



Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"



# Investing in Educational Excellence (IE<sup>2</sup>) System\* Application

## DISTRICT NAME

Board of Public Education for the City of Savannah  
and the County of Chatham

## DISTRICT ADDRESS

208 Bull Street  
Savannah, GA. 31401

<http://www.sccpss.com>

Richard Woods  
State School Superintendent

**MAY 2015**

\*Please note that if HB 502 goes into effect on July 1, 2015, districts that chose the IE<sup>2</sup> flexibility option will henceforth be known as Strategic Waivers School Systems.

Board of Public Education for the City of Savannah and the County of Chatham

Proposed IE <sup>2</sup> System Information			
1. Full Name of Proposed IE2 System: <b>Board of Public Education for the City of Savannah and the County of Chatham</b>			
2. Please indicate whether this is a New Petition or a Renewal Petition: <b>New Petition</b>		3. How many schools in total are you proposing to include in your IE2 system? <b>51</b>	
4. How many of each of the following schools are you proposing to include in your IE2 system? Elementary School(s): <b>24</b> Middle School(s): <b>8</b> K-8 School(s): <b>8</b> High School(s): <b>11</b>			
5. On July 1 of what year do you want your IE2 contract to be effective? <b>2016</b>			
6. IE2 System Street Address <b>208 Bull Street</b>	7. City <b>Savannah</b>	8. State <b>GA</b>	9. Zip <b>31401</b>
10. Contact Person <b>David Feliciano</b>		11. Title <b>Chief Data and Accountability Officer</b>	
12. Contact Street Address <b>208 Bull Street</b>	13. City <b>Savannah</b>	14. State <b>GA</b>	15. Zip <b>31401</b>
16. Contact's telephone number <b>912-395-5588</b>	17. Contact's fax number <b>912-201-5828</b>	18. Contact's E-mail Address <b>david.feliciano@sccpps.com</b>	

## THE CASE

What challenges is your school district facing?

- Savannah-Chatham School District faces a challenge in meeting the state class size requirement while trying to maintain financial stability. In order to comply with state class size requirements, the district will need to hire over 300 new employees. Furthermore, classroom space, furniture, and supplies for instruction will also be needed to accommodate the new teachers and supporting staff.
- Savannah-Chatham School District faces a challenge in filling critical teaching positions. With the existing salary and certification requirements, the district had to start school year 2015-16 with an additional 10 substitute teachers. With a national shortage on teachers and Georgia being an importer of teachers, it has become difficult to attract and retain highly qualified teachers and also to meet state mandated requirements.
- Savannah-Chatham School District faces a challenge when trying to accommodate individualized student learning. Many of our students require additional support services in specific content areas. The laws and rules in place create barriers when schools try to be creative in engaging and accelerating student learning.
- Savannah-Chatham School District faces a challenge in offering students access to additional advanced or engaging courses. Due to mandated state requirements for graduation, flexibility is limited on the types of courses and electives that can be offered to students.

**Table 1: Summary of Challenges Aligned with Initiatives and Necessary Waivers**

Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
<p>Ensuring that Savannah-Chatham schools can attract and retain effective teachers, leaders, and professional personnel to meet the projected student growth for Savannah-Chatham schools, the aging workforce, and current staffing deficits, and schedules.</p>	<p>The Savannah-Chatham School District highly regards the traditional preparation of school educators and intends to consider the additional value that could be added to classroom instruction and student support by expanding employment practices to consider second career professionals and practitioners in specialty fields such as technology, science and engineering, foreign language, and other student support service roles. Additionally Savannah-Chatham desires to ensure that all employees are compensated at competitive rates while valuing prior non-teaching responsibilities associated with an employee’s teaching or support assignment and affording schools with maximum flexibility.</p>	<ul style="list-style-type: none"> <li>• Salary Schedule Requirements (O.C.G.A. § 20-2-212)</li> <li>• Certification Requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204)</li> <li>• Personnel Required (SBR 160-5-1-.22)</li> <li>• Guidance Counselor (SBR 160-4-8.05)</li> </ul>
<p>Ensuring that Savannah-Chatham schools can increasingly personalize the learning experience and environment for all students and advance student learning in all core content areas.</p>	<p>The Savannah-Chatham School District will pursue creative and innovative course design that accounts for varied paces of student learning and unique student interests. Through the increased use of digital resources, embedded courses, innovative instructional models, and accelerated learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for meeting today’s students’ learning needs.</p>	<ul style="list-style-type: none"> <li>• ELL Program Requirements (O.C.G.A. § 20-2-156)</li> <li>• Educational Programs (O.C.G.A. § 20-2-153, O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155)</li> <li>• Promotion and Retention (O.C.G.A § 20-2-283)</li> <li>• Middle School Program Criteria (O.C.G.A. § 20-2-290)</li> <li>• Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1)</li> <li>• School Day and Year for Students and Employees (O.C.G.A. § 20-2-151, § 20-2-160(a), § 20-2-168(c))</li> <li>• Education Program for Gifted Students (SBOE Rule 160-4-2-.38)</li> <li>• Instructional Extension (O.C.G.A. § 20-2-184.1)</li> </ul>

**Table 1: Summary of Challenges Aligned with Initiatives and Necessary Waivers (Continuation)**

Board of Public Education for the City of Savannah and the County of Chatham

Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
<p>Ensuring that Savannah-Chatham schools can provide opportunities for advancement and access to advanced courses for all students while meeting the graduation requirements.</p>	<p>The Savannah-Chatham School District will provide creative student-centered solutions to assist and accelerate students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce. This will be accomplished through the substitution or replacement of mandated courses with equivalent or higher level courses.</p>	<ul style="list-style-type: none"> <li>• Graduation Requirements ( SBOE Rule 160-4-2-.47 and SBOE Rule 160-4-2-.48)</li> <li>• Comprehensive Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e). (SBR 160-4-2-.12) (high schools only)</li> <li>• Enrollment of students in school to which not originally assigned (O.C.G.A. § 20-2-2131)</li> </ul>
<p>Ensuring the financial stability of Savannah-Chatham schools while meeting the unique academic, resource, and support needs of all students.</p>	<p>The Savannah-Chatham School District will align spending priorities with the district’s strategic plan to improve student achievement. The state revenue source currently contributes a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the reduction in spending constraints to support the core business of teaching and learning. The Savannah-Chatham School District is comprised of 51 schools, 4 charter schools, and several educational centers and covers the County of Chatham and City of Savannah, Tybee Island, Pooler, Garden City, Port Wentworth, Bloomingdale, Vernonburg, and Thunderbolt. The district values the unique strengths and specific needs of each school, and will therefore leverage the flexibility waivers to advance teaching and learning at every school.</p>	<ul style="list-style-type: none"> <li>• Class-size and Reporting requirements (O.C.G.A. § 20-2-182)</li> <li>• Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171)</li> <li>• QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161)</li> <li>• Program Enrollment &amp; Appropriation (O.C.G.A. § 20-2-160)</li> <li>• Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, and O.C.G.A. § 20-2-183 to 20-2-186)</li> </ul>

## EXHIBITS

1. Signed local Board of Education resolution approving the creation of the IE<sup>2</sup> system.
  - Board of Education Resolution is attached as exhibit K
2. Notice that was sent to each principal within the proposed IE<sup>2</sup> system regarding required hearings on the IE<sup>2</sup> system application.
  - Notice of Public Hearing is attached as exhibit J. The public hearing notice was posted on the school board's public website and distributed to principals and local media outlets.
  - The district has also created a public website showing the three phases of the Georgia Flexibility Options initiative ( <http://t20.sccpss.com> ):
    - Phase 1: Selection of a Governance Model to pursue
    - Phase 2: Application process of the selected Governance Model
    - Phase 3: Contract execution of the selected Governance Model
  - Phase 2: Application process of the selected Governance Model consisted of three stages. Stage 1 entailed gathering information, meeting with key stakeholder groups, and establishing a timeline for Savannah-Chatham Public Schools. At the end of Stage 1, a board retreat was held to discuss the status of the application process, potential waivers, and proposed timeline. Stage 2 involved communicating the timeline, application process, and potential waivers to stakeholders (Administration, faculty, staff, PTA, Teacher of the Year senate, Instructional Support Person of the Year senate, parents, and community) for understanding and input. A waiver feedback link was also created on the district's public website for comments and opinions. Finally, an extended Guiding Coalition group consisting of community stakeholders met on November 12<sup>th</sup>, 2015 for the purpose of reviewing the components of the application and waivers being considered.

Board of Public Education for the City of Savannah and the County of Chatham

3. A list of all schools to be included in the IE<sup>2</sup> system, including new schools or college and career academies that will be formed throughout the life of the IE<sup>2</sup>, with an indication of which existing schools are currently in Needs Improvement status.

- Table listing all schools to be included in the SWSS/IE<sup>2</sup> performance contract can be found at the following website under the link, “List of Schools included in the Performance Contract” or Exhibit H

<http://t20.sccpss.com>

4. School plans using the template found on our website.

- The individual School Profiles and School Accountability/Improvement Plans can be found at the following website under the link, “School Profiles, Accreditation, and Accountability Plans”

<http://t20.sccpss.com>

5. A brief description of the IE<sup>2</sup> 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.

System Name, Grades Served, and Other Descriptive Information

The Board of Public Education for the City of Savannah and the County of Chatham, Georgia, incorporated in 1866, is a body of politic and corporate, and a school district of the State of Georgia having boundaries coterminous with Chatham County. More commonly referred to as the Savannah-Chatham County Public School System (SCCPSS), the district provides public educational services to the citizenry of the County of Chatham and City of Savannah, Tybee Island, Pooler, Garden City, Port Wentworth, Bloomingdale, Vernonburg, and Thunderbolt. The District operates under a Board - Superintendent form of government and encompasses more than 50 school sites serving over 38,000 students in pre-kindergarten through grade 12.

Board of Public Education for the City of Savannah and the County of Chatham

Mission, Vision, and Strategic Framework

Mission Statement: To ignite a passion for learning and teaching at high levels.

Vision Statement: From school to the world: All students prepared for productive futures.

SCCPSS follows a five year Strategic Business Plan that incorporates the mission and vision statements, guiding principles, GSBA Vision for Public Education in Georgia, and strategic goals as approved by Board. Supporting each of the strategic goals are Board Actions and one or more objectives with specific key strategies. The Strategic Business Plan is supported by the District Accountability System – Reporting, Evaluating, and Monitoring Instrument (DAS-REMI), which defines the structure for reporting information in key academic, financial, and operational areas. Monitoring the Key Performance Indicators (KPIs) associated with each objective highlights areas of success, identifies opportunities for improvement, and helps focus and guide the work of the Board, Superintendent, and administration. It also serves as a tool for the school Board’s assessment of its own performance and that of the superintendent each year.

District Demographic and Performance Information

The district’s full time equivalent enrollment has increased steadily over the past five years, reaching a total of 38,123 students in grades PK-12 in the fall of SY 2014-15 (Figure 1). The district serves a diverse population of students (Table 1). About three out of every four students identifies in a non-White race/ethnicity subgroup, and the majority of students receive free or reduced price meals. Over 1,000 SCCPSS students are English Learners, and the percentage of students with disabilities increased from 10% to 12% in the most recent year.

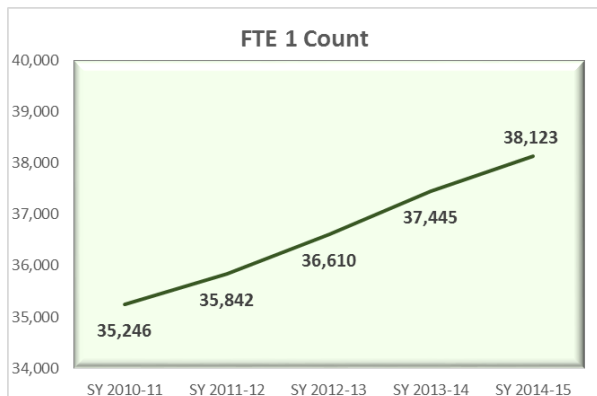


Figure 1: Annual student enrollment 2010-2015

	2011-12	2012-13	2013-14	2014-15
Asian	2.0%	2.0%	2.0%	2.1%
Black	58.0%	58.0%	57.0%	58.0%
Hispanic	6.0%	6.0%	5.0%	6.2%
Native American	0.0%	0.0%	0.0%	0.3%
White	28.0%	29.0%	30.0%	28.1%
Multiracial	6.0%	6.0%	6.0%	5.3%
English Learner	3.0%	3.0%	3.0%	2.4%
Free/ Reduced Meals	64.0%	65.0%	66.0%	63.8%
Students With Disability	10.0%	9.9%	10.2%	12.4%

Table 1: Student diversity 2011-2015



Excluding Challenge Points, the district's CCRPI score has remained generally consistent over the past three school years, at 64.0 to 64.1 points. Comparing 2014 results to 2012 reveals that Achievement scores improved at all grade levels, while Progress improved in elementary grades, remained constant in middle grades, and declined at the high school level. Achievement Gap scores remained constant in elementary grades, improved in middle grades, and declined substantially at the high school level. High school Achievement Gap results were primarily impacted by performance in the math content area, in which the existing gap widened with the introduction of the Coordinate Algebra and Analytic Geometry EOCTs. In addition, high schools with a Gap Change score of 3 in 2013 had difficulty maintaining a level 3 in a second consecutive year.

School-level CCRPI scores vary substantially, ranging from 41.3 to 99.3 in 2014 (Table 2). In general, schools serving the highest populations of economically disadvantaged students earned lower CCRPI scores. At the beginning of SY 2014-15, SCCPSS identified a group of Impact Schools -- elementary and K-8 schools with CCRPI scores of less than 65 in 2012 and 2013 -- for targeted interventions and supports. Based on improved outcomes achieved on the district's math and literacy benchmark assessments, this initiative has been expanded and funded to include additional schools and strategies for SY 2015-16.

SCCPSS CCRPI Scores		2012	2013	2014	1 Yr Chg	3 Yr Chg
District	Overall	67.1	71.3	67.2	-4.1	0.1
	Total without Challenge Points	64.1	64.0	64.1	0.1	0.0
Elementary (Grades K-5)	Overall	67.3	72.1	68.7	-3.4	1.4
	Total without Challenge Points	63.1	67.8	65.0	-2.8	1.9
	Achievement	43.1	44.4	44.6	0.2	1.5
	Progress	15.0	15.4	15.4	0.0	0.4
	Achievement Gap	5.0	8.0	5.0	-3.0	0.0
	Challenge Points	4.2	4.3	3.7	-0.6	-0.5
Middle (Grades 6-8)	Overall	63.8	67.6	65.9	-1.7	2.1
	Total without Challenge Points	62.0	65.5	64.8	-0.7	2.8
	Achievement	41.1	43.2	42.9	-0.3	1.8
	Progress	14.9	15.3	14.9	-0.4	0.0
	Achievement Gap	6.0	7.0	7.0	0.0	1.0
	Challenge Points	1.8	2.1	1.1	-1.0	-0.7
High (Grades 9-12)	Overall	69.7	73.2	65.0	-8.2	-4.7
	Total without Challenge Points	67.9	68.2	61.2	-7.0	-6.7
	Achievement	38.9	41.3	40.6	-0.7	1.7
	Progress	16.5	16.9	15.6	-1.3	-0.9
	Achievement Gap	12.5	10.0	5.0	-5.0	-7.5
	Challenge Points	1.8	5.0	3.8	-1.2	2.0

Table 2: CCRPI Scores by School Levels 2012-2014

### Curriculum, Instructional Methods, and Educational Programs

The District is aligned with the currently adopted Georgia Standards of Excellence and research-based best practices. Our curriculum employs explicit, intentional and differentiated instruction centered on the needs of all students. In alignment with our instructional system, we are moving rapidly toward an integrated and interdisciplinary approach to instruction with a Science, Technology, Engineering, and Mathematics (STEM) focus. Learning experiences of this nature are included in daily schedules which provide current curricular coherence by articulating detailed practices that must be implemented in grade levels and classrooms across the district.

In an effort to accelerate and sustain all learners' proficiency in all of our core content classes, seven principles are being used to guide the district's work and to address the complexity of the content and context of core content instruction. These principles will

direct the purpose, design, delivery, and evaluation of instruction. Therefore, all schools will:

- Use the adopted Georgia Standards of Excellence in math and English/Language arts classrooms; and Georgia Performance Standards in science and social studies classrooms (pending 2017-2018 transition to Georgia Standards of Excellence) as the curricular platform, and align curriculum, assessment, instruction, and organization to provide a comprehensive, coherent structure for core content teaching and learning;
- Stress the importance of a balanced, comprehensive literacy and math program;
- Emphasize that students must be Reading on Grade Level (ROGL) and demonstrating Numeracy on Grade Level (NOGL) at least by the end of third grade;
- Target the important skills, concepts, and strategies that students must be able to use after the third grade and provide remedial support as necessary;
- Provide guidance to ensure that all educators and learners understand that specific skills in reading, writing, speaking and listening must be taught and learned in a reciprocal process that build on and strengthen one another;
  - Reading and writing will be learned across all academic disciplines;
  - Mathematics must provide meaningful mathematical discussions and implementation of the Standards of Mathematical Practices;
  - Science and social studies will be embedded in the instruction of the K-5 classrooms;
  - Interdisciplinary strategies and discussions will be implemented across content areas and grade levels to promote understanding and appreciation for STEM education.
- Promote a preventive rather than remedial approach, as supported by the research of Shaywitz, 2003, and Torgesen, 2001; and

- Address the full range of learners in all classrooms through differentiated instructional methods to build collaborative and supportive learning environments.

All non-charter school sites participate in district benchmark assessments to support the use of formative data to impact instructional decision-making. Compass Learning is an intervention tool used district-wide to support Reading and Math instruction in grades 2-8. Other educational programs vary in use among sites, and include but are not limited to Reflex Math; Gismos; MobyMax; Sumdog Math; Wilsons Foundations; and SRA. The district also offers online courses (A+ Software) to grades 6-12 students. The A+ program has been instrumental in the progress of high school students who have earned a total of 3,695 Carnegie Units in the past three years. Furthermore, the District has worked to expand and support the integration of technology into the instructional program. For example, the Bring Your Own Technology (BYOT) policy, guidelines, and course was created to allow teachers and students to take advantage of their personal devices for use within the classroom for research and collaboration. The district also maintains a 3:1 student-to-computer ratio in each of the schools and completed phasing in a one-to-one initiative at the STEM Academy at Bartlett. In order to support these initiatives, the wireless infrastructure was upgraded to handle 30 portable devices in each classroom throughout the county. Our teachers have taken advantage of these new capabilities in order to provide a more meaningful and engaging learning environment.

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

- Savannah-Chatham has never operated under a fiscal deficit. Financial history can be found at the following website under the link, “Financial Status Overview”

<http://t20.sccpss.com>

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

- The most recent annual audit report can be found at the following website under the link, “Financial Independent Auditor’s Report”

<http://t20.sccpss.com>

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

- The most recent accreditation reports can be found at the following website under the link, “School profiles, accreditation, and accountability plans”

<http://t20.sccpss.com>

9. Online link to the school system’s most recent strategic plan.

- The Strategic Business Plan can be found at the following website under P2E 2020 Strategic Business Plan and the supporting accountability component of the plan are under the link, “District Accountability Plan (DAS-REMI)”

<http://t20.sccpss.com>

- The District Accountability Plan (DAS-REMI) is a data-driven accountability manual that provides the framework for the school system’s strategic planning process. It incorporates the mission and vision statements, guiding principles, the adopted Vision for Public Education in Georgia statements, and strategic goals as approved by the Board of Education for the City of Savannah and the County of

Chatham. Each strategic goal is supported by specific board actions and one or more objectives with associated Key Performance Indicator (KPI) measures. The DAS-REMI is designed as a straightforward, measurable, transparent tool that defines the structure for reporting information in key academic, financial, and operational areas of focus. The information reported highlights areas of success, helps identify opportunities for improvement, and helps guide the work of the Superintendent, Board, and administration to accomplish the Strategic Goals.

**Additional Exhibits Included:**

- Exhibit A: Strategic Plan
- Exhibit B: Flexibility Component
- Exhibit C: Accountability Component
- Exhibit D: Consequences Component
- Exhibit E1: Elementary School Plans
- Exhibit E2: K-8 School Plans
- Exhibit F: Middle School Plans
- Exhibit G: High School Plans
- Exhibit H: Summary of Schools included in the Performance Contract
- Exhibit I: Stakeholder Communication and Events
- Exhibit J: Notice of Public Hearing
- Exhibit K: School Board Resolution

## 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 IE2 System Application Package, you are providing the legal assurance that your IE2 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 an IE<sup>2</sup> contract for Board of Public Education for the City of Savannah and the County of Chatham located in Chatham County is true to the best of my knowledge and belief; I also certify that if awarded an IE<sup>2</sup> 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 IE<sup>2</sup> system is 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 all teachers will be certified or highly qualified in compliance with No Child Left Behind;
7. 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;
8. 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;
9. Shall provide state and federally mandated services for English Language Learners, as applicable;



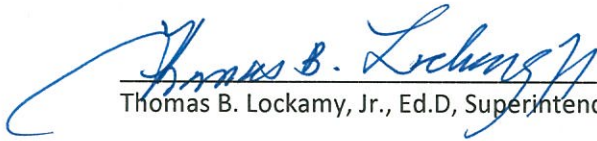
10. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
11. Shall notify the state of any intent to contract with a for-profit entity for education management services;
12. 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;
13. Shall comply with federal due process procedures regarding student discipline and dismissal;
14. Shall be subject to all laws relating to unlawful conduct in or near a public school;
15. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
16. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
17. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
18. Shall ensure that if the IE<sup>2</sup> system participates in federal school meals programs, then each participating system IE<sup>2</sup> school shall comply with all applicable state and federal laws;
19. 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;
20. 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 IE<sup>2</sup> term and all other facility requirements as established by the Department;
21. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
22. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the IE<sup>2</sup> contract, by an independent certified public accountant licensed in this state;
23. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
24. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the IE<sup>2</sup> system; and
25. 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 IE<sup>2</sup> system commitments as part of their “on-boarding” process.

Board of Public Education for the City of Savannah and the County of Chatham

This IE<sup>2</sup> System Application, Assurance Form, and attached Exhibits were approved by the Board of Public Education for the City of Savannah and the County of Chatham on the 2nd day of March, 2016.

  
\_\_\_\_\_  
Jolene Byrne, President, Local Board of Education

3.2.2016  
Date

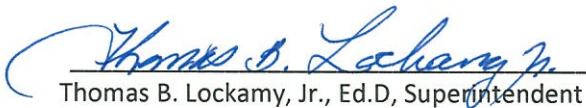
  
\_\_\_\_\_  
Thomas B. Lockamy, Jr., Ed.D, Superintendent

3.3.2016  
Date

If an IE<sup>2</sup> contract is granted, all Petitioners assure that the proposed IE<sup>2</sup> system programs, services, and activities will operate in accordance with the terms of the IE<sup>2</sup> contract and all applicable federal, state, and local laws, rules, and regulations.

  
\_\_\_\_\_  
Jolene Byrne, President, Local Board of Education

3.2.2016  
Date

  
\_\_\_\_\_  
Thomas B. Lockamy, Jr., Ed.D, Superintendent

03.03.2016  
Date