for “Garden Club” program</td>
</tr>
<tr>
<td>Fort Valley United Methodist Church</td>
<td>Space for Grandparents as Parents meetings</td>
</tr>
<tr>
<td>Freshway</td>
<td>School supplies for students, food &amp; in-kind donations for student recognition</td>
</tr>
<tr>
<td>FROZONE</td>
<td>Donated percentage of KRES night at FROZONE, food &amp; in-kind donations for student recognition</td>
</tr>
<tr>
<td>Organization</td>
<td>Nature of Partnership</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Georgia Air National Guard</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Georgia Bob’s Bar-b-que</td>
<td>Food – class party each month for student recognition</td>
</tr>
<tr>
<td>Georgia Military College</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Georgia National Guard</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Georgia Southwestern University</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Harvey’s</td>
<td>Food for stakeholders meeting</td>
</tr>
<tr>
<td>HODAC of Warner Robins</td>
<td>Conducts annual bullying prevention program grades K-5, conducts Red Ribbon Week with 5th grade students, Academic support via classroom guidance lessons, Healthy Choice</td>
</tr>
<tr>
<td>Houston Health Care</td>
<td>College and career representative</td>
</tr>
<tr>
<td>iBallz</td>
<td>Donations for student recognition</td>
</tr>
<tr>
<td>Jay’s HOPE</td>
<td>Volunteers</td>
</tr>
<tr>
<td>Kiwanis of Fort Valley</td>
<td>Fundraising partners to provide for community children/promotes community and school district</td>
</tr>
<tr>
<td>Kroger</td>
<td>Customer rewards check each quarter, gifts for schools Teacher of the Year</td>
</tr>
<tr>
<td>Lane Southern Orchard</td>
<td>Food for Grandparents as Parents program</td>
</tr>
<tr>
<td>Legacy Flight Academy</td>
<td>Donations</td>
</tr>
<tr>
<td>Mayor and City of Byron</td>
<td>REACH GA Scholar recognitions</td>
</tr>
<tr>
<td>Mayor and City of Fort Valley</td>
<td>REACH GA Scholar recognitions</td>
</tr>
<tr>
<td>McNeal Agency</td>
<td>Food donation for stakeholder meeting</td>
</tr>
<tr>
<td>Middle Georgia Agency on Aging</td>
<td>Grant to establish Grandparents as Parents organization</td>
</tr>
<tr>
<td>Middle Georgia State University</td>
<td>College and career representative</td>
</tr>
<tr>
<td>MiMedx</td>
<td>College and career representative</td>
</tr>
<tr>
<td>On the Mark</td>
<td>Donations for student recognition</td>
</tr>
<tr>
<td>Peach County Fire Department</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Peach County Sheriff’s Office</td>
<td>Family/child community resources</td>
</tr>
<tr>
<td>Peach Regional Chamber of Commerce</td>
<td>Promotes community &amp; school district/banquets to promote Teacher of the Year and STAR students</td>
</tr>
<tr>
<td>Phoenix Center of Warner Robins</td>
<td>Conduct therapy sessions with grades P-5</td>
</tr>
<tr>
<td>Publix</td>
<td>Customer rewards check each quarter, cakes for special events</td>
</tr>
<tr>
<td>Red Lobster</td>
<td>Door prizes for stakeholder meetings</td>
</tr>
<tr>
<td>Retired Teachers Association</td>
<td>Donations</td>
</tr>
<tr>
<td>Robins Air Force Base</td>
<td>Volunteers, instructional support, STEM education</td>
</tr>
<tr>
<td>Robins Financial Credit Union</td>
<td>College and career representative</td>
</tr>
<tr>
<td>Smashing Pennies</td>
<td>Volunteers</td>
</tr>
<tr>
<td>Sodexo</td>
<td>Food donation for stakeholder meeting</td>
</tr>
<tr>
<td>Target</td>
<td>Customer rewards check once a year</td>
</tr>
<tr>
<td>The Diplomats</td>
<td>Donations</td>
</tr>
<tr>
<td>United Way of Central Georgia</td>
<td>Family/child community resources, donated books to Pre-K through 5th grade</td>
</tr>
<tr>
<td>University of Georgia 4-H</td>
<td>Conducts food nutrition classes with 5 grade students</td>
</tr>
<tr>
<td>University of West Georgia</td>
<td>College and career representative</td>
</tr>
<tr>
<td>U-Sav-It</td>
<td>Medical supplies for 5th grade trip to Washington, D.C.</td>
</tr>
<tr>
<td>Wendy’s</td>
<td>Sponsor gift card &amp; awards for Student of the Month</td>
</tr>
</tbody>
</table>
Exhibit 9- A brief description of the system’s financial history and whether the system is or has ever operated under a fiscal deficit.

The Peach County School System has suffered through the economic tough times along with the rest of the State. During this time of decreased state and federal funding, the district was forced to make drastic decisions. The district operated on the 4-day week for three years before being able to financially return to the 5-day week. Even after returning to the 5-day week, it was still necessary for the district to furlough staff and reduce the number of work days for employees. As a result of gradual increases in funding as well as making wise spending decision, the district has been able to gradually add days back for students and employees. The district will operate on a full schedule of 180 days for students and 190 days for teachers for the FY17 school year. The district has been able to operate the last couple of years without the assistance of a Tax Anticipation Note. The district has also been able to pay off its bond debt early after being in debt for over 20 years. In March 2015, the voters approved an E-SPLOST for the district. The main project will be the construction of a new Peach County Comprehensive High School. At this time, the School Nutrition Department is operating under a fiscal deficit. The School Nutrition Department has made necessary changes in its management and operations. They are making great progress in working their way out of their deficit. The district itself has never operated under a deficit to this point. The district actually has enough in its fund balance to cover the deficit of the School Nutrition Department.
Exhibit 10- Online link to school system’s most recent annual audit.

Exhibit 11- Online link to the school system’s most recent accreditation report.

Exhibit 12- Online link to school system’s most recent strategic plan