



Charter System Application

DISTRICT NAME

DOUGHERTY COUNTY SCHOOL SYSTEM

DISRICT ADDRESS

**200 Pine Avenue
Albany, Georgia
31707**

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• Annual Audit	
• Strategic Plan	
• Accreditation Report	

DOUGHERTY COUNTY SCHOOL SYSTEM

CHARTER SYSTEM APPLICATION

COVER SHEET

Proposed Charter System Information			
1. Full Name of Proposed Charter System		DOUGHERTY COUNTY SCHOOLS CHARTER SYSTEM	
2. Please indicate whether this is a: New Petition XXX or a Renewal Petition		3. How many schools in total are you proposing to include in your charter system? 22	
4. How many of each of the following schools are you proposing to include in your charter system?			
Primary School(s)		Middle School(s)	4
Elementary School(s)	14	High school(s)	4
5. On July 1 of what year do you want your charter contract to be effective? 2016			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5 YEARS			
7. Charter System Street Address	8. City	9. State	10. Zip
200 PINE AVENUE	ALBANY	GEORGIA	31701
11. Contact Person		12. Title	
DR. DAVID MOSELY		SUPERINTENDENT	
13. Contact Street Address	14. City	15. State	16. Zip
200 PINE AVENUE	ALBANY	GEORGIA	31701
17. Contact's telephone number 229-431-1285	18. Contact's fax number 229-431-1276	19. Contact's E-mail Address david.mosely@docoschools.org	

CHARTER SYSTEM APPLICATION

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INTRODUCTION

Demographic Profile

The 328.69 square miles that make up Dougherty County, Georgia are located in the heart of southwest Georgia, with the city of Albany as the county's seat. With an estimated total population of 92,407 (Census, 2014), the Dougherty County School System enrolls 15,628 students. Eighty-seven percent (87%) of the student population is African American, 9% White, 3% Hispanic and Multi-racial (respectively) and less than 1% American Indian, Asian or Pacific Islander (DOE, 2015). The system's poverty statistics support one-hundred percent (100%) of our enrollees receiving universal free breakfast and lunch as granted by the Federal/State School Nutrition Program. In 2009, Albany was labeled one of America's most impoverished cities by Forbes Magazine (2009). Additionally, numerous reports disclose the generational poverty that has persisted in Dougherty County (Cooper, 2010; Sumner, 2011; Zumbrun, 2009).

During the past 5 years the county has experienced varying degrees of improvement in terms of the numbers of citizens 25+ years of age who have attained high school diplomas or higher (bachelors, masters, doctorates and professional) degrees [79.9%] (US Census, 2014). However, there continues to be a negative change (-2.1%) in the percent of adults finding gainful employment; thus, 31.3% of the county's citizens live in poverty. Given these statistics the Dougherty County School System welcomes the opportunity to use the flexibility provided by the charter system advent as a tool to address its challenges and promote quality education and achievement for all students.

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History of the Decision Process

In August 2012, the Dougherty County Board of Education broached the initial legislative mandate, O.C.G.A. §20-2-84, as an opportunity to align and improve educational practices and transform the business of K-12 education in the Albany (Dougherty County), Georgia community. Toward that end, the school board *led by example*. Consequently, over the next few years the Board's composition changed drastically. Its members intentionally transformed themselves into a noticeably cohesive policy-making team that governs in accordance to state standards: ethically, free from conflicts of interest and with student achievement as its driving force (AdvancEd, 2014). A Letter of Intent was issued on September 30, 2014, to the Charter Division of the GADOE stating DCSS's desire to embrace the Charter System management model and use of broad flexibility to engage the community in site-based governance in order to improve student performance and increase achievement.

As key policy developers, the school board, encouraged by a weary community sought and hired a seasoned system navigator (superintendent) to embrace a diverse school system riddled with the full spectrum of urban challenges (e.g. poverty, under-performance, systemic neglect). The "*modus operandi*" of the new leadership refreshingly supports the districts' need to provide flexibility and to use its resources to develop **cultures of achievement** where the varied needs of students are noted, planned for and addressed at the school-level. Furthermore, this leadership embraced and promoted an atmosphere of collaboration and transparency which fostered the creation of a new P-16 articulation that started with the top leaders of the city's four (4) major public educational institutions [Dougherty County School System (DCSS), Albany Technical College (ATC), Albany State University ASU) and Darton College (DC)] convening themselves. Singularly, the superintendent and these college

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presidents conversed about ways to address issues of drop-out, low educational attainment and the college readiness of Dougherty County's students. Subsequently, this team engaged the J. W. Fanning Institute for Leadership Development and Carl Vinson Institute of Government at the University of Georgia to facilitate a systematic community-wide input process. This process helped the leaders to gain an objective perspective of the attitudes and perceptions of the P-16 educational system and identify a conclusive set of priorities that if addressed, would combat the education deficit. Consequently, the Reimagining 2014 Report from the Fanning Institute, along with the Dougherty County School System's AdvancED Exit Report, and the most recent CCRPI reports formed the basis for the development of the district's *new 20/20 Vision Strategic Plan* which informs many areas of challenge found during the fact-finding process of this charter system application. Additionally, the system engaged in surveying parents, teachers, students and stakeholders to assess the state of K-12 education in Dougherty County.

The DCSS Strategic Goals from the strategic plan which can be found at the following link: (<http://dcss.schooldesk.net/LinkClick.aspx?fileticket=zy20Eu6uhcQ%3d&portalid=976>) were grouped into four (4) key areas: Organizational Effectiveness, Teacher/Leader Effectiveness, Family/Community Engagement, and Culture and Expectations. These areas incorporate the challenges that are identified in this application. As schools use site-based autonomy and flexibility, these challenges will be addressed throughout the district and DCSS will successfully increase achievement for all students, thereby exceeding its vision: ***Building a great community, one student at a time.***

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THE CASE

The charge to develop a system-wide agenda to address the challenges from the CASE MATRIX delineated in Table #1 below. This table rank orders the challenges. However, stakeholders strongly believe in the interconnectivity of these challenges and suggest that they must be addressed simultaneously during this first charter term. Specific actions that will be taken and how those actions will lead to the challenges being addressed, as well as the flexibility that would have required waivers *without* the charter system status are also included in this table.

**Table #1
DCSS District Challenges**

Application Question	Challenge #1	Challenge #2	Challenge #3	Challenge #4
<i>1. What challenges are your school district facing?</i>	Re-align the System’s culture and the public perception of the system	Prepare Pre-K Students for School Readiness	Implement Innovative Instructional Models to strengthen Literacy & Math Instruction	Reduce Grade Retentions and address Middle to High School Transition
<i>2. What is the rank order priority of these challenges?</i>	1	2	3	4
<i>3. Which of these challenges will your school district be able to address by becoming a charter system?</i>	The flexibility and governance features of the charter system model will be used to address all four of these challenges.			

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<p><i>4. What specific actions will your district take to address each of these challenges during its five-year charter term?</i></p>	<p>1.1 Re-define a system-wide culture .</p> <p>1.2 Develop high functioning governance teams.</p> <p>1.3 Create policies and procedures that align student support services and community wrap around services.</p> <p>1.4 Leverage charter system flexibility to adapt elements of varied discipline models.</p>	<p>2.1 Re-develop a county-wide Pre-K Collaborative between Early Childhood Educators (ECEs) at DCSS and Albany State University, Albany Technical School, Head Start and other private Pre-K programs.</p> <p>2.2 Lead in the creation of a quality ECE Professional Learning Community to provide learning spaces for ECEs instruction that is responsive, age-appropriate and that promotes training in growth mindsets for all children birth to 6.</p> <p>2.3 Implement a Dougherty County Pre-K Montessori Program.</p> <p>2.4 Involve DCSS Pre-K in GADOE’s early reading frameworks (i.e. Get Georgia Reading: 0-8,</p>	<p>3.1 Re-structure the Instructional Services Department for efficient curriculum support.</p> <p>3.2 Continue to build the 1-to-1 Technology Initiative</p> <p>3.3 Leverage flexibility to assess the DCSS LIFE LAB Gifted Education Program.</p> <p>3.4 Flexibility to expand existing STEM articulations (K-12).</p> <p>3.5 Expand dual enrollment and Move On When Ready (MOWR) initiative with local post-secondary institutions.</p>	<p>4.1 Implement flexibility to design non-traditional group configurations/ classrooms (e.g. multi-age, non-graded, half-graded) and use unconventional instructional models.</p> <p>4.2 Create and implement a College and Career Academy.</p> <p>4.3 Create and implement single-sex academies.</p>
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		Literacy Initiative).		
<p><i>5. Provide a clear explanation of how each of these specific actions will lead to the specific challenge being addressed</i></p>	<p>1.1 DCSS will use an eight step change process (Kotter, 2005) and benchmark with a large community business partner to create training for scaling and managing organizational change.</p> <p>1.2a LSGTs will provide an opportunity for broader community involvement and increase the involvement of caring adults in schools helping to solve school specific challenges.</p> <p>1.2b LSGT members will become highly qualified by completing governance training through the system’s LSGTs Academy.</p> <p>1.3 Assessing and aligning student support services will match students to external wrap -</p>	<p>2.1 Re-establishing and maintaining an effective early learning collaborative will ensure articulation of updated school rigor and requirements to increase children’s school readiness.</p> <p>2.2 Professional learning will improve the quality of ECE programs, thus creating seamless instruction that improves children’s school readiness.</p> <p>2.3 Providing a high quality Montessori program will demonstrate the pedagogy and rigor needed to ready students for school success.</p> <p>2.4 Participation in the “Get Georgia Reading” Program will focus on early student literacy and language acquisition and</p>	<p>3.1 Re-structuring the Curriculum Department into a <i>new</i> Academic Services Unit will provide schools with coordinated support and have a have greater impact on teacher support for student achievement.</p> <p>3.2 Expanding the 1-to-1 Technology Initiative will ensure that every child in Dougherty County School System is provided with personalized learning that directly impacts student achievement as students use a variety of learning styles and settings (e.g. hybrid, blended, real time, virtual; home, any-time, any-place learning).</p> <p>3.3 Assessing the LIFE LAB Gifted Education</p>	<p>4.1 Implementing non-traditional, non-competitive instructional groups will lead to increase achievement among under-motivated and oftentimes over-aged students.</p> <p>4.2 Creating a College and Career Academy will improve students’ early participation in career choice learning and increase student achievement and persistence to high school graduation. Also, students who develop early career passions and understand the pathways to those careers are more likely to persist to graduation. The soft skills taught in a career academy environment will foster students’ job readiness and self-regulatory skills.</p>

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	<p>around services that meet students’ social, physical and/or academic needs beyond the regular school day.</p> <p>1.4 Providing students and staffs with discipline alternatives (e.g. restorative justice, PBIS, ALIVE) will enhance students’ self-regulation and conflict resolution skills and lead students to become better problem-solvers.</p>	<p>help parents to become their child’s first language and literacy skills teacher.</p>	<p>program will ensure the use of best practices to develop and benchmark gifted education models that enhance under-motivated and 2e gifted students.</p> <p>3.4 Expanding STEM articulations, K-12, will provide seamless experiential STEM instruction and learning; and create a pipeline for increased student achievement in math and science.</p> <p>3.5 Expanding the MOWR Initiative provides students with more course offerings aligned to their interest which increases students’ academic engagement, <i>possibility of</i> early graduation and early college placement.</p>	<p>4.3 Creating single-sex academies will provide a more focused learning experience with the reduction typical stereotypes common in co-ed environments.</p>
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<p><i>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 above.</i></p>	<p>O.C.G.A. § 20-02-0210 - supports the creation of local school governance teams</p>	<p>O.C.G.A. § 160-3-3-.04 - to allow expenditure of funds for professional learning for non-school system Pre-K educators</p> <p>O.C.G.A. § 20-2-140 (2014) –to allow flexibility in Pre-K curriculum/ instruction</p>	<p>O.C.G.A. § 20-2-182, 0183, 184, 185; DOE RULE: 160-4-.211 to allow flexibility in the development of transition classes and modify promotion, placement and retention policies at gate grade - levels (3, 5, and 8).</p> <p>O.C.G.A. § 20-2-151,152,161; DOE rule 160-4-2-.38 – to modify minimum participation and instructional models required by the <i>Resources Manual for Gifted Education Services</i>.</p> <p>O.C.G.A. § 20-2-182;DOE RULE: 160-51-.08 Class Size Waivers – supports schools design of course offerings that may accommodate larger or smaller class sizes than QBE funding allows.</p>	<p>O.C.G.A. § 20-2-182 allows flexibility in CTAE course development</p> <p>DOE RULE: 160-5-1-.22 – flexibility</p> <p>O.C.G.A. § 20-2-200; DOE RULE: 160-5-1-.22 – flexibility in certification requirements to hire experienced (content/subject) experts in professional fields</p>
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			O.C.G.A. §20-2-151, §20-2-161.1§20-2-165; §20-2-168; DOE RULE:160-5-2-.02 for future innovations as curriculum and delivery models are designed to meet students' needs.	
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Expanded explanations of the actions listed in the CASE matrix (above) follows, below.

1. What challenges are your school district facing?

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

Under the current leadership the Dougherty County School System has established processes and created a management model that has addressed a number of its challenges. While the superintendent is proud of those accomplishments, he is committed to extending his authority to empower schools through their local school governance teams to further address these and other challenges that are specific to their school sites. This enables the system to fulfill the DCSS mission: ***to partner with families and our community to provide high quality educational experiences that lead to student success in college, careers and life.*** We believe that resolving the following issues will allow the system to be well on its way to becoming successful.

Challenge #1 - The Dougherty County School System will address the system's culture and the public perception of the system.

The perceived gaps that appear between the schools and the customers that we serve as indicated by the 2014 CCPRI – STAR (School Climate) Reports are unacceptable. While there

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are pockets of customer satisfaction throughout the system, there are indicators that suggest that more must be done to be deemed successful. First, a wide-spread re-visioning campaign was launched by the superintendent with the training of all system leaders and leadership teams (July 2015). This training will be built upon and will include change management/leadership development. Training will be re-delivered (using a train-the-trainer model) until there is saturation throughout the system of the vision, goals, core values, philosophy and common focus of the system (culture). Creating a culture where the school system proactively reaches into the community to serve children and their families before they reach our doors will be vital to the building and strengthening of school-community relationships. “Culture trumps any attempted instructional strategy,” according to William Daggatt (2015). Therefore, building an internal culture that embraces responsive pedagogy, growth mindsets and promotes the rigor and the depth of knowledge necessary for students to be college and career ready is critical. Students must know that they are valued. Adults will leverage internal and external resources to provide wrap-around services to support students’ academic achievement. As school communities use the flexibility afforded by the charter system framework and engage highly functioning governance teams, the system anticipates a broader reach to not only address but resolve challenges that school sites experience that impede student academic growth. Toward that end, addressing our second challenge will be one tool used to start early building of a successful culture of achievement and bridging those home-school relationships.

Challenge #2 – The Dougherty County School System will address school readiness for Pre-K students,

Clearly the research has posited that poor children are less likely than their more privileged counterparts to reach school-age with adequate levels of school readiness (Johnson,

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2015). Typically these children score on the average, two years behind on standardized language development tests (Harkness, 2015). New research is suggesting that this language gap can begin as early as 18 months and that by the age of 3 these children would need to attend extra school just to catch up (Harkness, 2015).

Our challenge is that about 72% of kindergarteners entering DCSS come from homes that value and participate in some type of Head Start, Pre-K or private early learning programs. However, many of these children are not prepared for the increased rigor of the *new* Georgia kindergarten program. Therefore, our challenge is to reach broadly into our communities to ‘Get Georgia Reading,’ and promote other engaging opportunities for early learners and their families.

The Dougherty County Montessori Pre-K Program will help to improve the quality of early learning, thus providing children with an early start in age-appropriate academic rigor in a constructivist environment. Montessori in public pre-schools has experienced much success (Angel, 2014; Cohen, 1990). It is known to systematically incorporate the teaching and learning behaviors associated with growth mindsets, rigorous instruction and the kind of nurturance required in standards-based classrooms.

Further, the school system’s success will be enhanced as we address this challenge by providing a community model of collaboration and learning. The charter system flexibility allows the Dougherty County Schools to take the lead in providing professional community spaces to collaborate, learn and apply new strategies to support early learners’ achievement.

Challenge #3 - Dougherty County School System will implement innovative instructional models to strengthen literacy and math instruction.

Successful instructional models must clearly articulate goals, provide varied instructional strategies to meet students’ learning needs and align assessments to measure whether students

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are meeting their goals. Clearly, Dougherty County is faced with the challenge of providing instruction to a very economically and socially diverse population. Nevertheless, while student performance over the past three years has trended positively in largely all subjects (plateauing somewhat in language arts for both elementary and middle grades), the system's overall performance remains below that of the state in all subjects. Mathematics, science and language arts are areas noted for accelerated attention during our strategic planning process.

Making use of the wealth of web-based curriculum support as well as varied technology platforms for delivery will be explored. Dougherty County has a wealth of technology. Professional development to ensure knowledge saturation and usage is essential. As schools use their autonomy and flexibility to assess and design instruction that meets their students' needs, the system will move toward success.

Challenge #4 – The Dougherty County School System will address grade retentions and middle and high school transitions

Further drilling down into the data suggested two additional areas of challenge. First, the numbers of overage and students retained in the elementary and middle grades is concerning. Grade retention is a predictor of high school dropout (Stearns et.al, 2007) and multiple retentions are high in Dougherty County. Secondly, many of our specialized instructional efforts have not resulted in an increase in the number of students exceeding expectations. Alternative instructional strategies will be explored with an emphasis on assessing strategies and configurations that engage students who struggle as well as underperforming high achievers (sometimes 2e) and gifted students. Many of these students need a more specialized instructional setting. Providing innovative instructional spaces (e.g. College and Career Academy, Single-sex Academies) will also foster system-wide success.

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2. *What is the rank order priority of these challenges (from most to least important)?*

There were four (4) major challenge areas that emerged from the process discussed in the Introduction section of this application that impedes high school graduation in Dougherty County. These challenges are ranked as followed below. However, of note is the strong belief by some stakeholders that these challenges have interconnectivity and must be addressed simultaneously:

1. Address the system's culture and the overall public perception of the district,
2. Increase the readiness of Pre-K students to assure that students enter school ready to learn,
3. Embrace innovative instructional models that strengthen literacy and mathematics instruction for all; especially ESP, ELL, gifted and migrant students, and
4. Address student grade retentions and middle to high school student transition.

During a special leadership meeting called in the spring of 2015, principals and department heads used multi-voting to rank these challenges. This same process was replicated throughout the district and with key community stakeholders. Although this process produced additional challenges, those challenges were more school-site specific and will be addressed as schools develop their individual strategic improvement plans. This charter system application represents one of the most robust attempts to transform education ever attempted in Dougherty County.

3. *Which of these challenges will your school district be able to address by becoming a charter system?*

The Dougherty County School System will address all four challenges listed in #2 above by becoming a charter system.

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

Challenge #1 – Address School System Culture and Public Perception

DCSS will:

1. Launch a vision re-casting campaign that focuses on the common vision of student achievement, through customer service, total involvement, shared governance, data-informed decision-making and continuous improvement. Initiate an 8- Step Leading Change training for all school leaders. Add diversity training for staff that embraces responsive pedagogy as a foundation for increasing the achievement of students, particularly students of color and those in poverty.
2. Leverage and coordinate internal and external wrap around services. Form a clearinghouse/collaborative with (i.e. psychologist, social workers, school resource officers, school counselors, graduation coaches etc.) for the development of preventive and interceptive support for students with stress related issues that impede academic progress. The extension of the existing CAB (Caring Adult in the Building) where students have access to restorative justice resolution techniques and/or trauma stress interventions is essential to the academic achievement of these students’.
3. Use local governance teams to advance site-based developments of discipline models that are respectful and that promote students self-awareness and efficacy.

Challenge #2 – Address School Readiness for Pre-K Students

DCSS will:

1. Collaborate with the past Early Childhood Educators (ECE) Collaborative to re-invigorate and facilitate a comprehensive ECE Collaborative. This effort will bring all

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early childhood agency heads together, both public and private; Pre-K and all early childhood providers. This team will also reach out to parents and church groups who provide children training outside of school. The team will partner with the school system's parent facilitators to implement *Academic Parent Teacher Team (APTT) – type strategies* to on-board parents and other non-school system teachers (parents) as we help them learn new techniques and strategies to successfully work with their children. The past ECE Collaborative was very strong and the Albany Housing Authority has brought together early childhood educators for planning with the Housing Authority. We have strong existing connections to that group and do not anticipate any barriers re-vitalizing the ECE Collaborative. The main purpose of this ECE Collaborative is to ensure that all who work with young children have adequate updates on instructional strategies and changing content required of early learners; and to provide professional learning opportunities and supportive spaces to discuss the delivery of supportive rigorous instruction to early learners.

2. Provide extended professional learning for the staff members of Pre-K providers outside of the school system. The flexibility from the Charter System model will allow funds expended to include community-wide ECE training.
3. Design and implement a Dougherty County Montessori Pre-K Program. The Montessori Pre-K Program offers parents another CHOICE opportunity for their child to receive early instruction that readies them for the kind of mindset that persists in a standards-based environment. The program nurtures the natural curiosity of children and will be designed to serve the children equitably.

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4. Implement a “Get Georgia Reading Program” for ages 0 – 8 years old. The major focus of this program is language and literacy acquisition. The LSGTs will work in collaboration with the ECE Collaborative to design community-sensitive initiatives that meet the early language acquisition and literacy needs of their community. This initiative will provide resources to support a detailed literacy plan that will help navigate the journey of readying the young child for school during this charter term.

Challenge #3 – Implement Innovative Instructional Models to Strengthen Literacy and Math Instruction

DCSS will:

1. Conduct a needs assessment of current elementary, middle and high school course offerings in science, technology, engineering and/or mathematics focus to assess viability of existing STEM deliveries.
2. Based on the assessment, research and select framework for STEM delivery and design/create the Dougherty County STEM K-12 Articulation Program. Currently, an Age of Innovation STEM Instructional Framework was submitted to DCSS for a STEM charter school consideration. This Framework will be considered by the STEM articulation team once it is formed. These actions will result in having a clear elementary, middle and high school feeder (articulation) program for students interested in STEM subjects. This will enhance math and science achievement in the system.
3. Continue to implement the 1-to-1 Technology Proliferation where every child in the DCSS has (in-hand) either an I-Pad or a laptop for their individual use at home. DCSS has already hired and placed a technology specialist at each school. Training will continue for all staff and students as they use digital technology in the teaching and

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learning exchange. This will ensure that technology is efficiently used as a teaching and learning tool by staff and students.

4. Coordinate through the Academic Services Unit a cross system assessment of all middle and high school courses. Align high school courses with college offerings to eliminate duplications and coordinate offerings strategically so that all students get maximum benefit in the school system before they move to the college settings. This action will ensure that students are taking advantage of course offerings and that “place” (of desired course offering) is not a barrier to selecting course offerings that best engage the student.
5. Schools will continue to work with their LSGTs to assess, align and/or design instruction and services that positively impacts student achievement and support their school strategic improvement plan.
6. Evaluate and align the gifted education program to ensure contemporary rigor, consistency, effectiveness and broader recruitment of participants at every level.

Challenge #4 – Address Grade Retention and Middle to High School Transition

DCSS will:

1. Aggressively continue the RTI process to ensure that students who struggle are identified forthright and targeted with specialized instruction.
2. Schools will engage LSGTs to assist in coordinating internal and external resources and strategies to address students’ non-academic needs that impede academic progress.
3. Design and build a world-class College and Career Academy in order to engage students and give them authentic hands-on learning experiences. This kind of experiential learning has been found to offer promise for *all* students, but especially to those who tend to be more at-risk of dropping out of school. This new focus will add value and

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relevance to the high school diploma while preparing students for college and careers through assessment-driven career pathway options (ARCCA, 2015).

4. While the research is clear that there are pros and cons surrounding single-sex education, for sure the implementing of single-sex academies in Dougherty County schools is a concerted attempt to focus students who have been less than successful in coed classrooms. Additionally, the single-sex academies offer parents and students CHOICE; as students who are at-risk of failing typically by middle school have limited instructional options.
5. ***Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.***

This section *navigates the journey* by linking the challenges, the innovations and existing actions, and waivers that would be needed without the broad flexibility if we are granted charter system status.

Challenge 1 – Address the system’s culture and the public perception

Actions:

1. Re-cast visioning campaign/training (8-Step Change Process)
2. Leverage all wrap around services
3. Use LSGTs to advance development of discipline models (e.g. restorative justice, trauma stress interventions)

Waiver indicated for action #3: O.C.G.A. § 20-02-0210 to support formation of local governance teams.

Challenge 2 – Address school readiness for Pre-K students

Actions:

1. Re-invigorate the Dougherty County Early Childhood Collaborative

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2. Provide extended professional development to include non-school system early learning providers and parents.
3. Design and implement a Dougherty County Montessori Pre-K Program.
4. Implement a community-wide Get Georgia Reading Program for children 0 to 8 years of age.

Waiver indicated for action #2: O.C.G.A. § 160-3-3-.04 – to allow funds to be used for professional learning to include non-school system Pre-K providers.

Waiver indicated for action #3: O.C.G.A. § 20-2-140 (2014) – to allow flexibility in Pre-K curriculum.

Challenge 3 – Implement innovative instructional models to strengthen literacy and math instruction

Actions:

1. Conduct needs assessment of STEM initiatives and STEM related courses offered in the system K-12.
2. Select framework for STEM delivery (Expanded consideration of Age of Innovation Model)
3. Continue 1-to-1 Technology Initiative and delivery of instruction
4. Align all course offerings between the school system and college partner.
5. Work through school improvement teams and LSGTs to assess research and design instruction that supports student achievement and the school strategic improvement plan.
6. Evaluate and align the gifted education program to ensure contemporary rigor, consistency, effectiveness and broader recruitment of participants at every level.

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Waiver indicated for action #3: GBOE Rule 160-5-1-.08 Class Size (O.C.G.A. § 20-2-152/182) allows variation in the number of students in a classroom consistent with instructional objectives and selected model of delivery.

Waiver indicated for action #5: O.C.G.A. § 20-2-2-182, 0183, 184,185; doe Rule: 160-4-.2.11 to allow flexibility in the development of transition classes and modify promotion, placement and retention policies at gate grade levels (3, 5, and 8).

Waiver indicated for action #6: O.C.G.A. § 20-2-151, 152,161; DOE Rule 160-4-2.38 to modify minimum participation and instructional models required by the *Resources Manual for Gifted Education Services*.

Waivers indicated for actions #5 and #6: O.C.G.A. § 20-2-182; DOE Rule: 160-51-.08 Class Size Waivers support schools design of course offerings that may accommodate larger or smaller class sizes than OBE funding allows; and O.C.G.A. § 20-2-151, § 20-2-168; DOE Rule: 160-5-2-.02 for future innovation as curriculum delivery models are designed to meet students' needs.

Challenge 4 – Address grade retention and middle and high school transition

Actions:

1. Continue aggressive RTI process
2. Coordinate internal and external wrap-around services
3. Design world-class College and Career Academy
4. Design Single-sex Academies

Waiver indicated for action #3; O.C.G.A. § 20-2-182 allows flexibility in CTAE course development.

Waiver indicated for actions #3 and #4; O.C.G.A. § 20-2-200; DOE Rule: 160-5-1-.22 flexibility in certification requirements to hire experienced experts in professional fields.

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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.* (See #5 Above)

- *Please 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?*

Previous Waivers. Dougherty County School System has used several waivers over the past five years to accommodate programming needs during fiscally strained times. These and the broad flexibility offered with the choice of the charter system model will be used to fully implement system-wide innovations which improve student achievement..

**Table #2
Previous Waivers Used in DCSS**

State O.C.G.A. or SBOE Rule	Purpose
O.C.G.A. § 20-2-111(2014)	To extend 49% Superintendent Contract
O.C.G.A. § 20-2-182/ 20-2-171	Class-size waivers provide flexibility in allocation and use of instructional personnel

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

**. Table# 3
DCSS ACTION IMPLEMENTATION TIMELINE & INNOVATIONS**

DISTRICT IMPLEMENTATION OF INNOVATIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<u>Culture Development</u> *Re-cast vision, core values, common language: 8 Step Change Process; Responsive Pedagogy; Growth Mindsets; Culture of Achievement (DOK)	D	D/I	I			
*Restorative Justice Policing, PBIS and Trauma/ Stress Intervention Models (e.g. ALIVE)	D	D/I	D/I	I		
<u>Early Childhood Readiness</u> Pre-K Collaborative	D	D/I	I			
*Montessori Implementation	D	D/I	I			
<u>Curriculum Delivery Innovations</u>						

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*1-to-1 Technology Proliferation	I					
Enhance Gifted Education	D/I	I				
*STEM Articulation (K-12)	D	D/I	I			
Enhance MOWR	D/I	D/I	D/I	I		
*College & Career Academy	D/I	D/I	I			
*Single-sex Academies	D	D	D	D/I	D/I	I

D=developing; D/I=typically represents a pilot before full implementation; I=Implementation

8. *Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.*

Table #3 above lists the implementation timeline for actions in #4 and denotes those actions that are innovations to our system by the use of an asterisk (*).

PERFORMANCE EXPECTATIONS

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

Dougherty County School System has a three year history of steady growth in most of the core content areas. The new Dougherty County Schools “A 2020 Vision for the Future” Strategic Plan reveals that intensive and aggressive attention must be given to the areas of math and science in order to accelerate achievement. The initial goals listed below are required as a part of the charter system petition agreement. Dougherty County will align with this requirement and offers the following projected goals with the understanding that when the 2015 CCRPI results are made available adjustments may be necessary.

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

GOAL 2: During each year of its first five-year charter term, the Dougherty County Charter System shall “beat the odds” as determined by a formula measuring expected student growth. If each Dougherty Charter System Schools fails to beat the odds in Year 1 of the charter, the Dougherty Charter System shall decrease the number

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of System Charter Schools not beating the odds during Years 2 and 3 at a rate so that all Dougherty Charter System Schools will beat the odds in Year 4.

GOAL 3: The Dougherty Charter School System will demonstrate proficiency and/or improvement on the CCRPI.

- A. Measure 1: Since Dougherty Charter School System is first converting to a charter system in 2016; using Year 1 of the charter term to establish a CCRPI baseline, the Charter 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: If the Dougherty Charter 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 Dougherty Charter School System and the State.
- C. Measure 3: In Years 3-5 of the charter term, the Dougherty Charter School System's CCRPI score shall be better than the State.

LOCAL SCHOOL GOVERNANCE

10. *Explain how your system will transition from Local School Advisory Councils to effective and fully functioning decision-making Local School Governance Teams (LSGTs).*
 - *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 decision-making.*
 - *Include information about the steps that have already occurred or will occur to inform all stakeholders of the new governance structure.*

Previously, the twenty-two (22) Local Advisory Councils in the Dougherty County School System have operated at varied levels of formation, functionality and efficiency. In the

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past this has led to what some perceived as a dual system where equity and fairness were questioned. In an effort to be inclusive and to reach broadly into the community to address school-based challenges, the DCSS Board chose the charter system concept. As stated earlier, since January 2013 the Board collectively has taken steps to prep for continuous improvement. With the hiring of a new superintendent, community (student, parent, stakeholder and teacher) interest groups met regularly with the superintendent and his staff to exchange ideas and develop a more inclusive way to impact student achievement. A culture of trust is emerging and this level of transparency by-in-large marks the onset of the transition to involve broad community communication and collaboration. Thus, the individual schools' ability to offer citizens more intricate access to decision-making, beyond an advisory role has prompted a guarded yet enthusiastic response from the community.

By February 2015, all school staffs were strategically informed about the forthcoming the charter system (flexibility and governance) opportunity. Active parents and community partners were apprised of and began transitioning the current advisory councils to form the initial pilot Local School Governance Teams (LSGTs). Where there was a desire by those currently serving on the advisory councils or PTOs to continue to serve, they were given first opportunity to serve on LSGTs without application because of timing and proven prior commitment. By May 2015 all schools had identified *potential* Local School Governance Team (LSGTs) members with the understanding that adjustments would need to be made as criteria unfolded. Table #4 represents the election criteria which was initially compiled by the Central Charter Advisory Council. The criteria went through a series of vetting processes that involved various stakeholder groups with final input on the configuration selected by the schools' 2015-2016 leadership in late July 2015. This process was undertaken due to the number of new leaders at the school level as well as the

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major revamping of the Central Curriculum Department which has taken place for the 2015-2016 school year.

Also, of particular note is the expressed desire of a stakeholder group that believed strongly in longer initial terms for community members than the 2 year terms recommended by the Central Charter Advisory Council. After taking that request under consideration, a review of the strategically planned trainings and the corresponding yearlong preparation before the official charter related governance commences, it was decided that all levels of concern or apprehension were satisfied. Thus, every team member will be trained, certified and fully functioning at the start of the charter system's operation, as required. The learning curve and implementation dip typical of novel initiatives will be aligned during the pilot year (2015-2016) and teams will be fully prepared to govern at the proposed onset of the charter system approval (2016-2017).

DCSS staff along with the internal consultant (the staff) began to compile the Dougherty County Charter System Handbook, the training framework and units in September 2015. Several draft compilations had been discussed. There are excellent charter system templates that already exist around the state. The staff also reached-out to other systems who serve populations similar to ours and who had also chosen the charter system model. Community engagement, strategies were exchanged and the unique learning curve for broad-based training that is unique to the DCSS community was also considered. The DCSS Public Information office will work in tandem with the staff to set and broadly announce trainings for all identified and *potential* LSGTs members throughout the 2015-2016 year. While the role of these team members remains advisory during the 2015-2016 school year, the training will enable members to pilot governance activities during their yearlong training that transitions them to authentic site-based decision makers. The following table (#4) shows a timeline of events that have already occurred and

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future plans for transitioning and training of all principals, system leadership, LSGT members and future potential LSGT members.

**Table # 4
Timeline for the Development and Transitioning of the
Dougherty County Local School Governance Teams (LSGTs)**

DATE	DEVELOPMENT & TRANSITION ACTIVITY	PRIMARY DRIVER
September 2014	Central Staff, Central Charter Advisory Committee (comprised of local school LSGT members, community stakeholders, business partners) receive an overview of the Charter System Process from Dr. Sherri Gibney-Sherman, Consultant with the Georgia DOE Charter Schools Division	Superintendent Office of Curriculum Office of Communication
December 2014	Central Charter Advisory Committee training on the development of the Local School Governance, conducted by Dr. Sherri Gibney-Sherman. She assigned the DOE Governance Matrix to start the process of developing the LSGTs' criteria, parameters and bylaws	Associate Superintendent for Instructional Services Consultant
January 2015 January 2015	Central Charter Governance Committee members compiled the DCSS Local Governance Team Matrix. Developed the initial template for LSGT functionality (e.g. initial by-laws, responsibility of LSGT members, terms of office, selection criteria, etc.)	Associate Superintendent for Instructional Services Internal Consultant
February 2015	<p>Overviewed governance authority (matrix) with principals and system leaders by internal charter consultant and system staff. Received input into the DRAFT Local School Governance Matrix from principals and system leaders.</p> <p>Developed system CASE challenges through multi-voting of principals, assistant principals and school leaders compiled from Reimaging Education 2014 Report (Fanning Institute), DRAFT Strategic Plan</p> <p>Each principal re-delivered the Greenwood Governance Video Training to their School Council members and performed multi-voting of challenge areas for the school system to start to development of the "CASE".</p>	Internal Charter Consultant
March 2015	Superintendent met with major stakeholder groups (Ministers, Rotary, community clubs and groups) for overview discussion and input on	Superintendent

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	local school governance team scope and to collect feedback on challenge areas to develop/update the “CASE”	
March- September 2015	Continued to meet with school staffs, PTOs, Community Church Forums, Rotary Clubs, Kiwanis Clubs, Fraternities & Sororities, Retired Teachers for intro/overview of Charter System Concept and Local School Governance Teams	Internal Charter System Consultant
July 2015	Update Principals and System-wide Leaders during Summer Leadership Institute – <i>Charter System: Navigating the Journey</i> Presentation	Internal Charter System Consultant
August – September 2015	<p>Compiled and prepared first draft of Charter System application and submitted it to GADOE consultant, Dr. Sherri Gibney-Sherman and. Governance section submitted to Dr. Lynn Plunkett for review and return. Central staff and internal Charter System consultant incorporated edits from GADOE consultants.</p> <p>Expanded the constitution of the Central Charter Advisory Committee to include new stakeholders. Trained new members of the Central Advisory Committee via the Greenwood Governance video provided by GA-DOE consultant and updated them and the entire Committee on edits to be incorporated into the second draft of Charter System application.</p>	<p>Internal Charter System Consultant Associate Superintendents/ CFO</p> <p>Superintendent</p> <p>Internal Charter System Consultant</p>
September 2015	Met face-to-face with each principal to secure continued “buy-in” with new updates on Charter System application (e.g. challenges, flexibility and governance).	Internal Charter System Consultant
September 2015	Re-submitted the charter application (second draft) updates to Dr.Sherri Gibney-Sherman	Internal System Consultant Associate Superintendents/ CFO
September 2015	Submit second draft application to the entire Local School Board and Charter System Advisory Committee	Superintendent
October 2015	Scheduled 2 Charter System Public Hearings, Website Release of Charter System application for public comments (Official Press Release to Principals and in legal organs)	Superintendent Internal Charter System Consultant

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October 2015	Incorporated final edits from GADOE consultant, Dr. Sherri Gibney-Sherman, public hearings and public comments on the website. Meeting of the Charter System Advisory Committee to overview the final Charter System application before the superintendent recommends the DCSS Charter Application to the LBOE	System Staff and Internal Charter System Consultant
October/November 2015	Submit Charter System Application to GaDOE	LBOE Superintendent's Staff
November 2015 – April 2016	Officially began Principal/Leadership Trainings Officially Kicked-off of Local School Governance Team Training (Official Press Release and Media Blitz) Embedded training for Principals and LSGTs as they monitor existing plan and develop Strategic School Improvement Plans and budgets for 2016-2017	System Staff Internal Charter System Consultant Internal Consultant Staff
April 2016 – July 2016	All LSGTs members will be working to become Dougherty Charter System Certified Governance Team Members by July 2016.	Principals Internal Charter System Consultant Staff Governance Trainers
July/August 2016	Swearing-in of the first official LSGTs	Principals LSGTs
August 2016 - 2021	Continuous LSGT Training will be offered through the <i>DCSS – Three-tiered LSGT Academy (PSAs, Website and School-site Postings & regular Media Community Blitz invitations will continuously advertise training opportunities throughout the term of the Charter System period for qualified interested citizens.)</i>	Charter System Staff Media Information Services Department

11. Address the formation of the Local School Governance Teams, including how members are selected, the terms of members, and how and why members may be removed.

Table five below fully discloses the composition of the LSGTs. The principal and students (middle and high schools) are the only non-voting members. Since the members will be certified through the planned training process from the onset, there will be initially a staggered 1-

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year term for one member from each member category as indicated in the table below. The succeeding terms of office, method of election, voting rights and eligibility criteria are included.

**Table #5
LSGTs Composition, Term of Office, Method of Election
Voting Rights, Criteria/Eligibility**

Member Type	Term of Service (Initial)	Succeeding Service Term	Method of Election	Voting Rights	Criteria/Eligibility
Principal	Ongoing	Ongoing	Ex-officio	No	Principal, CEO or Interim Principal/CEO
Classified Staff	2 years	2 years	Appointed by Principal	Yes	Full-time at the school – may serve consecutive terms
Classroom Teacher 1	1 years	2 years	Appointed by Principal (recommend the TOTY)	Yes	Full-time at the school – may serve non-consecutive terms
Classroom Teacher 2	2 years	2 years	Voted by Teachers	Yes	Full-time at the school – may serve non-consecutive terms
Parent 1	1 years	2 years	Voted by Parents	Yes	Parent of any child who will have two years remaining at the school
Parent 2	2 years	2 years	Voted by Parents	Yes	Parent of any child who will have two years remaining at the school
Community Partner	1 year	2 years	Elected by voting of the LSGT; Initial partner recommended by principal	Yes	Any adult citizen who resides in Dougherty or non-resident with specific skill, talent or interest in DCSS school – may serve consecutive terms
Community Service/ Business Partner	3 years	2 years	Elected by the voting of the LSGT. For the first year the current partner will be maintained.	Yes	Any adult citizen engaged in business - may serve consecutive terms

A Dougherty County Charter System Handbook is being developed. All topics surrounding the eligibility, seating, serving and removal of members will be included. However, at a minimum LSGTs members may be removed for:

- Habitual absenteeism (Missing > 3 meetings)

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- Not actively participating or engaging during meetings
- Breach of confidentiality
- Member no longer a part of the school's community
- Violating the code of conduct or ethics as set forth in the bylaws

The process for removing a team member will also be detailed in the Dougherty County Charter System Handbook and will include at minimum the following:

- Governance team members that are in good standing will vote on any removal of a LSGT member from the team that is not voluntary.
- Principals will send a copy of the minutes recording the vote to the superintendent (or the system designee).
- Superintendent will report any change in the LSGTs to the LBOE.

8. *Use the Charter System Application – Local School Governance Matrix to show how the Superintendent will share with Local School Governance Teams his/her authority to develop recommendations to the Board of Education.*

The Dougherty County Board of Education (by law) retains all of its constitutional authority. Regular updates on LSGTs will be a part of the Superintendent's Report to the LBOE. As such it is the sharing of the superintendent's authority granted to the LSGT that represents the change in authority. This authority extends to specific levels identified in O.C.G.A. §20-2-2062(12.1) in the areas of: personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations. Detailed parameters of operation of the LSGTs are delineated in Table #6 below.

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**Table #6
SCHOOL LEVEL GOVERNANCE
DECISION-MAKING MATRIX**

System Name: DOUGHERTY	Minimum LSGT Authority	<i>How and When</i> Minimum Authority will be Implemented	Additional LSGT Authority*	<i>How and When</i> Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	At a minimum, by July 2016 schools will have an active LSGT seated. LSGTs will have at a minimum one representative on the superintendent's interview panel for the school principal where vacancies exist. The superintendent will have final responsibility for recommending the school principal to the LBOE for approval.	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative and additional non-teaching positions, distribution methods for incentive funds.	Each new LSGT member will receive initial governance team training before taking office (July 2016 for initial team) and yearly <i>follow-up</i> trainings throughout their term. Governance trainings involving increased authority (e.g. providing the superintendent with feedback on the principal's performance evaluation, designing the duties and approving qualifications of non-teaching positions) will be delivered as a part of the DCSS Three-tiered LSGTs Training. The LSGTs will have at least 2 representatives as a part of the interview team for teaching and

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				<p>non-teaching positions at the school. The additional areas of authority will be phased-into the training and implemented over the term of the charter. This increase of authority will be common practice at all schools by year 4 of the charter system (2019-2020).</p>
<p>Financial Decisions and Resource Allocation</p>	<p>LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs.</p>	<p>At a minimum, and as the result of the year-long initial LSGTs training, by June 2016 LSGTs shall have experienced hands-on training in assisting the principal in developing the school budget based on personnel costs associated with the schools' instructional program that supports the Local School Strategic Improvement Plan.</p>	<p>Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter funds, vendors for school resources, fundraising budget</p>	<p>LSGTs' approval of the school budget will start in May 2017. LSGT representatives will work with the school leadership team and the principal to develop schools' budget that supports the Local School Strategic Improvement Plan. Final budgets will be recommended to the LSGTs by the principal. LSGTs will work in tandem with the principal to use vendors for school resources in accordance to DCSS established bid</p>

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				<p>processes (after clearing conflicts of interest, where applicable). Schools are encouraged to buy-locally where possible. By 2016- 2017 school year school fundraising events and field trips will be approved by LSGTs and reported monthly to the LBOE via the monthly charter system reports to the superintendent.</p>
<p>Curriculum and Instruction</p>	<p>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</p>	<p>At a minimum, by July 2016 at least 2 representative(s) from the LSGTs will work with the principal and school leadership team to overview and select supplemental curriculum materials which support their schools’ instructional program in support of the schools’ Local School Strategic Improvement Plan.</p>	<p>Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation.</p>	<p>LSGTs will by July 2017 work in tandem with the schools’ leadership teams to research and approve instructional delivery models, pedagogies and materials to meet achievement needs of students consistent with the schools’ Local School Strategic Improvement Plans.</p> <p>LSGTs will share input with the principal and</p>

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				<p>school improvement team in developing curriculum innovations (e.g., course offerings, graduation requirements) and other opportunities for student acceleration/remediation that is consistent with the schools' Strategic Improvement Plan.</p>
<p>Establishing and monitoring the achievement of school improvement goals use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communication strategies, school-level policies, volunteer support, field trips, fundraising,</p>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation.</p>	<p>At a minimum by May 2016 LSGTs will assist in the development of schools' Strategic Improvement Plan for the 2016-2017 school year.</p>	<p>Examples include: LSGTs members serving as members of the school improvement planning team, LSGT approval of any innovations that traditionally require a waiver of state law</p>	<p>By August 2016 the LSGTs will provide oversight (through monthly principal updates/reports) in the implementation of the schools' Strategic Improvement Plan.</p>

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student discipline plan				
<p>School Operations</p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and charter goals</p>	<p>At a minimum by July 2016 LSGTs will have input into the schools' operation during the planning and development process of the schools' Strategic Improvement Plan.</p>	<p>Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communication strategies, school-level policies, volunteer support, field trips, fundraising, student dress code, student discipline plan.</p>	<p>By July 2017 LSGTs will approve the use of instructional time during school day, partners in education, co-curricular and extra-curricular activities that support the school's Strategic Improvement Plan. They will also help to develop and approve surveys that measure stakeholders' satisfaction.</p> <p>By August 2017 LSGTs will be fully involved in their role as community advocate for the school.</p> <p>By 2018, the LSGT will be engaged in working in tandem with the principal and leadership team to develop and approve the School's Handbook which communicates school-level policies about:</p>

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				parent volunteering, support, field trips, fundraising, student dress code, and school-wide and student discipline plan.
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13. *Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement.*

The current local school advisory councils as mentioned earlier exist in varying configurations and at different levels of functionality. Due to the advisory nature of the councils, community participants were not as involved or vested in school improvement. For sure the current councils do not operate in the mandated areas of governance that the LSGTs will operate. Further, although the initial LSGTs may be comprised of some members from past school advisory councils, the required preparation and focused involvement in instructional planning, budget development and operations of the school denotes a striking shift in engagement, autonomy and authority.

The new LSGTs will support strategic school improvement and student achievement in a number of ways. Foremost the governance training will cast the system-wide vision and established a framework for espousing a culture of achievement at the school sites. As supporters of the system-wide strategic goals, the LSGTs will serve to bring support, innovation and resources to their school site goals and objectives that meet and exceed academic growth expectations for all students. The LSGTs will endorse and approve the principal’s recommendations for staff, programs and budgets while monitoring the achievement of school

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improvement goals and objectives. They will also develop school-wide policies that are deemed appropriate for governing the school site and that are consistent with Federal and State rules and regulations, charter obligations and the DCSS-BOE's policies. All of these represent vast differences in the previous advisory role of School Councils in comparison to the governance role of the upcoming LSGTs.

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.**

There is a tremendous momentum that has emerged in the Dougherty County community and in particular sheer enthusiasm in Dougherty County Schools. The Charter System planning process has created a synergy among leaders, students, parents and stakeholders that promises to bring more solutions to bear to address school-based challenges. This impetus, met with proper preparation/training will lessen the implementation dip that is typically experienced when deploying new processes. This chartering effort represents perhaps the most sweeping transition in public education in our state and in our county. The DCSS is committed to providing a systematic training process for principals, LSGTs and other leaders who wish to serve in local school governance. One goal of all LSGTs will be to become a Dougherty County Certified Governance Team. That is accomplished when all members have gone through and demonstrated competency in the *DCSS Three-Tiered Local School Governance Academy*.

The initial LSGTs will proceed through all of the three tiers of the Academy, thereby upon the start of the charter system all LSGTs will be certified teams. Thereafter, potential

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members will be able to process through the Academy during the year prior to the year of intended service. No member will serve without completing the first tier of training and will have up to three months after being seated to process through the three tiers. Table #7 delineates the required trainings. The trainings will be offered as a part of the professional development series on a continuous basis after the first year and throughout the term of the charter. The courses will be delivered using a number of modes of instruction, to include but not limited to: classroom workshops, videos, and on-line interactive sessions. The courses will be taught by school system staff, the Georgia Charter Foundation and by experts from the GADOE list of approved governance trainers. The following table represents an initial course list of the governance training. As the legislature and/or GADOE make changes or there are other needs perceived the courses of the Academy will be updated to accommodate all requirements for school governance, with the needs of Dougherty County in mind.

**Table #7
DCSS Three-Tiered
Local School Governance Team
Academy Training**

		UNIT NUMBER	SUBJECTS
TIER ONE TRAINING		UNIT 1	<ul style="list-style-type: none"> • <i>DOUGHERTY COUNTY CHARTER SYSTEM HANDBOOK</i> <i>*Members start the class having watched and prepared for discussion - the Charter System Webinar: Designing A Quality School Governance at:</i> https://sas.illuminate.com/site/external/playback/artifact... System-wide Bylaws, Conflicts of Interest Roles and Responsibilities of LSGT members in relationship to: the superintendent, principal, school staff, community (parents), and the DCSS Board of Education LSGT Governance Matrix
		UNIT 2	<ul style="list-style-type: none"> • <i>THE LAW & PARLIMENTARY PROCEDURES</i> Tile 20; Charter and Sunshine Laws (Open and Public Meetings; Minutes and Public Records

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			Navigating the Journey: <i>The DCSS Charter Application Overview</i>
TIER TWO TRAINING		UNIT 3	<ul style="list-style-type: none"> • <i>BUILDING A CULTURE OF ACHIEVEMENT</i> Strategic Planning (Dougherty County’s: A 20/20 Vision for the Future) Common Core Georgia Performance Standards Curriculum Strategic School Improvement Planning Data Informed Planning (Title I Improvement Planning) Student Assessment (Georgia Milestones Assessment) CCRPI – Student Performance Using Instructional Technology to Improve Instruction
TIER THREE TRAINING		UNIT 4	<ul style="list-style-type: none"> • <i>SCHOOL FUNDING (FOUNDATIONS/GRANTS)</i> QBE Formula Funding, Local Property Taxes, Mileage Rates Federal Funding Program Budgets Resource Allocations (State, Local, School) Internal Innovation Grants and Foundations Budget Development
		UNIT 5	<ul style="list-style-type: none"> • <i>QUALITY EDUCATION: Aligning, Improving & Designing</i> Education Trends Professional Development & Learning Communities Site Visioning and Community Engagement Strategies Public Relations Understanding School Operations Other

15. *Provide the name of the provider(s) of Local School Governing Team training that you are considering approaching, if known.*

- *Note: Providers may be internal or external to the school system*

The Dougherty Charter School System intends to transition an office to provide comprehensive charter system coordination and training. The current internal charter system consultant, Dr. Jewel Jones Faison, along with other appropriate school system staff will prepare and deliver the initial training units to LSGT members. Going forward, the Georgia Charter Foundation along with other approved (GADOE List) trainers may be called upon to deliver specialized trainings as school governance and state rules transition. Dougherty County Schools also reserves the right to use community business partners to deliver training where their expertise is needed.

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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. David C. Mosely, Superintendent
Dougherty County School System
200 Pine Avenue
Albany, Georgia 31701
(229) 431-1285
david.mosely@docoschools.org

17. *Explain how your central office 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).*

DCSS acknowledges the need and has begun to aggressively move toward developing a de-centralized achievement culture as opposed to a compliance culture. The number one challenge identified by system leaders as well as the community was the need to create a culture of achievement that requires everyone in the system to “WALK THE TALK” (Superintendent Mosely’s vanguard requirement for all employees) toward a total focus on students’ needs and high achievement. To that end the DCSS Board is committed to a “*Kaizen*” administrative philosophy of change that is based on continuous improvement using strategic incremental transformations to reap measurable positive results. Perhaps the greatest evidence that DCSS has moved from a compliance culture to one of authentic achievement is its willingness to embrace philosophies of achievement that are responsive to *all* of its students. These philosophies promote growth mindsets and systematically embrace instruction at the level of knowledge that is required for *all* students to have opportunities to become critical thinkers and problem solvers.

Our commitment to promoting an achievement culture is further evidenced in the 2015 overhaul of all academic services as a service and support unit for the twenty-three schools

DOUGHERTY COUNTY SCHOOL SYSTEM

(conversion charter school included) and various programs of the school system, as opposed to any previous supervisory preeminence. While there are numerous Federal and State mandates that must be coordinated, thus handled centrally, there is full understanding that schools must operate with autonomy and flexibility. The charter system model allows those with direct vested interest in the school and who can touch the school's community personally, to implement needed innovations and govern itself as the system navigates the journey toward success for *all* students. This will result in greater community involvement and genuine parent engagement.

In an effort to convey the DCSS Board's desire to maintain **a charter school system and not a system of charter schools**, the LSGTs will operate autonomously while electing two representatives of their team to join the Central Charter Advisory Committee (CCAC) which will transition in name to the System Charter Advisory Panel (SCAP). At least one representative must be a parent or a community stakeholder of the LSGT. Currently, two elementary, one middle and two high school principals serve on the CCAC at the will of the superintendent. These principals and/or others will continue to serve on SCAP, at the will of the superintendent. Other than by assignment, principals and any student, in case the LSGT has student membership, will not serve on the SCAP. The SCAP meets bi-monthly with the Superintendent, Associate Superintendent(s), CFO and/or the charter system staff. This meeting does not replace the regularly scheduled monthly Principal's and System-wide Leadership Meetings, but adds a broader level of information sharing, coordination and monitoring of the system-wide autonomy and flexibility. The SCAP team also provides a clearinghouse for system-wide initiatives. These meetings will provide a platform for LSGT stakeholders to share concerns and information directly with the superintendent. The rich diversity of this panel also affords the superintendent and staff to assess the capacity of the LSGTs. This effort completes the circle because it is

DOUGHERTY COUNTY SCHOOL SYSTEM

clearly the superintendent's authority that is being shared with the LSGTs. Therefore, clear and continuous dialogue between the superintendent, his staff (to include principals) and LSGT representatives is essential.

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 Dougherty County School System located in Dougherty 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 LSGT 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;

DOUGHERTY COUNTY SCHOOL SYSTEM

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 chart
18. er schools and the local board of education;
19. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
20. Shall remit payments to TRS on behalf of employees;
21. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
22. 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;
23. 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;
24. 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 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;
26. 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;
27. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
28. 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
29. 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.

30. 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 Dougherty County Board of Education on **the 28th day of October, 2015.**

Yaine C. Mosely
Superintendent

10-28-15
Date

Velvet Riggins
Chair, Local Board of Education

10-28-2015
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.

Yaine C. Mosely
Superintendent

10-28-15
Date

Velvet Riggins
Chair, Local Board of Education

10-28-2015
Date

EXHIBITS

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

1. Signed local Board of Education resolution approving the creation of the charter system.
2. Notice that was sent to each principal within the proposed charter system regarding required hearings on the charter system application.
3. Description of how stakeholders, including parents and community members, were involved in the development of the Charter System Application.
 - 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.

EXHIBITS

Exhibit #1

**Signed local Board of Education resolution approving the creation of
the charter system.**

DOUGHERTY COUNTY SCHOOL SYSTEM

EXHIBIT #1

15-008

RESOLUTION

DOUGHERTY COUNTY BOARD OF EDUCATION

October 28, 2015

RESOLUTION TO SUBMIT CHARTER SYSTEM APPLICATION

- WHEREAS,** on September 20, 2014 the Dougherty County Board of Education submitted a letter of intent to apply for charter system status to the Georgia Department of Education; and
- WHEREAS,** the system has completed a process to solicit community input to develop a charter system application and to receive public comments on the draft application; and
- WHEREAS,** the Dougherty County School System seeks the broad flexibility offered by charter system status to increase student achievement; and
- WHEREAS,** if approved for charter system status, the Dougherty County School System desires to build a system of distributed leadership and to maximize school level governance.

THEREFORE BE IT RESOLVED, that on this **28th Day of October 2015**, the Dougherty County Board of Education approves the final Dougherty County Board of Education charter system application and authorizes the Superintendent of Schools to submit the Dougherty County School System charter system application to the Georgia Department of Education.

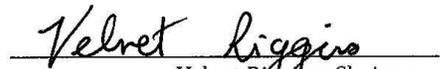

Velvet Riggins, Chairman
Dougherty County Board of
Education

Exhibit #2

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

DOUGHERTY COUNTY SCHOOL SYSTEM



DOUGHERTY COUNTY SCHOOL SYSTEM
P.O. BOX 3170/200 PINE AVENUE
ALBANY, GEORGIA 31706
TELEPHONE (229) 431-1285 FAX (229) 431-1276

BOARD OF EDUCATION
MS. VELVET RIGGINS, CHAIR
REVEREND JAMES C. BUSH, MR. MILTON GRIFFIN,
DR. DEAN PHINAZEE, DR. LANE PRICE, MRS. MELISSA STROTHER,
MR. ROBERT YOUNGBLOOD, VICE CHAIR

DR. DAVID C. MOSELY
SUPERINTENDENT

September 28, 2015

Dear Principals,

Your help is needed to promote the upcoming **Charter System Public Hearings**. I am asking that you clearly copy the attached Charter System Public Hearing flyer. Please make sure that each child in your school take the attached Charter System Public Hearings flyer home on **Thursday, October 1, 2015**. These hearings should be announced in your weekly circular to parents, on your school marquee and post flyers in any of your neighborhood or partner businesses where it is appropriate. The Public Hearing information will be posted on the Dougherty County School System website, announced in every legal organ and run as a public service announcement with our local television affiliates.

The Public Hearings will be held:

Monday, October 5, 2015; 12:00 NOON
Dougherty County Schools
Administrative Building
200 Pine Avenue
Albany, Georgia 31701

Monday, October 12, 2015; 5:30 PM
Dougherty County Schools
Administrative Building
200 Pine Avenue
Albany, Georgia 31701

On September 20, 2014, the Dougherty County Board of Education submitted a letter of intent to the Georgia Department of Education indicating its intent to adopt the charter system model and the development of the Charter System application began, thereafter. Stakeholders throughout our community have provided input and feedback into the governance structure, the prioritized challenges, innovations needed and other aspects of our Charter System application. Our vision to *build a great community, one student at a time* can best be accomplished as we meet our strategic goals to which this Charter System application is aligned.

I want to thank each of you for partnership, leadership and commitment to navigate educational pathways that ensure every child is a college, career and life ready citizen.

Sincerely,

A handwritten signature in cursive that reads "David C. Mosely".
Dr. David C. Mosely
Superintendent

Attachment (Flyer)

DCSS Charter System

PUBLIC HEARINGS

MONDAY, OCT. 5, 2015

12:00 NOON

DOUGHERTY COUNTY SCHOOLS
ADMINISTRATION BUILDING
200 PINE AVENUE

MONDAY, OCT. 12, 2015

5:30 P.M.

DOUGHERTY COUNTY SCHOOLS
ADMINISTRATION BUILDING
200 PINE AVENUE

Charter System document will be posted online
Oct. 1. Online feedback at www.docoschools.org
is encouraged.



Dougherty County
School System

Building a great community, one student at a time!

Exhibit #3

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

EXHIBIT #3

Description of Stakeholder Involvement

Completing of this charter system application process commenced after a very public declaration and commitment by the city's top education leaders to form a collaborative that purposed to address issues, attitudes and perceptions of PreK-16 education in Dougherty County. While DCSS's Board commissioned the development of a strategic plan in late spring of 2014, in July 2014 the city's education leaders collectively hired the University of Georgia's J.W. Fanning Institute and the Carl Vinson Institute for Leadership Development (UGAFVI) to facilitate conversations with stakeholder groups around improving education in Dougherty County.

Preliminary results of interviews and focus groups of more than 400 Dougherty County citizens along with the initial SWOT analysis survey results from the strategic planning process revealed that the community at-large had strong beliefs about what was needed to improve education in Dougherty County. Additionally, in September 2014, after much discussion and hearing the "Nuts and Bolts" Comparison presentation by the GaDOE on the three flexibility options for school system operations, the Dougherty County Board of Education submitted a letter of intent to create a charter school system. Over the next three to twelve months, parallel processes were undertaken to complete the Reimagining Education Report (December 2014) and to develop the DCSS Strategic Plan (September 2015). They each sought to answer similar questions. Specifically, the UGAFVI questioned *external* stakeholder groups (students, parents) around the following questions:

1. What do you like about your school?

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2. What barriers or issues affect (you or your child's) ability to graduate and achieve success beyond high school? (military, technical school, college)
3. How can the education system (school board, PK-12 and higher education institutions) help to remove these barriers/issues?
4. What can you do to address these barriers/issues and achieve success?

The strategic planning was an *internal* process with community stakeholders as a part of the planning team. They sought to answer the following questions:

1. What do you feel are the greatest challenges that we are facing in our schools and in our system?
2. Which current projects, programs, or initiatives are working well and are producing positive results for students, staff, schools and the district?
3. Which current projects, programs, or initiatives are not working well and should be changed or abandoned?
4. Are you aware of any other projects, programs, or initiatives that we should be considering that would be beneficial to our students, staff, schools and district?

The data from both processes along with suggestions given in the most recent SACS Accreditation Exit Review were triangulated to compile the major challenges, barriers and program suggestions for the charter system. The number of challenges seemed overwhelming. Yet, there was no dearth in solutions which were forthcoming from citizens to address the challenges. During this same time (September 2014), the superintendent assembled a Central Charter System Advisory Committee [CCAC] (comprised of community stakeholders, principals, business stakeholders, parents, teachers, directors and students) and hired an internal charter system consultant to facilitate and assist the superintendent and his staff to drive the charter system process.

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The GaDOE charter system consultant overviewed the charter system option and trained this advisory committee in local school governance. During the months between December 1, 2014 and February 28, 2015 the CCAC developed initial by-laws and governance parameters using the state governance matrix template. This process attempted to ensure that site-based autonomy was consistent with the level of school-based decision-making necessary to address the myriad challenges found to impede education in Dougherty County. In February 2015 the challenges were ranked by using multi-voting by system leaders. This multi-voting activity was replicated at each school and at community meetings with key stakeholders. The four challenges presented in this application along with the recommendations for programming changes resulted from school community and stakeholder meetings listed in Table #8 below.

**Table #8
Description of Stakeholder Involvement in
The Development of the Charter System Application**

Date	Description	Attendance
CENTRAL CHARTER SYSTEM ADVISORY COMMITTEE		
July 2014 – December 2014	DCSS Educational Leaders commission the J.W. Fanning Institute of Leadership Development and Carl Vinson Institute of Government to hold fact-finding forums with community stakeholders groups	250+ at each of the two general meetings 25 – 50 at each of the stakeholder forums: (parents, students, citizens)
August 2014	Selections made from initial Stakeholder Groups to form the Central Charter Advisory Committee	20
September 2014 and December 2014	Central staff, internal consultant, Central Charter Advisory Committee, and community stakeholders receive an overview of the Charter System process and LSGTs from Dr. Sherri Gibney-Sherman, Georgia DOE Charter Schools Division Consultant	15 - 25

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January 2015 – October 2015	Four separate meetings were held by the Central Charter Advisory Committee and community stakeholders to provide input, gain consensus and monitor updates and progress on the charter application development	15 – 25
PTO/ PARENT GROUP FORUMS CHARTER SYSTEM OVERVIEW, UPDATE & INPUT		
February 2015	Alice Coachman Elementary	23
March 2015	Lake Park Elementary	62
SCHOOL STAFF/ COMMUNITY FORUMS CHARTER SYSTEM OVERVIEW, UPDATE & INPUT		
January 2015	Lamar Reese Elementary	31
January 2015	DCSS Pre-K Program Staff (Oak Tree)	36
January 2015	Albany High	47
February 2015	Lake Park Elementary	33
February 2015	Live Oak Elementary	225
March 2015	River Road COC	83
June 2015	Albany Kiwanis Club	30
August 2015	District 5 Community Meeting	31
September 2015	Merry Acres Middle	46
October 2015	Pre-K Parent Organization	16
November 2015 (scheduled)	SWGA Retired Educators	

As demonstrated by the unprecedented attendance at both (2) Public Hearings held in October 2015, Dougherty County citizens have been actively engaged in the development of this application. There exists a momentum that suggests that citizens are ready to learn and participate in upcoming planning sessions that will develop and implement specific program initiatives as outlined in the application. One citizen sums up this process succinctly by admitting, “It scares me to death!” Nevertheless, He says, “If we should fail, it will not be because I didn’t give it my all.”

A power point presentation explaining the charter system process is posted on the Dougherty County website along with other notable documents. Every effort is being made to make up-to-the-minute information about the charter system available to the community and to

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give timely attention to feedback and comments that are being made by citizens. The complete application, with an electronic feedback form for citizens to share their concerns, opinions and suggestions is monitored by the internal charter consultant. This electronic feedback form was also used during the month of September and October to receive final input/feedback from citizens about the proposed charter system. On October 22, 2015 all CCAC members and DCSS LSGT members received a final draft copy of the charter system application for their review. The application was submitted to the Dougherty County Board of Education on October 28, 2015, for adoption, resolution and approval to be submitted to the Georgia Department of Education's – Charter Schools Division before November 1, 2015.

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.

DOUGHERTY COUNTY SCHOOL SYSTEM

EXHIBIT #4

The following schools are included of the new Dougherty County Charter School System.

High Schools

Albany High School

Dougherty High School*

Monroe High School *

Westover High School

Middle Schools

Albany Middle School

Merry Acres Middle School

Radium Middle Magnet School of the Arts *

Robert Cross Middle Magnet School

Southside Middle School

Elementary Schools

Alice Coachman Elementary School *

Jackson Heights Elementary School

Lake Park Elementary School

Lamar Reese Magnet School of the Arts

Lincoln Elementary Magnet School

Live Oaks Elementary School

Martin L. King, Jr. Elementary School

Morningside Elementary School *

Northside Elementary School

Radium Springs Elementary School *

Sherwood Acres Elementary School

Turner Elementary

West Town Elementary

** Currently in Needs Improvement Status*

**International Studies Elementary
Charter School** will maintain its current
charter status with the DCSS and GaDOE

Proposed New School/ Program

Commodore Conyers College & Career Academy

Boys and Girls Academies

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.

EXHIBIT #5

Dougherty County School System: A Charter System

The (*New*) Dougherty County Schools Charter System is ***building a great community, one student at a time!*** This vision guides the system as *we partner with our families and community to provide a high quality educational experience that leads to student success in college, careers and life.* With a mission that is solid, a community that is committed and a strategic plan that fosters a culture that is responsive to serving approximately 16,000 students in grades Pre-K-12, students develop growth mindsets as they become competitive global leaders.

In twenty-two (22) schools: 4 high schools, 4 middle schools, 14 elementary schools *and (1 independent, non-charter system conversion charter elementary school)*, the Dougherty County Schools Charter System is using the flexibility and autonomy provided by the charter system status to serve the diverse learning needs represented in our schools. Differentiated instruction, a clear and rigorous set of learning expectations, various pedagogical practices and relevant assessments, form the instructional framework that guides teaching and learning in every classroom. Our teachers use varied group-sizes and types, hands-on and problem-based learning, experimentation and exploration methods to engage students in a process of learning to mastery while developing the depth of knowledge required to gain a competitive-edge.

Perhaps most unique to our schools is the proliferation of technology in the hands of *every* child in Dougherty County Schools Charter System. This creates a transformation in the entire teacher-student dynamic, and *“makes-real”* a true blended-learning experience. Our students’ use of technology engages them in learning without boundaries, that is timeless and continuous, because learning extends beyond the school into the home and community. An increase in the use of some flipped classroom techniques are evident as students’ engagement

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with technology causes them to generate questions, self-efficacy and a sense of responsibility for their own learning. Further, to support this effort there are technology - instructional coaches in every schools where embedded professional learning for teachers is delivered continuously. This support for teachers follows Deming's Cycle for Continuous Improvement: **Plan, Do, Study, Assess.**

The strategic planning process along with the charter system application process triggered a number of other distinct initiatives that help to resolve the top four challenges to the success of the Dougherty County Schools Charter System. The following summaries are unique to this charter system opportunity:

- Providing a Montessori Pre-K program, a city-wide ECE collaborative, and professional learning opportunities for all early learning educators to help ready early learners for the rigor of the new common core kindergarten classroom;
- Creating restorative justice practices in classrooms and developing school cultures where caring adults and school policing have a direct positive impact on student learning, attendance and achievement;
- Introducing trauma/stress classroom discipline techniques and various discipline models that directly meet the social and emotional needs typically associated with children who live in under-resourced circumstances;
- The implementation of a regional College and Career Academy and Single-sex Academies to impact student engagement, career development and student achievement during the difficult middle to high school transition years and beyond;
- Enhancing the gifted education program so as to improve rigor and increase participation by actively recruiting the 2e (Twice Exceptional) gifted child;

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- Increasing high school students participation in earning college credits early through the Move On When Ready Program; and
- Providing clear articulation of STEM frameworks and strategies to deliver cross-curricular STEM education K-12.

The leaders in the Dougherty County Schools Charter System are confident that the initiatives and educational programs planned and presented in this application will promote significant increases in student performance and overall achievement and create college, career and life ready citizens.

Exhibit #6

Local school governance training timeline including training topics.

Table #9
Local School Governance Training Timeline
& Training Topics

	INITIAL TIME-LINE	UNIT NUMBER	SUBJECTS
TIER ONE TRAINING	NOVEMBER - DECEMBER 2015 (4-6 hours)	UNIT 1	<ul style="list-style-type: none"> DOUGHERTY COUNTY CHARTER SYSTEM HANDBOOK *Members start the class having watched and prepared for discussion - the Charter System Webinar: Designing A Quality School Governance at: https://sas.illuminate.com/site/external/playback/artifact... System-wide Bylaws, Conflicts of Interest Roles and Responsibilities of LSGT members in relationship to: the superintendent, principal, school staff, community (parents), and the DCSS Board of Education LSGT Governance Matrix
		UNIT 2	<ul style="list-style-type: none"> THE LAW & PARLIMENTARY PROCEDURES Tile 20; Charter and Sunshine Laws (Open and Public Meetings; Minutes and Public Records Navigating the Journey: <i>The DCSS Charter Application Overview</i>
TIER TWO TRAINING	JANUARY 2016 (6-10 hours)	UNIT 3	<ul style="list-style-type: none"> BUILDING A CULTURE OF ACHIEVEMENT Strategic Planning (Dougherty County's: A 20/20 Vision for the Future) Common Core Georgia Performance Standards Curriculum Strategic School Improvement Planning Data Informed Planning (Title I Improvement Planning) Student Assessment (Georgia Milestones Assessment) CCRPI – Student Performance Using Instructional Technology to Improve Instruction
TIER THREE TRAINING	FEBRUARY – MARCH 2016 (4-6 hours)	UNIT 4	<ul style="list-style-type: none"> SCHOOL FUNDING (FOUNDATIONS/GRANTS) QBE Formula Funding, Local Property Taxes, Mileage Rates Federal Funding Program Budgets Resource Allocations (State, Local, School) Internal Innovation Grants and Foundations Budget Development
	APRIL 2016 (4-6 hours)	UNIT 5	<ul style="list-style-type: none"> QUALITY EDUCATION: Aligning, Improving & Designing Education Trends Professional Development & Learning Communities Site Visioning and Community Engagement Strategies Public Relations Understanding School Operations Other

Exhibit #7

Conflict of Policy for local school governance teams.

EXHIBIT #7

**Conflict of Interest Policy for
Local School Governance Teams**

CONFLICT OF INTEREST POLICY FOR LOCAL SCHOOL GOVERNANCE TEAM
MEMBERS

*(This policy is aligned with the DCSS Conflict of Interest Policy for School Board Members in accordance to **Descriptor Code: BHA**)*

Local School Governance Teams shall adhere to these Conflict of Interest provisions, as set forth in state law for school Board members with the exceptions stipulated in #3 under: Conduct as a Local Governance Team Member.

Financial Governance

1. No LSGT member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, his or her immediate family member, or others.
2. No LSGT member shall act in his or her official capacity in any matter where he or she, his or her immediate family member, or a 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. Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.
3. No LSGT member shall solicit or accept or knowingly allow his or her immediate family member or 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

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influencing that LSGT member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local school governance team member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local school governance team 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, his or her immediate family member, 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 business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.
6. No LSGT member shall be prohibited from making an inquiry for information on behalf of a stakeholder if no fee, reward, or other thing of value is promised to, given to, or

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accepted by the local school governance team member or his or her immediate family member 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 local school governance team, 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 in any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.
9. No LSGT shall sell or approve the sale of supplies or equipment associated with the school or owned by the DCSS Board of Education.
10. No local school governance team may do business with a bank or financial institution where a LSGT member is an employee, stockholder, director or officer when such LSGT 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, participation in a seminar, discussion panel, or other activity that directly relates to the official duties of being a member of the local governance team. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for an LSGT member to appear at a meeting [at the request and expense of an outside

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person(s) or organization] to participate in a panel or speaking engagement at the meeting, shall not be construed as monetary fees or honoraria. Further, no expenses for food, beverages, travel lodging, and registration for LSGT members shall be provided by DCSS or its schools outside of travel required and approved by the DCSS Board of Education for all LSGT members.

Conduct as a LSGT member

1. No LSGT member shall disclose to or discuss any information (e.g. students by name or identifiers, or any confidential information) which is subject to confidentiality, attorney-client privilege or that belonging to the local school to any person other than other LSGT members, the Board attorney, the local school superintendent, the principal/ CEO or persons designated by the local school superintendent for such purposes.
2. No LSGT member shall vote on the employment or promotion of any personnel. Their input into school personnel is only through and to the extent specified by the school superintendent. No immediate family member of a LSGT member may be employed or promoted at the local school where the LSGT member serves unless a public, recorded vote is taken separately from all other personnel matters which is clearly beyond the purview of the LSGT members' duties or responsibilities.
3. No LSGT member shall hold another official county office.
4. No LSGT member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
5. No LSGT member shall serve on the governing body of a private elementary or secondary educational institution.

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Each member of this local school governance team understands and acknowledges that no person shall be eligible for election as a member of a local school governance team unless he or she:

1. Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local school governance team 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 local school governance team, the code of ethics of the local school governance team, and the conflict of interest provisions applicable to members of the local school governance team.

Each person offering his or her candidacy for election as a member of a local school governance team shall make application with the charter system internal consultant through the principal/CEO of the school to which the local governance team member seeks to serve. This subsection shall apply only to local school governance team members elected or appointed on or after July 1, 2017.

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**PROPOSED DOUGHERTY COUNTY CHARTER SCHOOL SYSTEM
CONFLICT OF INTEREST DISCLOSURE FORM**

Instructions: This form must be completed by every member of the Local School Governance Team as a part of the initial application package. While the broad duties of local governance are typically in the five areas disclosed by law, there may arise occasion for votes to be taken for purchases, budgets and the like. If the answer to any questions below is “Yes,” the individual completing the form must submit a written explanation of the answer that will not exceed one typed page for each “Yes.” For the purpose of this (conflict of interest) form, the term “immediate family member” means a spouse, child, sibling, or parent or the spouse of a child, sibling, or parent.

1. Do or will you or an immediate family member have any contractual agreements with the local school on whose local governance team you sit or will sit? Yes No

2. Do or will you or your immediate family have ownership interest in any educational service provider or any entity contracting with the local school on whose governance team you will serve? Yes No

3. Did or will you or your immediate family sell any supplies, materials, equipment, or other personal property to the school on whose governance team you will sit? Yes No

4. Are you or will you or your immediate family be employed by the school on whose local governance team you will sit? Yes No

5. Are you aware of any other board, group or entity that believes it has a right to control or provide input on votes that you will cast as a member of the governance team of the school on whose governance team you will sit? Yes No

6. Do you currently serve as a member of the governing board of any other school or kind of school or educational entity? Yes No

7. To the best of your knowledge, is there any situation not described above that may create the appearance of a conflict of interest between you and the local school on whose board you are proposing to sit or that would make it difficult for you to discharge your duties or exercise your judgment independently and in the best interest of the school on whose local school governance team that you will sit? Yes No

Name of the school: _____

Signature

Date

(Please Print Your Name Here)

Exhibit #8

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

DOUGHERTY COUNTY SCHOOL SYSTEM

EXHIBIT #8

BUSINESS ARRANGEMENTS & PARTNERSHIPS

School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Alice Coachman Elementary	Second Mt. Zion Baptist Church (Monetary donations for student incentives, volunteers for various events, and tutors)		X	
	Albany Bank & Trust (donate Piggy Banks to a grade level)		X	
	Criterion Club of Albany (monetary donations for Honor's Day and other programs)		X	
	Kreesis Company (provides awards for the highest achieving student and the most improved student on each grade level)		X	
	Mars Snack Foods, Inc. (provides incentives for students and faculty)		X	
	Naval Branch Health Clinic (provide classroom readers and volunteers for various events)		X	
	Rhema International Ministries, Inc. (provides volunteers for various events)		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Jackson Heights Elementary School	First Baptist Church of Albany - Provides resources and materials as needed to students and faculty members.		X	
	Wal-Mart -Provides resources and materials as needed to students and faculty members.		X	
	Potet Funeral Home Provides resources and materials as needed to students and faculty members.		X	
	Sam's Provides resources and materials as needed to students and faculty members.		X	
	State Farm Kent Nance Provide resources and materials as needed to students and faculty members.		X	
	Coats and Clark Provides resources and materials as needed to students and faculty members.		X	
	Shiloh Missionary Baptist Church Provides resources and materials as needed to students and faculty members.		X	

DOUGHERTY COUNTY SCHOOL SYSTEM

	SOWEGA Council for the Aging Provide resources and materials as needed to students and faculty members.		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Lake Park Elementary	Dilmar Oil Company – provides refreshments every 9 weeks for recognition of AB Honor roll students.		X	N/A
	PaPa John’s Pizza – provides pizza upon request for recognition of students for various accomplishments during the school year, i.e. attendance, etc.		X	N/A
	Elks Lodge – provides materials for Red Ribbon week to promote “drug free” awareness.		X	N/A
	Darton College – Provides tutoring		X	N/A
	First Choice Family Chiropractic – provides health newsletters for our families		X	N/A
	Phoebe Putney Memorial Hospital – provides incentives for students and staff		X	N/A
	U – Save- It Pharmacy – provides assistance with student incentives for ESP week		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Lamar Reese Magnet School of the Arts	Dukes Edwards and Dukes – Serve as judges for contests, Provide items for our school store, Provide items for student recognitions, Provide refreshments for Teacher Appreciation, Read to students		X	N/A
	Mt. Pilgrim Baptist Church - Serve as judges for contests, Provide items for student recognitions, Provide refreshments for Teacher Appreciation, Read to students, Give teacher appreciation gifts throughout the year		X	N/A
	Boys & Girls Clubs of Albany - Serve as judges for contests, Provide items for student recognitions, Provide items for our school store, Provide refreshments for Teacher Appreciation, Read to students, Provide mentors for students		X	N/A
	2nd Bethesda Baptist Church - Serve as judges for contests, Provide items for student recognitions, Provide refreshments for Teacher Appreciation, Read to students, Provide mentors for students, Donate trophies		X	N/A

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	and Awards, Supply “Dress for Success” Day items for Boys, and other creative ideas			
	Mitchell EMC - Serve as judges for contests, Provide door prizes for different events, Provide demonstrations during Career Day , Read to students, and other creative ideas		X	N/A
	The Trophy Company – Provide and/or offer a low price for awards, trophies, and ribbons		X	N/A
	Flowers by Andrea - Provide and/or offer a low price for flowers, palm trees, etc. for Special Occasions, other creative ideas		X	N/A
	Chick-fil-A of Albany - Provide coupons for student recognitions, teacher recognitions, and other creative ideas		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Lincoln Elementary Magnet School	Albany Museum of Art – Forming a coalition with Lincoln Art students to expose children to the genres of Art/Artwork displayed for 2 wks.		X	
	American Legion Post 30 – Provide patriotic programs for the students teaching respect and formal protocol for the flag		X	
	Flowers by Darrell – provides beatification for seasonal functions and exposes the children to seasonal changes in horticulture		X	
	IHOP Restaurant – provides incentives for parents and families		X	
	K.O.O.L. – provide a curriculum that correlates with LEMS teaching gardens and stresses the importance of diet and exercise.		X	
	SB&T – provide incentive and support for student achievement		X	
	Sams Club – provide necessary supplies needed throughout the year		X	
	TCBY – provides student incentives for reading recognition, honors students, and exemplary behavior as well as providing treats for 3 faculty mtgs. throughout the year		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Live Oak Elementary School	Faith Community Outreach -provide clothing and shoes for students in need. Service as a resource for parents.		X	N/A
	DOCO -Provide an annual school check. Speakers for Career Day, judges for contests, inviting Live Oak students to decorate DOCO Christmas tree.		X	N/A
	Gillionville Baptist Church -Church youth provide weekend food packages for our students in need, youth provide treats for faculty and staff, church provides clothing, socks and undergarments for students in need, Bryan Haynes serves as a judge for contests,			

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	monetary donation for students to attend sympathy each year.		x	N/A
	Chick-Fil-A -provides coupons for staff, provide discounted products for class parties, Career Day presenters		x	N/A
	YMCA 21st Century -provides after school tutoring for students		x	N/A
	Tony's Gym -provides discounts and passes for staff, Career Day presenters, serve as health and fitness resource		x	N/A
	Albany Express Car Wash -provides coupons and discounts for staff members		x	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Martin Luther King, Jr., Elementary	YMCA – provides after-school tutoring in 1 st – 3 rd grade through a 21 st Century grant. Men and Women of Distinction serves our students in 4 th – 5 th after school through a partnered grant with United Way.	X		The Director of the 21st Century program is on the LSGT.
	Delta Sigma Theta – provides uniforms and school supplies for our students. Sponsor the Addy Book Club after school for 3 rd grade girls.		X	
	Links, Inc. – provides tutoring services and school supplies for our students.		X	
	King Solomon Lodge – provides volunteers and donations for school sponsored events.		X	
	Mt. Zion Baptist Church – provides school supplies, uniforms and donations for our student incentive program.		X	
	Pleasant Hill Baptist Church (Whiz Kids) – provides individual tutoring services on Wednesday for 1st and 2 nd graders throughout the year.	X		The Director serves on our LSGT
	Mars of North America (M & M Mars) – provides school supplies and snacks for student incentives.		X	
	American Legion Post 512 – Provides uniforms and school supplies for our students.		X	
	Books a Million – Provides gift cards to support our Accelerated Reader (AR) program.		X	
	Southgate Neighborhood Watch Group – provides volunteers to support our school garden and other school events.		X	

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School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Morningside Elementary	First United Methodist – Provides reading volunteers for 1 st grade students. The Church also provides funding for local field trips as funds are available.		X	
	Kiwanis Club – provides mentoring services to students. Volunteer also reads to Kindergarten students. Club also sponsors BUGS (Bringing up grades) each 9 weeks.	X		A volunteer from Kiwanis is on the LSGT.
	Albany Boys and Girls Club – provides on-site after school program for students.		X	
	MOCOC – Mt. Olive After School Program - provides on-site after school program for students through a grant from the Department of Health and Human Services.		X	
	1st Monumental Baptist Church -provides location to service Whiz Kids students.		X	
	Harvey’s Supermarket -provides goods when needed for student activities.		X	
	Pop’s Detail Shop -provides items for needy students.		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Northside Elementary School	Albany Christian Church: Pastor Chris Hill Donated school supplies, clothing, money, and provides children incentives.		X	
	Albany First United Methodist Church: Todd Urick Donated school supplies, clothing, money, and provides children incentives.		X	
	Mission Change: LaDonna Urick Donated school supplies, clothing, time, tutoring, and helps in just about any way we have a need.		X	
	Sanctuary of Grace Church: Pastor Tepedric Hill Donated school supplies, clothing, money, and provides children incentives.		X	
	Ameris Bank: Cal McMillan & Allison Ray Donated school supplies, clothing, money, and provides children incentives. Ameris is also partnering with NES to help with furniture for data room and front office areas.		X	
	Boys/Girls Club: Jason Belk After-school tutoring and snacks.		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Radium Elementary	Tara Foods provides Christmas for needy children		X	
	SB & T offers training to students on financial skills		X	

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	Creekside Auto – new partner (Nature of partnership to be determined)		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Sherwood Acres Elementary	Sherwood Baptist Church - is a committed partner of Sherwood Acres Elementary School. The collaboration between Sherwood Baptist and Sherwood Acres consist of monthly Character Education Meetings – Kindergarten – Fifth Grade, Social Enrichment Workshops and Focus School Walks, tutorial assistance and mentoring.		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Turner Elementary	Boy’s and Girl’s Club/ Marvin Laster – provides mentors and afterschool tutoring		X	N/A
	Procter and Gamble/ Rochelle Scott – provides incentives for children and staff		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
West Town Elementary	Albany Board of Realtors - provides school supplies, uniforms, gift cards and Thanksgiving gift baskets to some of our most needy families		X	
	Pop’s Detail Shop - is an auto detail and repair company with 3 locations in Albany. The company supports our students and specifically parental involvement at WTE by sponsoring refreshments for monthly parent meetings, school supplies for students, gift cards for parents/families, and on an as needed basis, the company supports our families by arranging for haircuts for our young men.		X	
	Del Percilla & Associates Attorneys at Law -are located in our school/service district and provide financial support to assist WTE with targeted student and parent activities		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Albany Middle School	C.A.A.M. – Provides mentor volunteers and supplies throughout the school year.		X	
	King Family Dental Care, PC 915 W Highland Ave Albany, GA 31701- Volunteer and provide refreshments for workshops.		X	
	Second Mt. Olive Baptist Church – Provide transportation weekly for softball practice.		X	

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School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Merry Acres Middle School	Boys and Girls Club provides aftercare, tutoring.		X	N/A
	Albany Technical College provides college and career ready presentations/ materials for our students.		X	N/A
	Marcos Pizza donates pizza for incentives for student achievement		X	N/A
	Chick fil A donates incentive award for honor roll students		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Radium Springs Middle Magnet School of the Arts	Pop’s Detail Shop – provides incentives for special programs (e.g. 25 Book Campaign, Red Ribbon Week)		X	N/A
	Plant Mitchell , Alonzo Morman, Representative – Provides lunch for Teacher Appreciation Week		X	
	Blue Springs Missionary Baptist Church – Provides mentoring services for several male students and patrols the building daily.		X	
	State Farm Insurance Company provides incentives for honor roll students.		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Southside Middle School	Charlie & Pearls – provides supplies for teacher incentives		X	
	Eagle Cleaners – provides funds for student and teacher incentives		X	
	Brooks Furniture – provides funds for student incentives		X	
	United States Marines – serve as mentors to approximately 30 students		X	
	Harvey’s Supermarket – supports student and teacher incentives (gifts)		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Monroe High School	Boys and Girls Club – Provides volunteer services and after school programs.		X	
	Vision Ministries, Inc. – Provide after school mentoring programs.		X	
	Proctor and Gamble- donate funds to the school to enhance students ‘academic growth.		X	

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School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Albany High School	Weldon Springs Baptist Church -Provides funds for student immediate needs.		X	
	The Cakey -Provides a discount for any Cake for AHS		X	
	TCBY -Provides discount for AHS		X	
	Mr. Moses Cowart -Provided funding for FLP		X	
	Mr. Montrell Greene -Provided funding for FLP and ninth grade incentives		X	
	Ashley Furniture Home Store – provides student and staff incentives		X	
	Dougherty County Coroner Office – provides students and staff incentives		X	
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Westover Comprehensive High School	U-Save It Pharmacy ---Business Partner		X	N/A
	IHOP---Business Partner		X	N/A
	Albany State University Nursing Department—Business Partner		X	N/A
	DOCO Credit Unit--Business		X	N/A
	Chick-fil-A----Business Partner			N/A
	Sonny’s BBQ----Business Partner	X		Serves on LSGT
	Darton College—Business Partner		X	N/A
	Prestige Pediatrics—Business Partner		X	N/A
	Sowega/AHEC---Business Partner		X	N/A
	Phoebe Putney Memorial Hospital		X	N/A
School Name	Describe the Business Name and the Nature of the Partnership	Potential Conflict of Interest		Explain Conflict of Interest
		Yes	No	
Dougherty High School	Coke Cola Company – Provides incentives for students every 9 weeks and incentives for teachers for teacher meetings.		X	N/A
	Mount Zion Reinvestment Center – Provide tutorial services for students.		X	N/A

Exhibit #9

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

EXHIBIT #9

A Brief Fiscal History of the Dougherty County School System

The Dougherty County School System (DCSS) has an enrollment of approximately 15,000 attending one or more of its 23 schools (14 elementary, five middle and four high schools) and five learning centers (Pre-Kindergarten, Albany Early College, Gifted Education L.I.F.E. Lab, South Georgia Regional Achievement Center and Oak Tree Psychoeducational Center), making it the largest school district in southwest Georgia.

The DCSS, like other school districts in Georgia, managed the financial conditions during the great recession by making some difficult decisions through budget reductions and use of fund balance. Throughout the great recession, DCSS did not raise the millage rate; it remains at 18.445 mills as it has been since 2008, when it was reduced from 18.45 mills. Also during that time, DCSS has managed to maintain a general fund balance in excess of 8% of annual expenditures.

In the midst of declining State and local revenue, the DCSS had to make some tough decisions about the operation and structure of the system to ensure continued student achievement growth and academic improvement of DCSS students, despite the lessor resources available. Those decisions included closing two elementary and one middle school, in response to declining enrollment. Making those difficult decisions reduced unnecessary overhead and has helped position the DCSS to redirect more funding to support strategic initiatives, even when overall funding has been less. As a result, investments in instruction and instructional support have increased, while improvements in operational efficiency have allowed a reduction in administrative expenditures. The fiscal challenges of the great recession have benefitted the DCSS in terms of budgeting, as the DCSS administration has become laser-focused on the strategic allocation of resources in support of the goals and initiatives of the district, while heavily scrutinizing proposed expenditures that do not appear to be in support of those goals and initiatives. As a result of this approach, during the 2015 school year the DCSS saw an increase in graduation rates and a decline in dropout rates. Also, the DCSS ended fiscal year 2015 with annual general fund revenue exceeding annual general fund expenditures by over \$950,000 and with an overall general fund balance of over \$10,450,000.

The DCSS budget process is now more strategic and efficient and results in a budget that meets the needs of the district, one that positions the district toward higher student outcomes and sets the course for DCSS to operate more efficiently. In summary, the DCSS budget process now closely aligns with the DCSS mission, vision and strategic plan with a goal of equipping and preparing all DCSS students to graduate college and career ready.

As the DCSS prepares for its implementation of a charter system operating model, it is revising its budget development process to include:

- Increased flexibility and autonomy at the school level for principals and LSGTs to invest resources in alignment with school needs, while maintaining alignment with and the district's overall mission, vision and strategic plan

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- Evaluating all funding requests for alignment to the district's mission, vision and strategic plan
- Reducing general and central administration costs to redirect resources to support strategic priorities and initiatives at the school level.