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Appendix A – Flexibility Component of Contract

Under O.C.G.A. § 20-2-80 and State Board Rule 160-5-1-.33, Bibb County is seeking flexibility for all schools included in this Contract from the following state laws, rules, and regulations in exchange for greater accountability.

O.C.G.A. § 20-2-82 mandates that the goal for each waiver and variance shall be the improvement of student performance. This Appendix delineates the specifically identified state laws, rules, regulations, policies, and procedures for which a waiver is requested and the expected impact of such waivers on student performance.

Pursuant to O.C.G.A. § 20-2-84, the SWSS must request a waiver or variance of at least one of the following areas:

- Class size requirements in O.C.G.A. § 20-2-182;
- Expenditure controls in O.C.G.A. § 20-2-171 and categorical allotment requirements in Article 6 of Title 20;
- Certification requirements in O.C.G.A. § 20-2-200; or
- Salary schedule requirements in O.C.G.A. § 20-2-212.

Waiver areas selected:

Class size requirements in O.C.G.A. § 20-2-182
Expenditure controls in O.C.G.A. § 20-2-171 and categorical allotment requirements in Article 6 of Title 20
Certification requirements in O.C.G.A. § 20-2-200
Salary schedule requirements in O.C.G.A. § 20-2-212

Academic Programs Flexibility Rationale:

The district values the unique strengths and specific needs of each school throughout the district and the city of Macon and will leverage flexibility in order to best advance the teaching and learning within every school and across each school. Leveraging flexibility will guide equitable learning experiences for each student while meeting the specific needs of each school and student in the district. The district will address the challenge of closing the achievement gap for all students by pursuing data driven instructional decisions, standards based instruction, and evidence based strategies within each classroom.

ACADEMIC PROGRAMS FLEXIBILITY		Implementation Details
Remedial education program	§20-2-154	The district is seeking flexibility in the percent of the full-time equivalent population for the remedial education program to meet the needs of the large percent of students in the district in grades 6-12 who are eligible for program services need to address

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		reading, mathematics, and writing deficiencies. The Bibb County School District will address the challenge of closing the achievement gap for all students by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today.
Limited English proficient program	§20-2-156	The district is seeking flexibility in the rules and regulations regarding eligibility and teacher-student ratio for the ESOL program to meet the demanding needs and growing percentage of the English learners in the district. The district will provide interventions using evidenced based strategies that meet the specific language needs of our English Learners to comprehend academic content within a classroom setting. The Bibb County School District will address the challenge of closing the achievement gap for English learners by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today.
Educational Program for Gifted Students	160-4-2-.38	The district is seeking flexibility in providing the required segments of gifted instruction per week due to the extremely low number of teachers who do not have the gifted endorsement on their certificate. The district has many schools that report no gifted endorsed teachers. This requires the district to develop different alternative to provide services to gifted students at those schools. The district will address the challenge of closing the achievement gap for all students by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today

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Competencies and Core Curriculum, Online Learning	§20-2-140.1	The Bibb County School District will address the challenge of closing the achievement gap for all students by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today. The district seeks flexibility in providing opportunities for virtual instructional programs to all students in grades 3-12 to provide opportunities within the virtual program to personalize learning to meet the needs of each student. Data analysis of student achievement and the individual needs of the students needing virtual instruction will guide the supports necessary to maximize the number of students who master the virtual course content.
Graduation Requirements	160-4-2-.48	The district seeks flexibility on the graduation requirements, specifically 6(i), in order to address the challenge of closing the achievement gap for all students by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today.
Alternative education program	§20-2-154.1	The district seeks flexibility allocations for the alternative education program as it relates to the middle school program, the high school general education program (grades nine through 12), and the career, technical, and agricultural education laboratory program (grades nine through 12). The district will address the challenge of closing the achievement gap for all students by pursuing 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 advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today.

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Promotion & Retention	§20-2-283	The district seeks flexibility in the promotion requirements for students to allow the district to allocate its available resources as needed to meet the state board of education rules, regulations, and standards and to carry out its mission of maximizing student achievement and social-emotional well-being by building a sense of community in safe, equitable learning environments. The district will address the challenge of closing the overall academic achievement gap for a student with an appropriate plan of accelerated, differentiated, or additional instruction, placement, promotion, or retention of a student. Classroom instruction and student supports that are data driven and evidenced based will be provided to address learning deficiencies shown from assessment data.
Middle School Program Criteria	160-4-2-.05	The district is seeking flexibility in the class size and teacher certification of foreign language academic courses taught in middle school based on the significant need for teachers in this field with certification. The district will leverage flexibility in order to best advance the teaching and learning within every middle school and across each middle school through teacher recruitment, support, and paths of certification and training. Leveraging this flexibility will guide equitable learning experiences for each student while meeting the specific needs of each middle school and student in the district.

Human Resources Flexibility Rationale:

The district will leverage flexibility in order to attract and retain effective teachers, leaders, and professional personnel to promote student achievement and the social-emotional well-being for all students. The district will develop recruitment efforts to support classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as science and engineering, technology, and child support roles.

The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.

HUMAN RESOURCES FLEXIBILITY	Implementation Details
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Class-size and Reporting requirements	§20-2-182	The district would leverage flexibility of class size to allow the district to allocate its available resources as needed to meet the rules, regulations, and standards to carry out its mission to maximize student achievement and social-emotional well-being by building a sense of community in safe, equitable learning environments.
Salary Schedule Requirements	§20-2-212	The district will leverage flexibility in order to attract and retain effective teachers, leaders, and professional personnel to promote student achievement and the social-emotional well-being for all students. The district will develop recruitment efforts to support classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as science and engineering, technology, and child support roles. The district 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.
Certification Requirements	§20-2-200	The district will leverage flexibility in order to attract and retain effective teachers, leaders, and professional personnel to promote student achievement and the social-emotional well-being for all students. The district will develop recruitment efforts to support classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as science and engineering, technology, and child support roles. The district 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.
Certification Requirements	§20-2-204	The district will leverage flexibility in order to attract and retain effective teachers, leaders, and professional personnel to promote student achievement and the social-emotional well-being for all students. The district will develop recruitment efforts to support classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as science and engineering, technology, and child support roles. The district 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.
Instructional Extension	§20-2-184.1	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of

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		operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Professional Learning	§20-2-167	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Professional Learning	§20-2-182(h)	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Professional Learning	§20-2-204	The 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 supports by expanding employment practices to consider professional practitioners in specialty fields. Additionally BCSD 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.
Personnel Required	160-5-1-.22	The district will leverage flexibility in order to attract and retain effective teachers, leaders, and professional personnel to promote student achievement and the social-emotional well-being for all students. The district will develop recruitment efforts to support classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as science and engineering, technology, and child support roles. The district 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.

HUMAN RESOURCES FLEXIBILITY		Student Improvement Outcomes
Class-size and Reporting requirements	§20-2-182	1 to 8 students in Kindergarten in Regular Education with a maximum class size of 28 1 to 7 students in grades 1-3 in Regular Education with a maximum class size of 28 1 to 5 students in grades 4-5 in Regular Education with a maximum class size of 33

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		students in grade 6-8 in Regular Education with a maximum class size of 33 1 to 5 students in grades 9-12 in Regular Education with a maximum class size of 35 1 to 10 students in Gifted with a maximum class size of 27 in elementary and 28 in secondary 1 to 5 students in CTAE courses with a maximum class size of 33 1 to 5 students in Early Intervention Program 1 to 5 students in Remedial Education Program with a maximum class size of 33 1 to 5 students in Special Education classes
Certification Requirements	§20-2-200	In situations where we can't find a fully certified candidate, we turn to the Certification Waiver, allowing us to hire individuals with a bachelor's degree from an accredited college or university, along with relevant postsecondary coursework matching their teaching area. Our Human Resources Department meticulously reviews transcripts alongside the recommending principal to ensure all credentials are in order. Once onboarded, hired non-certified teachers are matched with experienced mentors. attend prioritized monthly sessions tailored to their needs and aimed at facilitating their transition into the classroom. Additionally, we mandate enrollment in a certification program to ensure their professional growth. While our preference is always fully certified teachers, we firmly believe our processes with non-certified teachers significantly impacts student achievement and improvement outcomes and outweighs the use of temporary staff or substitutes in those positions.
Certification Requirements	§20-2-204	In situations where we can't find a fully certified candidate, we turn to the Certification Waiver, allowing us to hire individuals with a bachelor's degree from an accredited college or university, along with relevant postsecondary coursework matching their teaching area. Our Human Resources Department meticulously reviews transcripts alongside the recommending principal to ensure all credentials are in order. Once onboarded, hired non-certified teachers are matched with experienced mentors. attend prioritized monthly sessions tailored to their needs and aimed at facilitating their transition into the classroom. Additionally, we mandate enrollment in a certification program to ensure their professional growth. While our preference is always fully certified teachers, we firmly believe our processes with non-certified teachers significantly impacts student achievement and improvement outcomes and outweighs the use of temporary staff or substitutes in those positions.

Financial Flexibility Rationale:

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The district ensure the financial stability of the schools within the district by aligning all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students and each school. The district will leverage the flexibility in spending constraints and allocations to support teaching and learning and the challenge of closing the achievement gap for all students.

FINANCIAL FLEXIBILITY		Implementation Details
Categorical Allotment requirements	§20-2-167	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Categorical Allotment requirements	§20-2-183	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Categorical Allotment requirements	§20-2-184	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Categorical Allotment requirements	§20-2-185	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Categorical Allotment requirements	§20-2-186	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of

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QBE Financing	§20-2-161	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Direct Classroom Expenditure Control	§20-2-171	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.
Scheduling for Instruction/Program Enrollment & Appropriations	§20-2-160	The district will align all spending priorities with the district's strategic plan to maximize student achievement and the social-emotional well-being of all students. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the flexibility to best advance teaching and learning at every school.

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Acknowledgments

As the authorized representative of Bibb County, I hereby certify and provide legal assurance that Bibb County understands that it is requesting increased flexibility from identified state laws, rules, and regulations in exchange for increased accountability and defined consequences. Bibb County further understands that the purpose of seeking a waiver or variance from identified state laws, rules, and regulations is to increase student performance. I also certify that Bibb County:

- ☐ Ensures that all information submitted to the Georgia Department of Education in connection with this strategic waiver application is true and accurate to the best of my knowledge;
- ☐ Adopted a district strategic plan within the last five years, linked below, for improving the performance of its schools; and
- ☐ For each waiver or variance request included in Appendix A of the Strategic Waiver School System Contract, a waiver explanation is provided. Where there is not an explanation provided for a requested waiver or variance, I understand that the waiver or variance request will not be granted.

(Printed Name) Superintendent

(Signature) Superintendent

Date

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