



Charter System Application

DISTRICT NAME

Clarke County School District

DISTRICT ADDRESS

240 Mitchell Bridge Rd
Athens, GA 30606

Richard Woods
State School Superintendent

J U N E 2 0 1 5

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 - PDF version of most recent accreditation report
 - PDF version of most recent strategic plan

CHARTER SYSTEM APPLICATION
COVER SHEET

Proposed Charter System Information			
1. Full Name of Proposed Charter System Clarke County School District			
2. Please indicate whether this is a: New Petition <input checked="" type="checkbox"/> or a Renewal Petition		3. How many schools in total are you proposing to include in your charter system? 21	
4. How many of each of the following schools are you proposing to include in your charter system? Primary School(s) 0 Middle School(s) 4 Elementary School(s) 14 High school(s) 3			
5. On July 1 of what year do you want your charter contract to be effective? 2015			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 5			
7. Charter System Street Address 240 Mitchell Bridge Rd	8. City Athens	9. State GA	10. Zip 30606
11. Contact Person: Philip D. Lanoue, Ph.D.		12. Title: Superintendent	
13. Contact Street Address 240 Mitchell Bridge Rd	14. City Athens	15. State GA	16. Zip 30606
17. Contact's telephone number 706-546-7721	18. Contact's fax number 706-353-1378	19. Contact's E-mail Address lanoue@clarke.k12.ga.us	

CHARTER SYSTEM APPLICATION

THE CASE

1. What challenges is your school district facing?

The Clarke County School District (CCSD) in Athens, Georgia is submitting a petition to become a charter school system beginning in fall 2015. This petition serves as a renewed statement of purpose and trust to dedicate more responsibility and independence to individual schools and to exercise flexibility from state requirements to institute innovative practices. By becoming a charter system, the district will move decision-making in key areas to the school level by creating Local School Governance Teams (LSGTs). Schools will gain flexibility in areas such as teacher certification, course requirements, and seat times. This greater flexibility will allow the district to achieve specific and rigorous goals towards increasing student achievement.

For the purposes of this application, the “neighborhood” is defined as the attendance zone for each school in the district. “Community school” represents the framework that aligns the assets and the needs of students, families, teachers, and the neighborhood around the common goal of improving the success of young people and growing future community leadership from within. Each community school will be strengthened by partnerships forged by LSGTs and parents, neighborhood members, businesses, and organizations. The charter application is built on the collective strengths of the neighborhoods that attend each school. Each community school and its neighborhood have different strengths and needs. While the district’s vision and strategic plan guides all overall improvement efforts, this charter application will allow each LSGT to prioritize school improvement efforts based on each neighborhood’s strengths and needs.

The Clarke County School District will focus on the following priority challenges: (1) to strengthen community schools and neighborhoods through strong collaborations with parent, district, and neighborhood members to support student academic growth, socio-economic development, and physical well-being; (2) to create dynamic learning experiences for all students to close the achievement gap and to

prepare them for college and careers; and (3) to select, support, retain, and evaluate a highly dedicated, talented, and diverse professional workforce.

Community Schools and Neighborhoods

A growing body of research suggests that schools at all levels must act as more than just houses of learning in order to impact student achievement. Many school reform efforts place strong emphasis on strengthening schools to improve academic achievement; however, schools cannot be solely responsible for the education of students. Community members must work together to provide a total educational experience for students. Not only is school connectedness, or the belief held by students about the importance of school, an important predictor of student performance, but community connectedness, or a commitment to community and support from leadership, can also predict resilience and academic achievement (CDC, 2013; Mayberry, et al., 2009; Chipuer, 2001; De Hann, et al., 2009; Harkavay and Blank, 2002; Kahne, 2001; Fletcher, 2005; Harris, 2007).

The Clarke County School District seeks to purposefully integrate academic, health, and social services; youth and community development; and community engagement. According to a report from the Coalition for Community Schools, students show significant gains in academic achievement, lower dropout rates, increased attendance, and enhancement in essential areas of non-academic development. Families of community school students show increased family stability, communication with teachers, school involvement, and a greater sense of responsibility for their children's learning.

The district will empower LSGTs with the ability to broker school partners with resources to improve student and adult learning at home and at school, strengthen families, and promote healthy neighborhoods. These collaborations will create ownership and capacity-building among neighborhoods and school leaders based on a new shared vision that takes into account neighborhood history, collective knowledge, culture, and the need to support the education of students. Community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater neighborhood support.

Clarke County School District

In 2014-15, CCSD serves more than 13,500 students in 14 elementary schools, 4 middle schools, 2 traditional high schools, 1 nontraditional high school, 3 alternative-education sites, an early learning center, and a career academy. Nearly 13% of students receive special education services, and 13% are limited English-language proficiency. The racial and ethnic demographics of the district are 53% African American, 23% Hispanic, 20% White, 4% multiracial, and 2% Asian. According to the GaDOE, 78% of CCSD students are economically disadvantaged, based on the number of students who qualify for free or reduced lunch.

The social and cultural context of Athens provides some insight into the types of challenges facing the school district. The population of the city is 117,000; however, it faces the kinds of poverty issues that would normally be found in a high population density urban city. Clarke County's poverty rate is 35% according to the U.S. Census Bureau, which is more than double the rate for Georgia, and ranks it as the fifth poorest county in the nation among those with populations over 100,000. The median household income is \$33,846 compared to \$49,604 for the state. Nearly 32% of children in Clarke County live in poverty, and 41% of children live in single-parent homes according to the Kids Count Data Center. Over 15% of students live in families where no parent has full-time year-round employment, and the teen pregnancy rate is 35%. According to *County Health Rankings & Roadmaps*, one in five low-income families has limited access to healthy foods, and the obesity rate of 28% is above the national benchmark. The county's crime rate, compiled by the Georgia Bureau of Investigation, is 4,852 commitments per 100,000 people, which is 24% higher than Georgia as a whole at 3,922 per 100,000.

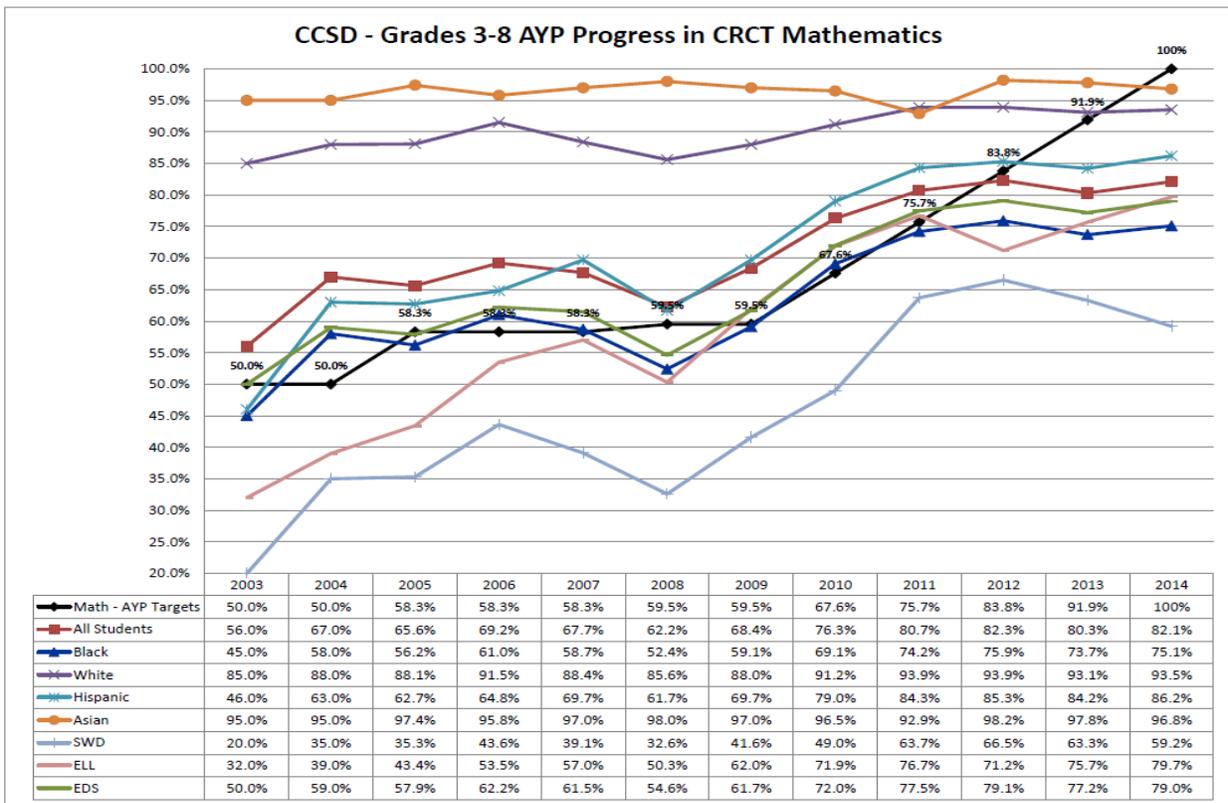
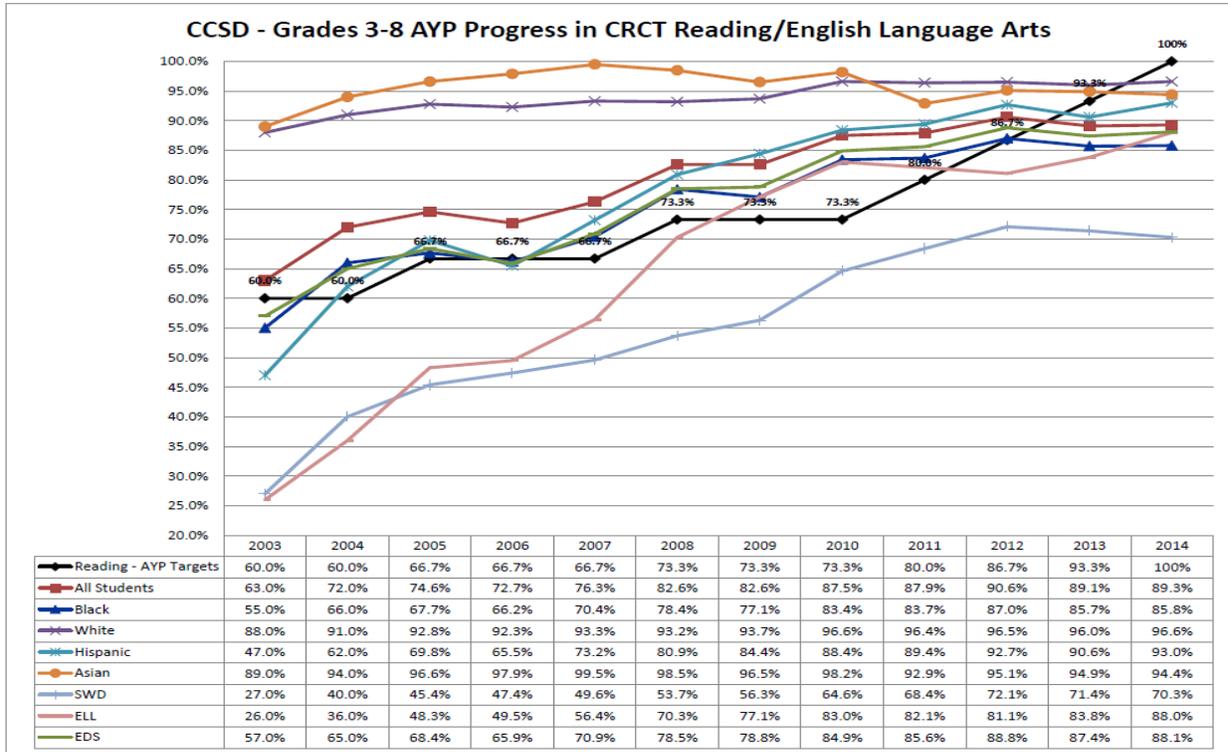
Still, Clarke County has many assets. As the smallest county in Georgia in terms of land area, its high urban density makes it ideal to implement strategies that are scalable county-wide. Many community resources reflect a response to the effects of poverty with over 180 nonprofit organizations, but also include four thriving colleges and universities, an established healthcare industry, rich arts culture, an involved chamber of commerce, and a growing technology base. The unemployment rate is relatively low at 6% due to these organizations and industries, and 41% of residents hold a bachelor's degree or higher. Incidences of chronic school absences (over 15) are relatively low at 8% of students, and the dropout rate

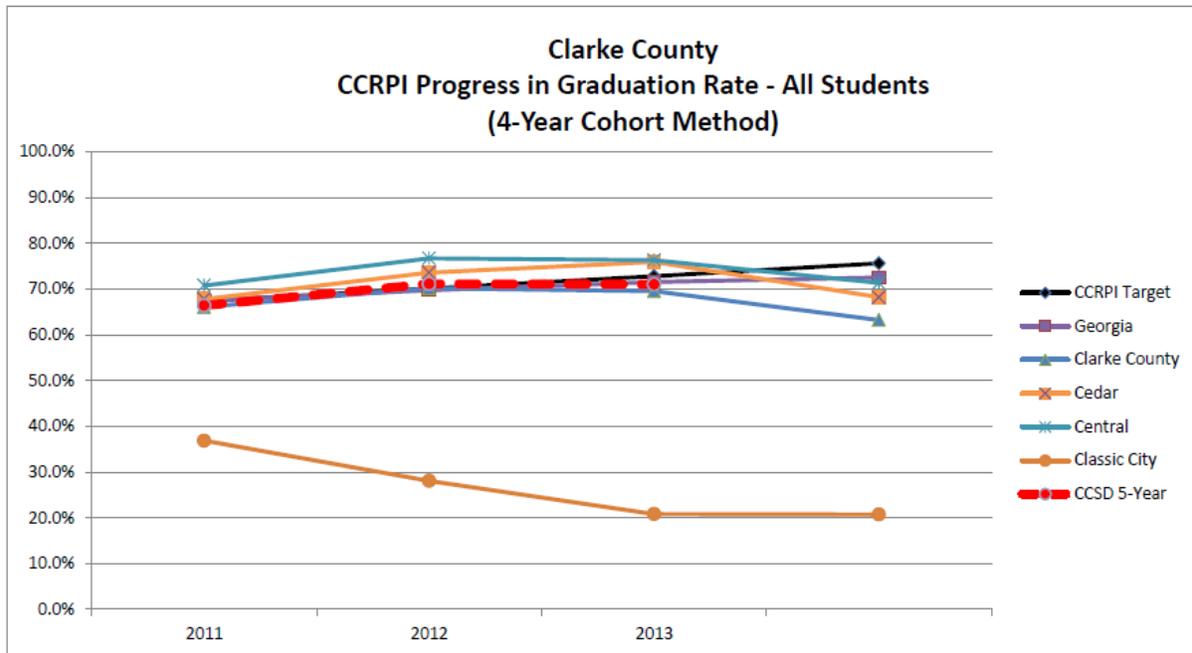
is lower than the state average. As an increasingly renowned retirement location, Clarke County has a growing number of qualified older individuals willing to participate in community service and improvement.

Dynamic Learning Experiences to Close Achievement Gaps

Past research shows that economic hardship is chief among risk factors linked to reduced academic achievement, low literacy rates, poor health, and emotional and behavioral problems. At as early as 24 months old, children in low-income families show lower cognitive and behavioral development compared to peers in higher-income families. Poverty combined with other risk factors, such as living in single-parent households or low parent education levels, can increase chances of adverse outcomes. Other risk factors for children identified by the National Center for Children in Poverty (NCCP) include households without English speakers, large families, residential mobility, and teen mothers, all of which are prevalent in Clarke County.

Over the past ten years, Clarke County made steady progress in closing achievement gaps that exist in demographic and special program student populations. According to results of the Georgia Criterion Referenced Competency Tests (CRCTs) in elementary and middle school, the percentages of students meeting or exceeding standards in almost all demographic and special program student populations are above or within 5 percentage points of statewide averages. The high school graduation rate has also shown improvement, with Clarke County below the state average by less than 2 percentage points in 2013. A primary reason for the improvement in student achievement is the focused alignment of district-wide school improvement initiatives articulated through the district's Strategic Plan approved by the Clarke County Board of Education.





	2011	2012	2013	2014	2015	2016	2017
CCRPI Target	67.4%	70.1%	72.8%	75.6%	78.3%	81.0%	83.7%
Georgia	67.4%	69.7%	71.5%	72.5%			
Clarke County	66.1%	70.1%	69.5%	63.2%			
Cedar	67.8%	73.6%	75.9%	68.2%			
Central	70.8%	76.7%	76.3%	71.3%			
Classic City	36.8%	28.1%	20.8%	20.7%			
CCSD 5-Year	66.4%	71.1%	71.0%				

During the last two years, growth in student achievement and graduation rate has slowed in comparison to past years. In addition, new metrics in reading comprehension using Lexiles reveal significant gaps in reading performance across all grade levels and a need for a strong district focus to improve overall literacy. In order to strengthen school improvement efforts, student achievement, and graduation rate, Clarke County accomplished three action steps during the 2014 school year:

- Revised the district’s five-year Strategic Plan to include key initiatives to address student achievement gaps.
- Adopted a set of common commitments for high student performance meant to transform instruction through the creation of dynamic personalized learning environments.
- Used Striving Readers Comprehensive Literacy grants to fund PreK-12 literacy programs in nearly all Clarke County schools.

The Clarke County School District charter application will become a critical component of the district's Strategic Plan implementation. The application is designed to allow LSGTs to choose priority innovations that are directly aligned to the strengths and challenges of neighborhoods in Clarke County.

Personalized Dynamic Learning Environments - Technology, College/Career Readiness, and Literacy

The district is developing a model to collaboratively plan instruction and assess students using real-time progress monitoring tools, in support of further developing personalized learning for all students. In order to increase student achievement through innovative practices, the district has been at the forefront of new teaching and learning models for the state. Principal among these innovations is a dedication to the use of technology in education, which includes a number of practices to ensure robust digital learning environments and personalized learning systems. Students in CCSD use internet-based educational games and competitions, which enhance student engagement. Access to technology helps students develop 21st century skills such as research and critical thinking. A primary component of the district's implementation is a 1:1 take-home device initiative, currently available for all students in grades 3 through 9. As a Google Apps for Education district, all students are given a Gmail account that they use to communicate with teachers and students. Resources and assignments are shared with students using Google Drive accounts.

In order to be ready to take advantage of 21st Century educational and career opportunities, Clarke County students must be prepared from an early age to think and learn differently by accessing their education differently. Currently, the standard curriculum does not always align with new innovations in regards to college/career pathways. Clarke County will utilize flexibility as a charter system to offer opportunities to apply disciplinary and cross-disciplinary knowledge to personal experiences and real-world problems; support the implementation of the International Baccalaureate Programme; increase participation and performance of students in earning postsecondary course credits through dual enrollment and Advanced Placement courses; monitor and evaluate the implementation of the Georgia College and Career Pathways Initiative; increase the number of students earning industry recognized

credentials from Athens Technical College or passing score on a GaDOE-approved end of pathway assessment; implement a Workplace Readiness Program for students with disabilities for ensuring successful postsecondary transition; allow greater flexibility to build academic programs based for credit through career experiences on-site at school and/or neighborhood organizations and businesses; recruit and contract with non-traditional instructors and industry experts for innovative course offerings, utilizing teacher certification waivers; develop course offerings that place students in workplaces where work-based programs are aligned with curriculum standards; create processes and course offerings that allow extra-curricular activities to count for course credit; and establish a range of opportunities to support targeted students who dropped out of school.

Early Learning research shows that students from economically disadvantaged backgrounds benefit from early learning, especially around literacy (Annie E Casey - Get Georgia Reading). In addition, literacy for all levels Pre-Kindergarten through high school is frequently cited as a barrier to graduation, and college and career readiness. Therefore Clarke County's strategic plan has a greater focus on PreK-12 literacy as one of its actions. This provides support for innovative learning across content areas for all ages.

Selecting, Supporting, Retaining, and Evaluating the Clarke County School District Workforce

Innovations aligned to school improvement efforts that are led by LSGTs are critical components of the Clarke County School District charter application. The innovations implemented by LGSTs will be varied since they address the unique strengths and needs of specific neighborhoods. In CCSD, LSGTs will be innovative bodies that will strengthen community schools and neighborhoods through robust collaborations with parent, district, and neighborhood members to support student academic growth, socio-economic development, and physical well-being. LSGTs will help to create dynamic learning experiences for all students to close the achievement gap and to prepare them for college and careers. With these foci, it is imperative that the district have maximum flexibility to create district-specific evaluation metrics that align to charter innovations.

As a charter school system, CCSD must be able to assess teachers and administrators on performance standards and student growth aligned to the specific expectations of its Strategic Plan, Common Commitments for High Student Performance, and the priority work areas and innovations of the LSGTs. The ability to use specific, locally-developed measures is currently constrained by the broad generality of state-prescribed evaluation processes and single-measure testing requirements. State-prescribed metrics become processes that detract from the evaluation of priority areas of work and innovations being implemented by LSGTs. All evaluation metrics should provide both formative and summative data to LSGTs to assess their progress. The district will maintain the integrity of the Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES), including ratings of 1 to 4 for performance standards and student growth; however, the district is requesting the following significant changes to the internal processes of the system:

Student Growth Rating

- The Clarke County School District will apply a literacy growth metric using Lexile scores for teachers in all subject areas outside those assessed by the Georgia Milestones. These ratings will also be used to determine the Leader Effectiveness Measure (LEM).
- The literacy metric supports the district's PreK-12 literacy focus, and will be determined using a valid and reliable reading assessment instrument (i.e., Dibels or Scholastic Reading Inventory).
- Growth measures in CCSD will be based solely on Georgia Milestones and Lexiles. The district will not use pre and post Student Learning Objectives (SLO) assessments to measure student growth.

Teacher Assessment on Performance Standards (TAPS)

- When recording summative TAPS ratings, the Clarke County School District will use locally-developed walkthrough processes and surveys in addition to targeted classroom observations and individual goal setting that align with its Strategic Plan, Common Commitments for High Student Performance, and the priority work areas and innovations of the LSGTs. These walkthrough

processes and surveys will be implemented in lieu of *TKES Walkthroughs*, *TKES Surveys of Instructional Practice*, and *LKES Climate Surveys*.

- These processes and surveys will ensure the district can submit a TAPS rating of 1, 2, 3, or 4 for each teacher for the purposes of calculating a TEM rating. These ratings will also be used to determine the Leader Effectiveness Measure (LEM).
- To ensure alignment of locally-developed processes and surveys with the state evaluation system, CCSD will cross walk its Commitments for High Student Performance with the TKES/LKES performance standards.

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

The specific challenges that the district faces are addressed in its Strategic Plan, created under the guidance of Superintendent Philip Lanoue, a team of administrators, and the Board of Education. The Strategic Plan includes goals, performance objectives, and initiatives that were developed to support the district's Vision, Mission, Core Beliefs, and Commitments for High Student Performance. The Strategic Plan, and by extension the charter system application, reflect the planning, development and implementation of programs and processes that close achievement gaps to ensure all students achieve. Strategic Plan actions are subject to modification, and all changes must be approved by the Board.

Community feedback is vital to not only guide the application, but to narrow the focus of the charter to include elements that are crucial to building stronger community schools. To this end, the district held a community forum and work session on September 17, 2014. The forum included a diverse cross-section of Clarke County principals, teachers, staff, parents, board members, community service leaders, public servants, and businesspeople. After a presentation by Superintendent Lanoue on the direction of the charter system application, the forum was split into six groups and given an activity facilitated by attending district personnel. Using a Google doc, each group was asked to read, discuss and comment under each performance objective of the Strategic Plan.

Evaluation of the results of the community forum activity included both qualitative and quantitative content analysis of the comments provided by each group. First, keywords-in-context and theme analysis were employed to compile comments to include in the charter system application. Comment and word count analysis were used to identify the most salient Strategic Plan goals and objectives according to community members. The results of this analysis are shown below. These results narrow the focus of the charter system application, and dictate priorities for goals and objectives:

- Challenge Priority 1: Strengthen community schools and neighborhoods through strong collaborations with parent, district, and neighborhood members to support student academic growth, socio-emotional development, and physical well-being.
 - Objective A: Expand communication outlets to further build parent and neighborhood partners in supporting learning and achievement.
 - Objective B: Develop and consistently implement educational programs for parents and children from birth to age 5.
 - Objective C: Provide curricular resources for parents to support and enrich student learning.
 - Objective D: Develop and implement systems in collaboration with agencies to support the health and wellness of children for improving academic performance.
- Challenge Priority 2: Create dynamic learning experiences for all students to close the achievement gap, improve literacy, and to prepare them for college and careers.
 - Objective A: Develop and implement courses and programs of study to ready all students for college and careers.
 - Objective B: Establish positive school cultures and classroom management practices that support students' academic, emotional, and social needs.
 - Objective C: Develop personalized digital learning environments.
- Challenge Priority 3: Select, support, retain and evaluate a highly dedicated, talented, and diverse professional workforce.

- Objective A: Establish processes to attract and select a highly effective, diverse, and innovative faculty and staff.
- Objective B: Develop and implement a comprehensive support and compensation system to retain highly effective and innovative faculty and staff.

The application and its components are structured around these goals and objectives with related actions, innovations, metrics, and Local School Governance Team areas of responsibility.

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

Through the use of innovative practices and with broad flexibility from state requirements, the Clarke County School District will be able to address all challenges to student achievement and well-being. All innovative practices and flexibility waivers are subject to Board approval.

4. What specific actions will your district take to address each of these challenges during its five-year charter term?

- **Challenge Priority 1: Strengthen community schools and neighborhoods through strong collaborations with parent, district, and neighborhood members to support student academic growth, socio-emotional development, and physical well-being.**
 - *Objective A: Expand communication outlets to further build parent and neighborhood partners in supporting learning and achievement.*
 - Action 1: Use a variety of media outlets and digital tools to inform families and neighborhood members about district/school programs and other information that supports student learning.
 - Action 2: Align school-based family engagement activities to directly link with strategies that improve student achievement and parent understanding of the State Performance Standards and literacy.

- Action 3: Support the existing volunteer structure and engage parents and neighborhood members to assist schools in providing more adults in schools as needed.
- Action 4: Utilize Local School Governance Teams to establish specific and critical elements of, and resources needed for healthy neighborhoods through a strengths/needs assessment.
- Action 5: Expand outreach activities to include home visitation, community centers, churches, and faith-based organizations.
- Action 6: Utilize neighborhood leaders and organizations as a conduit for communication to parents.
- *Objective B: Develop and consistently implement educational programs for parents and children from birth to age 5.*
 - Action 1: Implement standards-based curriculum through differentiated instruction, developmentally appropriate practices and technology integration to preschool children across all developmental domains.
 - Action 2: Utilize the whole child approach by providing children with comprehensive wrap around services to address health and developmental needs.
 - Action 3: Provide support services to staff through targeted professional learning in order to ensure implementation of research-based developmentally appropriate practices.
 - Action 4: Increase parent capacity to support their children’s academic growth, socio-emotional development, and physical well-being.
 - Action 5: Target and develop birth to five literacy programs in neighborhoods (i.e., participate in all components Early Education Empowerment Zone initiative) to provide Pre-K services for all neighborhood children.
- *Objective C: Provide curricular resources for parents to support and enrich student learning.*
 - Action 1: Provide families with tools to support academic skills at home.

- Action 2: Revise and refine the Family Engagement Program to build parental capacity through the provision of curricular resources and training to support their children academically and meet federal, state and local program requirements.
- Action 3: Use and expand local resources in collaboration with public/private agencies for afterschool and intervention programs and engagement with students.
- Action 4: Provide opportunities for parents, neighborhood members, and out-of-school youth who did not graduate from high school to obtain degrees utilizing resources, such as migrant programs, Foothills Education Charter High School, Paxen, and Athens Technical College GED program.
- *Objective D: Develop and implement systems in collaboration with agencies to support the health and wellness of children for improving academic performance.*
 - Action 1: Identify physical health and mental health-related barriers to learning and partner with district multidisciplinary teams and interagency committees to increase access to services for students and families.
 - Action 2: Provide education, consultation and interventions that promote healthy emotional and social well-being for students and families.
 - Action 3: Prepare students and school personnel to manage personal, school-wide and/or community crises through education, interventions and standard crisis response protocols for individuals and groups.
 - Action 4: Increase health and wellness through training of school staff, instruction to students, modeling healthy behaviors and family education.
 - Action 5: Increase the use of regionally grown produce in the school cafeteria and relationships with parents, local community and health services through activities related to gardening, cooking, agriculture and nutrition education to promote health and nutritional well-being of children.

- Action 6: Coordinate school food service and school-based activities with school nutrition policy to reinforce messages about healthy eating and to assure that foods offered throughout the district promote good nutrition.
- Action 7: Create school-based health clinics to positively impact physical, mental, and socio-emotional well-being among students and families.
- Action 8: Promote initiatives in schools and neighborhoods that support healthy behaviors through practice and prevention (e.g., healthy eating, fitness, anti-bullying, anti-alcohol, tobacco and other drugs, and comprehensive sex education).
- Action 9: Increase availability of locally grown produce for school and family meals.
- **Challenge Priority 2: Create dynamic learning experiences for all students to close the achievement gap, improve literacy, and to prepare them for college and careers.**
 - *Objective A: Develop and implement courses and programs of study to ready all students for college and careers.*
 - Action 1: Develop strategic cross-curricular literacy opportunities for students in grades PreK-12.
 - Action 2: Provide regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
 - Action 3: Support the implementation of the International Baccalaureate Programme in the middle and high schools.
 - Action 4: Increase participation and performance of students in earning postsecondary course credits through dual enrollment and Advanced Placement courses.
 - Action 5: Monitor and evaluate the implementation of the Georgia College and Career Pathways Initiative.
 - Action 6: Expand the local workforce by increasing the number of students earning a national industry recognized credential from Athens Technical College or passing score on a GaDOE-approved end of pathway assessment.

- Action 7: Implement a Workplace Readiness Program for students with disabilities for ensuring successful postsecondary transition.
- Action 8: Allow students greater flexibility to build academic programs based for credit through career experiences on-site at school and/or neighborhood organizations and businesses.
- Action 9: Recruit and contract with non-traditional instructors and industry experts for innovative course offerings, utilizing teacher certification waivers.
- Action 10: Develop course offerings that place students in workplaces where work-based programs are aligned with curriculum standards.
- Action 11: Create processes and course offerings that allow extra-curricular activities to count for course credit.
- Action 12: Establish a range of opportunities to support targeted students who dropped out of school, including work-based course credit, evening school options, and non-traditional learning environments.
- *Objective B: Establish positive school cultures and classroom management practices that support students' academic, emotional, and social needs.*
 - Action 1: Implement Positive Behavioral Interventions and Supports with fidelity in all schools.
 - Action 2: Develop and implement programs and protocols to decrease disciplinary infractions, as well as ensure equity in disciplinary actions between and among subgroups.
 - Action 3: Implement the response-to-intervention (RTI) processes with fidelity in all schools.
 - Action 4: Implement practices to promote student efficacy and responsibility by identifying learning/behavior goals and monitoring progress.
 - Action 5: Celebrate the achievements of groups and individuals.

- Action 6: Implement practices that promote students to identify, explain and track behavior and learning goals.
- Action 7: Utilize volunteers to increase parental and neighborhood presence in schools.
- Action 8: Include business and neighborhood partners in celebration of student achievements.
- Action 9: Recruit and support neighborhood members to serve as mentors for students.
- Action 10: Promote school stability and structures of support for students who are homeless, chronically mobile, and in need of foster care.
- *Objective C: Develop personalized digital learning environments.*
 - Action 1: Develop and implement a collaborative planning model using real-time progress monitoring tools in all content areas and grade levels.
 - Action 2: Expand the opportunities for students in grades PreK-12 to utilize digital tools.
 - Action 3: Monitor and evaluate the ongoing development of digital learning environments.
 - Action 4: Provide network infrastructure capacity to support increased use of digital learning environments.
 - Action 5: Enable on-demand access for students and parents to all digital tools available to the district.
 - Action 6: Place rigorous and engaging curricular resources in the hands of students that align with the use of personalized learning environments.
 - Action 7: Utilize waivers from state requirements, such as seat-time waivers, to create classrooms and learning environments that reflect the portability of technology.
- **Challenge Priority 3: Select, support, retain and evaluate a highly dedicated, talented, and diverse professional workforce.**
 - *Objective A: Establish processes to attract and select a highly effective, diverse, and innovative faculty and staff.*

- Action 1: Implement recruiting, candidate evaluation and interview processes that ensure a broad range of candidates nationally.
- Action 2: Increase and strengthen student teaching partnerships with colleges and universities that have a broad cross-section of students.
- Action 3: Expand recruitment efforts to include liberal arts colleges and universities, and non-traditional teacher preparation.
- Action 4: Use multiple data sets, comprehensive school profiles, and internal audits to help monitor teacher quality and guide decision-making.
- Action 5: Establish procedures and professional development centered on customer-oriented culture, best practices in hiring, and legal compliance.
- Action 6: Use a process for Principal and Assistant Principal selection that begins at building-level with Local School Governance Teams.
- Action 7: Work with Human Resources in coordinating with colleges and universities to implement preparation programs for teachers and staff that include teaching in digital environments, blended learning, project-based learning, and non-traditional settings.
- *Objective B: Develop and implement a comprehensive support and compensation system to retain highly effective and innovative faculty and staff.*
 - Action 1: Revise, implement, and effectively communicate the organizational structure, processes, and procedures of the Division of Human Resources.
 - Action 2: Increase divisional collaboration to ensure that both classified and certified employees receive the highest level of customer service and support.
 - Action 3: Expand incentives to attract and retain highly qualified and effective staff.
 - Action 4: Evaluate current compensation structure across job classes to determine comparability within the district and comparatively with districts of similar size.
 - Action 5: Support opportunities for classified and certified employees to earn certifications, endorsements and education degrees through partnerships with colleges

and universities that have accredited education programs.

- Action 6: Establish a process to collect feedback from employees who leave our district.
- Action 7: Develop a plan to provide professional development for classified staff.
- Action 8: Expand the availability and use of accident prevention training for staff members.
- Action 9: Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district's Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth.
- Action 10: Determine tiers of University of Georgia Professional Development School District involvement.

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

All actions listed in question 4 are directly aligned to the objectives and priorities listed in question 3. In addition, each of the three priority areas listed in this application is based on the research base, and strengths and needs addressed in question 1.

6. Although you will be granted a broad flexibility waiver if you are granted a charter, please list specific Georgia laws or State Board rules that must be waived to allow your district to implement each specific action (listed in #4 above). Please also list the waivers you have used during the past five years (including those granted to the entire state) and what goals they helped you accomplish during those five years?

The Clarke County School District anticipates utilizing a broad flexibility waiver if granted the charter petition. As a result of the charter planning process, the district will require waivers at the state level to address challenges and to meet academic goals and measures. Waivers used *could include but are not limited* to the following:

O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.

- General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE.

O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.

- Establish Local School Governance Teams (LSGTs) to replace School Councils.

O.C.G.A § 20-2-183 to 20-2-186. Categorical Allotment Requirements, Article 6 of Chapter 2 of Title 20.

- Ensure that the district can meet the unique academic, resource, and support needs of all schools. The district values the unique strengths and specific needs of each school and LSGT, and will leverage flexibility in order to best advance teaching and learning at every school.

O.C.G.A § 20-2-85. Minimum direct classroom expenditures; O.C.G.A 20-2-161. Quality Basic Education Formula; O.C.G.A § 20-2-171. Direct Classroom Expenditures and Expenditure Controls; O.C.G.A § 20-2-212. Salary Schedule Requirements.

- Flexibility of expenditures for activities directly associated with the interaction between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts.
- Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures.

O.C.G.A § 20-2-108. Certification Requirements. O.C.G.A § 20-2-200; O.C.G.A. § 20-2-201; O.C.G.A § 20-2-204. Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-.22. Personnel Required.

- Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses.

O.C.G.A § 20-02-0989.20. Grade Integrity. DOE Rule: 160-4-2-.13. Statewide Passing Score.

- Implement standards-based grading in K-5.

O.C.G.A § 20-2-200. Regulation of Certified Professional Personnel by Professional Standards Commission. DOE Rule: 160-5-1-.37 Teacher and Leader Evaluation.

- Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district's Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth.

O.C.G.A § 20-2-152; O.C.G.A § 20-2-155. Special Education Services; O.C.G.A 20-2-161. Quality Basic Education Formula. DOE Rule: 160-4-2-.38 Education Program for Gifted Students.

- Deliver service by need not by model.
- Select and serve students by data team process, not state guidelines.
- Monitor student progress by data teams.

O.C.G.A § 20-2-153. Early Intervention Programs. DOE Rule: 160-4-2-.17 Early Intervention Program.

- Deliver service by need and not by model.
- Target and serve students using the data team process, not state guidelines.
- Monitor student progress through the data team process.

O.C.G.A § 20-2-154. Remedial Education Program. DOE Rule: 160-4-5-.01 Remedial Education Program.

- Deliver service by need, not by model.
- Select and serve students by data team process, not state guidelines.
- Monitor student progress through the data team process.

O.C.G.A § 20-2-156. Program for Limited English Proficient Students. DOE Rule: 160-4-5-.02 Language Assistance Program for English Learners.

- Deliver service by need, not by model.
- Select and serve students by data team process, not state guidelines.
- Monitor student progress by data teams.

O.C.G.A § 20-2-131. Graduation Requirements; O.C.G.A § 20-2-159.4-5. Policies and Guidelines for Awarding Units of High School Credit Based on Demonstrated Proficiency; O.C.G.A § 20-2-160. Program Enrollment & Appropriation; O.C.G.A § 20-2-141.1 & O.C.G.A § 20-2-142. Competencies and Core Curriculum Online Learning. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs; 160-5-1-.02 School Day and School Year for Students; 160-4-2-.48 Graduation Requirements.

- Minimum hours offered to earn grade level and/or units toward promotion and graduation. To explore different avenues in which students can earn credit by exam and credit by application of skills through community and work-based experiences.
- Full credit and funding for any coursework that is completed through non-traditional delivery models.
- Carnegie Units for high school coursework offered at the middle school level through acceleration and transition programs such as 8.5 grade level or summer school opportunities.
- Off-site attendance for virtual programs, internships, and apprenticeships.

O.C.G.A § 20-2-182. Class Size/Staffing. 160-5-1-.08 Class Size

- Allow for flexibility in class sizes.

O.C.G.A § 20-2-290. Middle School Programs. 160-4-2-.05 Middle School Program Requirements

- Allow for flexibility regarding middle school program requirements.

O.C.G.A § 20-2-140. Assessment of Effectiveness of Educational Programs. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs.

- Funding for courses exceeding current state offerings. Some examples would be CTAE, technology, entrepreneurship, internships with businesses, and dual enrollment opportunities. These courses would provide a mechanism to measure skills and competencies based on career preparedness with 21st Century skills as a focus.

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

On an annual basis, each LSGT will choose specific innovations upon which to focus their work based on the needs of their school's neighborhood. Therefore, the implementation of the innovations listed will vary among LSGTs. All innovations are directly aligned to the district's Strategic Plan, which is a five year plan.

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

All actions listed in #4 above are innovations for the Clarke County School District. Every action has been included in the district's Strategic Plan as an innovation that builds on previous district initiatives, and is designed to move the district's improvement efforts to a higher level of implementation. Through guidance from district representatives, the Local School Governance Teams will identify specific innovations as priorities for their school improvement efforts.

PERFORMANCE EXPECTATIONS

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

Goal 1 (required): During each year of its first five-year charter term, the Clarke County School District shall “beat the odds” as determined by a formula measuring expected student growth.

- The Beating the Odds analysis is a cross-sectional, fixed effects regression model that uses multiple factors from the CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI data.
- Renewal decisions for new charter systems first converting in 2014 or later will be based in part on whether the Clarke County School District “beat the odds” in each of the first four years of its first charter term (Years 1-4).

Goal 2 (required): During each year of its first five-year charter term, each Clarke County School District school shall “beat the odds” as determined by a formula measuring expected student growth. If each school fails to beat the odds in Year 1 of the charter, Clarke County School District shall decrease number of schools not beating the odds during Years 2 and 3 at a rate so that all Clarke County School District schools will beat the odds in Year 4.

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

Goal 3 (required): The Clarke County School District will demonstrate proficiency and/or improvement on the CCRPI.

- Year 1 of the charter term will establish a CCRPI baseline. Clarke County School District’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.
- If the Clarke County School District’s first-year CCRPI score is lower than the State, it shall have until the end of Year 2 of the charter term to close the gap between the district and the State.

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- In Years 3-5 of the charter term, the Clarke County School District's CCRPI score shall be better than the State.
- Renewal decisions for Clarke County School District will be based in part on whether the its CCRPI score was equal to or better than the State in Year 2, and better than the State Years 3-4 of the charter contract.

Goal 4: The Clarke County School District will strengthen community schools and neighborhoods through the development of training and accountability processes of the Local School Governance

Teams.

- Development of eight training modules aligned to the areas of authority for LSGTs.
- Development of a process in which LSGTs identify their priority innovations and actions on which to focus their school improvement efforts during the year.
- Development of an accountability process for school improvement efforts in which the LSGTs participate in an impact check with the superintendent to report the results of their school improvement efforts.
- Development of a District Local School Governance Implementation Committee to address concerns about implementing and bring clarity to the LSGT process.

Goal 5: The Clarke County School District will develop personalized digital learning environments.

- Use by teachers of learning management systems.
- Implementation of personalized digital learning environments.
- Increase in digital access for students.
- Increase in number of parents connected to parent-specific digital resources by using multifaceted communication systems and apps to improve access (not just through computers, but handhelds and cell phones).
- Evaluation of how students, staff, and parents use digital tools.

Goal 6: The Clarke County School District will increase the readiness of its graduates for college and careers.

- Increase in postsecondary course credits earned by students through dual enrollment or Advanced Placement courses.
- Increase in completion of high school courses that directly align to career-readiness.
- Continue to develop partnerships with postsecondary education institutions and business community.
- Improvement in alignment of internships/work-based opportunities with the district's existing pathways/postgraduate opportunities, and business/workforce needs.
- Increase literacy of students measured by research-based assessments.

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).

The current local school governance structure resulted from the A+ Education Reform Act of 2000, and CCSD has followed federal and state guidelines regarding adjustments to governance over the past 15 years. Implementation of school councils in CCSD was a result of state law O.C.G.A § 20-2-86, which required school councils to provide advice and recommendations to the school principal. School councils provide input when a principal vacancy occurs regarding characteristics and qualities appropriate for a new school leader. Beyond these areas, school councils have limited decision-making authority, and community stakeholder involvement on councils is often difficult to maintain. Quarterly meetings are held in an effort to disseminate information.

The transition from School Councils to LSGTs will take place in Clarke County over the first two years of the charter. LSGTs will meet the following basic School Governance Standards established by the GaDOE:

- LSGT composition must reflect the diversity of the school community.
- LSGTs must meet regularly (minimum 9 meetings) and comply with Open Records and Open Meeting Laws.
- LSGTs must stick to governance and stay out of management.
- LSGTs must be substantially autonomous from the local school district.
- LSGTs must receive regular updates on academic, operational, and financial progress of the schools.
- LSGT members must participate in regular governing council training each year.

LSGTs will be established at each of the district's 14 elementary schools, 4 middle schools, and 3 high schools. Upon approval of the charter district application, the existing charters that apply to the district's charter schools (Judia Jackson Harris Charter Elementary and the Athens Community Career Academy) will cease to exist as those sites will become part of the charter district application. The

governance team at JJ Harris Elementary will conform to the structure governing other LSGTs in the district; however, due to the unique partnership between the school district and Athens Technical College that has resulted in the Athens Community Career Academy, the governance team at the Athens Community Career Academy will continue to operate with its present structure and by-laws.

All those seeking to serve on any district charter LSGT must attend an orientation specific to the expectations for LSGT members before being considered for candidacy. Once members are selected, a total of eight training modules will be required of all members as part of the implementation process. Effective implementation will be accomplished through meeting the responsibilities required of LSGTs in the following five areas (detailed in the School Level Governance Decision-Making Matrix, question #12 of the application):

- personnel decisions;
- financial decisions and resource allocation;
- curriculum and instruction;
- establishing and maintaining the achievement of school improvement goals; and
- school operations.

Timeline for LSGT Implementation

A District Local School Governance Implementation Committee will be formed to address concerns about implementation and bring clarity to the LSGT process. The purpose of the Implementation Committee will be to prompt LSGTs to reflect on whether they are representative of their neighborhood; to provide guidance to LSGTs; to clarify LSGT processes; to ensure fidelity of implementation of LSGTs; and to monitor training of LSGT members. The goal of the Implementation Committee is to ensure LSGTs reflect on the needs of their schools and neighborhoods, and whether their membership includes a diverse set of perspectives and appropriate skills to meet those needs. Membership on this committee has not been determined.

Charter System LSGT Implementation Timeline (Contingent upon Summer 2015 Approval)	
Fall 2014	<ul style="list-style-type: none"> ● Pre-Planning ● Initial Community Feedback Meetings ● Begin Writing Application
Spring 2015	<ul style="list-style-type: none"> ● Community Forums ● Charter Application Submission
Summer 2015	<ul style="list-style-type: none"> ● Charter Approval ● Formation of Initial Startup LSGTs at Each School ● Dissolve School Councils
Fall 2015	<ul style="list-style-type: none"> ● LSGTs Train on First Three Modules: Roles & Responsibilities; Effective Meetings; Community/Neighborhood Engagement ● LSGTs Meet Regularly (at least 9 meetings)
Spring 2016	<ul style="list-style-type: none"> ● LSGTs Train on Next Two Modules: School Improvement Planning; Curriculum, Assessment & Instruction ● LSGTs Meet Regularly (at least 9 meetings) ● LSGTs Begin Initial Implementation of Minimum Duties
Summer 2016	<ul style="list-style-type: none"> ● LSGTs Train on Last Three Modules: School Operations, School Funding & Budget; Human Resources & Resource Allocation ● LSGTs Plan for Full Implementation of Minimum & Additional Duties
Fall 2016	<ul style="list-style-type: none"> ● LSGTs Begin Full Implementation of Minimum & Additional Duties

Steps to Inform Stakeholders of LSGT Structure

Clarke County is dedicated to informing and receiving feedback from all members of the community of the proposed governance structure. Feedback was gathered from over 350 individuals in district meetings, community hearings, parent/school council meetings, online survey, and emails/phone calls, including CCSD personnel (administrators, teachers, and staff), BOE members, county commissioners, mayor’s office personnel, parents, and community members. All feedback was taken into consideration, as the charter system application was available for public view, accompanied by an online survey and list of frequently asked questions, updated regularly. Major steps in the feedback process are displayed in the timeline below:

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Date	Location	Purpose
June 17, 2014	BOE	BOE presented with overview of school system flexibility options.
August 2014	Media	Superintendent Lanoue created an information video about the charter system application displayed on the Clarke County School District website.
Aug 25, 2014	BOE	BOE Training: Overview of Application Process
Sept 17, 2014	BOE	Community Focus Group Information Meeting
November 20, 2014	BOE	DOE Consultant on Revised Application Process
January 20, 2015	BOE	Principals provide feedback on charter application components
Feb 5, 2015	BOE	BOE Work Session (review of current draft and feedback)
Feb 9, 2015	-	Current application draft for public view and feedback survey live.
Feb 10-17, 2015	BOE	Input Meetings with Teachers & School Leaders
Feb 19, 2015	ACCA	Community Public Hearing #1 (6:30pm)
Feb 23, 2015	TBA	Parent Advisory Board
March/April 2015	TBA	ACC Unified Government Commissioners & BOE
April 2, 2015	BOE	BOE Work Session (review of current draft and feedback)
April 16, 2015	Gaines Elementary	Community Public Hearing #2 (6:30pm)
May 7, 2015	BOE	Full Application to BOE Work Session
May 14, 2015	BOE	Full Application for Approval at BOE Meeting Approval for Public View
June 11, 2015	BOE	Full Application for Full Approval at BOE Meeting (public view of final application)
June TBA 2015	-	Submit Full Application to GaDOE

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

The following articles provide guidance to LSGTs at each school and serve as draft bylaws. Official bylaws will be developed based on initial implementation and feedback from LSGTs, and on the needs of individual schools.

Article I. Organization

The name of each organization shall be [school name] Local School Governance Team (LSGT). Questions about LSGT processes, procedures, and responsibilities will be directed to the District Local School Governance Implementation Committee, and/or the Superintendent, or his/her designee. The District Local School Governance Implementation Committee, and/or the Superintendent, or his/her designee, shall serve as primary supports for LSGT operations.

Article II. Purpose and Duties

Purpose

The purpose of each LSGT is to adopt operational rules and procedures, and provide guidance that ensures the charter system petition approved by the Clarke County Board of Education and the Georgia Board of Education is implemented with fidelity.

Duties

The members of each LSGT are responsible collectively for fulfilling the following duties:

- Enact minimum and additional governance authority in the following areas (see Charter System Governance Matrix): Personnel Decision; Financial Decisions and Resource Allocation; Curriculum and Instruction; School Improvement Plan; and School Operations.
- Identify areas of need.
- Inform and educate the school neighborhoods on the roles of LSGTs.
- Approve LSGT by-laws.
- Approve individuals to serve on LSGTs.

Article III. Members and Membership

Standing Members

The principal of each school shall serve as a non-voting standing member and chair of each LSGT. Each LSGT will nominate and select a Vice-Chair from rotating members who will carry out responsibilities of the chair in the absence of the principal.

Rotating Membership

Each LSGT shall serve as the governing body of their school in accordance with the Charter System and the laws of Georgia. Each LSGT shall consist of 9, 11, or 13 voting members. Elementary LSGTs may consist of 9 or 11 voting members. Middle and high school LSGTs may consist of 11 or 13 voting members. Eligible members include parents of students in attendance at the school; employees of the school; residents of the school neighborhood; employees/volunteers of businesses/agencies that are located in the school neighborhood; and other at-large members from Clarke County. Each parent and teacher seeking selection to LSGTs must attend a district orientation of LSGT governance and district planning before being placed on selection ballots. All other members must attend orientation after selection by LSGT. Besides the principal, LSGT representation shall include teachers (3), parents (3), police officer (1), neighborhood members or neighborhood organization representatives (2), student (1 – secondary only), and one (secondary mandatory), two (elementary optional), or three (secondary optional) at-large members. Respective participation is included in the table below:

LSGT Members	Elementary School	Middle School	High School	Voting Rights	Term Years
Principal (Chair)	1	1	1	No	N/A
Teachers	3	3	3	Yes	2
Parents	3	3	3	Yes	2
Police Officer	1	1	1	Yes	2
Neighborhood Members/ Organization Representatives	2	2	2	Yes	2

Other At-Large	2 (optional)	1 (mandatory) or 3 (optional)	1 (mandatory) or 3 (optional)	Yes	2
Student	0	1	1	Yes	2

Selection of Rotating Members

For each LSGT, rotating member selection shall be determined by the following processes:

LSGT Rotating Members	Selection Process	Candidate Requirements
Teachers	Schools will solicit interest from teachers. Selected by teacher vote.	Must be teacher at LSGT school.
Police Officer	Appointed by ACC Police Chief/designee as part of his/her community service.	Must at least partially serve school neighborhood.
Parents	Schools will publicly solicit interest from parents. Interested parents/nominees who have completed orientation session are placed on ballot and voted on by school neighborhood parents.	Must have children who attend LSGT school. Must complete orientation session before consideration.
Neighborhood Members or Neighborhood Organization Representatives	Once teachers, police officers and parents are in place, Local School Governance Teams will publicly solicit interest from additional neighborhood members or neighborhood organization representatives. Must receive support from 5 of the 7 members.	Must reside within or serve organization in school neighborhood. Must represent broadest based of diversity and neighborhood representation. Selection based on candidate experience, and relationship with community and school.
Other At-Large	Once teachers, police officers and parents are in place, Local School Governance Teams will publicly solicit interest for at-large members. Must receive support from 5 of the 7 members.	Must reside within or serve organization based in Clarke County. Must fulfill needs of school as agreed upon by LSGT members.
Student	Schools will solicit interest from students. Selected by vote by student body.	Must attend LSGT school.

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Each LSGT will nominate and select a Vice-Chair from rotating members who will carry out responsibilities of the chair in the absence of the principal. LSGTs will assign a recorder at each meeting on a volunteer basis among rotating members.

Terms of Rotating Members

The 2015-2016 school year will begin the charter term. All voting members shall begin service on LSGTs with a one-year hold-harmless in order to allow for training and effective implementation. After the hold-harmless year, all members shall serve two-year terms. If an LSGT member serves more than one term, initial election/selection guidelines apply. No voting member may serve more than 2 consecutive terms. Having served two consecutive terms, members may be re-selected to serve on the LSGT after a one-year break in service. A member whose term is scheduled to expire may continue to occupy his/her seat for a maximum of three meetings into the next term if a replacement has not been approved by a majority of the members of the LSGT.

Terms of Standing Members

The principals/chairs of each LSGT do not have term limits. They serve on the LSGT because of the position they hold.

Vacancies

The LSGTs shall appoint new members to serve the remainder of the term as soon as practical. A new member who fills an unexpired term is eligible to serve two consecutive three-year terms.

Resignation and Removal

Resignation: Any member of an LSGT who believes he/she cannot fulfill his/her responsibilities may submit his/her resignation in writing to the Clarke County School District Superintendent. The Superintendent shall inform the LSGT, and the LSGT shall initiate a process to fill the vacancy.

Removal: Any member of an LSGT may be removed from office after a majority vote of the LSGT members then in office whenever, in their judgment, the best interests of the school and/or LSGT is affected. Grounds for immediate removal of individuals are as follows: conflict of interest; non-qualifying status (such as child no longer student or business relocation); or code of ethics violation. A portion, or

the entire LSGT, may be suspended or removed if the Superintendent and BOE receive evidence of ethical violations or if major conflicts arise. Notice of the date, time, place, and purpose of the meeting at which the removal is to be acted upon shall be given to such LSGT member intended to be removed at least ten days prior to the date of such meeting. The notice must include a statement regarding the reason for the proposed removal. All proceedings shall be conducted in accordance with the Open and Public Meeting Laws.

Ethical Responsibilities

Members of LSGTs shall not receive, directly or indirectly, any salary or compensation for their service. Furthermore, members of LSGTs must safeguard their ability to make objective, fair, and impartial decisions and, therefore, should not accept any benefits of any sort under circumstances in which it could be inferred by a reasonable observer that the benefit was intended to influence a pending or future decision or to reward a past decision. An LSGT member shall recuse himself/herself from any proceeding in which the member's impartiality may be reasonably questioned due to his/her personal or financial relationship with a participant in the proceeding. A "participant" includes, but is not limited to, an owner, shareholder, partner, employee, or agency of a business entity involved in the proceeding. LSGT decisions must comply with legal counsel provided by the school district, administrators, local board of education, or its legal representatives.

Article IV. Officers and their Duties

Officers

The officers of each LSGT shall include the chairperson and vice chairperson.

Election and Terms of Office

The chairperson of each LSGT shall be the principal of the school. The principal shall serve as chairperson with no term limit. The vice chairperson shall be elected on a yearly basis by members of each LSGT. This election shall be held during the last regularly scheduled meeting prior to August 1 of said year. The vice chairperson shall assume this position on August 1 following election. The term of

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office for the vice chairperson shall be one year. No person may serve more than two consecutive one-year terms as vice chairperson.

Removal of Officers

The vice chairperson may be removed at any time by a two-thirds vote of the LSGT.

Vacancies

Vacancies in the vice chairperson position shall be filled by majority vote of the LSGT.

Duties of the Chairperson

Chairpersons are not voting members of LSGTs. They shall preside at meetings of LSGTs.

Duties of Vice Chairperson

Vice chairpersons shall perform the duties and have the powers of chairpersons during the absence of disability of chairpersons.

Article V. Committees

LSGTs have the authority to create sub-committees from existing members in order to work on specific tasks.

Article VI. Meetings

Frequency of Meetings

Each LSGT shall meet at least monthly when local school is in regular session, or at least 9 times per year.

Establishment of Meeting Dates

Each LSGT shall approve an annual meeting calendar for the upcoming year during its last regularly scheduled meeting held before August 1 of said year.

Place of Meetings

LSGTs shall meet at the schools they serve or at another appropriate space in the school neighborhood.

Changes in meeting locations other than the local school must be approved by LSGTs.

Attendance at Meetings

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Members of LSGTs are expected to attend a minimum of 75 percent of the regularly scheduled meetings each year.

Quorum

The action of a majority of members of LSGTs present at any meeting shall be the action of the board.

Special Meetings

Special meetings of LSGTs may be called only by the chairperson. Business transacted at a special meeting shall be confined to the purposes stated in the call for the meeting and shall in all other ways be conducted in conformance with the Open and Public Meeting Laws prescribed by O.C.G.A § 50-14-1.

Public Notification of Meetings

A notice of any meetings of LSGTs must be made available to the public in accordance with the Open and Public Meeting Laws prescribed in O.C.G.A § 50-14-1. All meetings are open to the public. Meetings shall be announced in the public organ of Clarke County. Meetings and agendas will be posted on school websites. Announcements regarding special meetings shall be released at least 24 hours prior to each meeting.

Article VII. Methods of Amending the Bylaws

The current draft bylaws will be modified based on feedback from LSGTs and approval of the Superintendent after year 1 of implementation. Individual schools may modify bylaws based on needs.

12. Local School Governance Matrix

School Level Governance Decision-Making Matrix				
Clarke County School District	Minimum LSGT Authority*	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE. LSGTs shall work with Associate Superintendent for Human Resources to screen principal candidates and recommend no more than 4 candidates to Superintendent. Superintendent will bring recommendations to the BOE for final decision.	Spring 2016 LSGTs will begin initial implementation of minimum authority after member selection and training on first 5 modules.	LSGTs shall provide input to principals in regards to hiring processes for certified and non-certified personnel based on priority work area, with approval by BOE according to district policies and regulations.	Fall 2016 LSGTs will begin full implementation of minimum and additional authority after member selection, regular meetings, and training on all 8 modules.
Financial Decisions and Resource Allocation	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 operation costs.	Spring 2016 LSGTs will begin initial implementation of minimum authority after member selection and training on first 5 modules.	LSGTs may broker services and contracts with community agencies to improve the health, wellness, and achievement of students based on priority work area, with approval by BOE according to district policies and regulations.	Fall 2016 LSGTs will begin full implementation of minimum and additional authority after member selection, regular meetings, and training on all 8 modules.
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district’s Essential and Innovative Features as included in the charter contract.	Spring 2016 LSGTs will begin initial implementation of minimum authority after member selection and training on first 5 modules.	LSGTs may have input into selection of instructional resources and/or instructional models that support school improvement efforts based on priority work area and alignment to district Strategic Plan, with approval by BOE according to district policies and regulations.	Fall 2016 LSGTs will begin full implementation of minimum and additional authority after member selection, regular

				meetings, and training on all 8 modules.
Establishing and Monitoring the Achievement of School Improvement Goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation.	Spring 2016 LSGTs will begin initial implementation of minimum authority after member selection and training on first 5 modules.	LSGTs shall be trained and develop metrics to assess the strengths and growth areas of the community that will guide school improvement and LSGT planning. LSGTs shall work collaboratively with school members to identify priority needs for school improvement plan. LSGTs shall present results of their school improvement plan to the Superintendent at an annual performance evaluation.	Fall 2016 LSGTs will begin full implementation of minimum and additional authority after member selection, regular meetings, and training on all 8 modules.
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals.	Spring 2016 LSGTs will begin initial implementation of minimum authority after member selection and training on first 5 modules.	LSGTs shall have input into priorities and approval of local SPLOST projects. LSGTs may review and make recommendations for changing the timeliness and allocation of bus routes, cleanliness, repairs, and safety of buildings. LSGTs may assess and give recommendations regarding the accessibility of schools through monitoring sidewalks, bus routes, safe routes to school, and extended building hours to meet neighborhood needs. LSGTs may design and establish neighborhood volunteer programs to serve school neighborhoods. LSGTs must meet regularly (at least 9 times).	Fall 2016 LSGTs will begin full implementation of minimum and additional authority after member selection, regular meetings, and training on all 8 modules.
* The Clarke County Board of Education retains its constitutional authority.				

13. Highlight the differences between the current local school advisory council structure and the new structure your new charter system will implement.

During the charter planning process, the district recognized a gap between expected governance of school advisory councils and actual governance. Support and guidance prior to the charter system application was passive and lacked the involvement required to increase accountability and build capacity at school level. The proposed LSGT structure aims to increase the decision-making authority at each school, working with the Superintendent and Board of Education to emphasize school and neighborhood strengths to maximize impact. In an effort to create an environment of autonomy, a consistent vision with supporting mission and beliefs will be maintained at the district level through the District Strategic Plan.

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.

Effective operation of the LSGTs depends on the quality of training provided and adequate implementation time. The Clarke County School District will work internally and with contracted providers on a comprehensive set of training modules for LSGT members during the first two years of the charter term. Five training modules will be conducted during the first year, while three training modules will be conducted during the summer before the second year. The eight training modules and topics covered will be required for all LSGT members:

Fall 2015:

- *Roles and Responsibilities* - scope of roles and responsibilities for LSGT members including code of conduct, ethical responsibilities, and bylaws.
- *Effective Meetings* - accountability under Open Meetings and Records, Robert's Rules of Order, and parliamentary procedures.
- *Community/Neighborhood Engagement* - strategies to build capacity in the school and neighborhood through communication and collaboration.

Spring 2016:

- *School Improvement Planning* - alignment to District Strategic Plan, and CCRPI.
- *Curriculum, Assessment and Instruction* - educational initiatives, curriculum expectations, assessment programs, and instructional models.

Summer 2016:

- *School Operations* - safety and security procedures, principal management of school and student/school support services.
- *School Funding and Budget* - education funding with local, state and federal funds; budget development and implementation.
- *Human Resources and Resource Allocation* - resource overview including technology, personal earnings with state funds, employment/termination process, teacher evaluation system, and professional learning.

15. Provide the name of the provider(s) of local School Governing Team training that you are considering approaching, if known. Note that such providers can be internal or external to the school district.

Clarke County expects to utilize internal and external resources to complete and implement training modules for LSGTs. For external resources, we will broker resources with the University of Georgia and other existing partners.

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.

Currently, the designee is Dr. Mark Tavernier, Associate Superintendent for Instructional Services and School Performance. He can be reached at 706-546-7721, or tavernierm@clarke.k12.ga.us. This duty is subject to change based on designation by the Superintendent.

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

Clarke County is already committed to an achievement culture. The charter petition will build on this belief system.

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 the Clarke County School District located in Clarke County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the system and the system charter school's governance boards are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that the system charter school governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
7. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
8. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
9. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
10. Shall provide state and federally mandated services for English Language Learners, as applicable;
11. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
12. Shall notify the state of any intent to contract with a for-profit entity for education management services;
13. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
14. Shall comply with federal due process procedures regarding student discipline and dismissal;
15. Shall be subject to all laws relating to unlawful conduct in or near a public school;

16. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
17. Shall have a written procedure for resolving conflicts between the system charter schools and the local board of education;
18. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
19. Shall remit payments to TRS on behalf of employees;
20. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
21. Shall ensure that if the charter system participates in federal school meals programs, then each participating system charter school shall comply with all applicable state and federal laws;
22. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
23. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the charter term and all other facility requirements as established by the Department;
24. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
25. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
26. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
27. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter system; and
28. Shall use any funds appropriated for the QBE weight for charter systems, in accordance with recommendations of the school governance teams or to advance student achievement goals and school level governance training.
29. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their charter system commitments as part of their “on-boarding” process.

This Charter System Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the 11th day of June, 2015.

Superintendent

Date

Chair, Local Board of Education

Date

Clarke County School District

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

Superintendent

Date

Chair, Local Board of Education

Date

Attachment 1 – The Case Table

		Challenge #1
#	Question	Challenge #1
1	What challenges is your school district facing?	Strengthen community schools and neighborhoods through strong collaborations with parent, district, and neighborhood members to support student academic growth, socio-emotional development, and physical well-being.
2	What is the rank order priority of these challenges?	#1
3	Which of these challenges will your school district be able to address by becoming a charter system?	All
4	What specific actions will your district take to address each of these challenges during its five-year charter term?	<ul style="list-style-type: none"> ○ <i>Objective A: Expand communication outlets to further build parent and neighborhood partners in supporting learning and achievement.</i> <ul style="list-style-type: none"> ■ Action 1: Use a variety of media outlets and digital tools to inform families and neighborhood members about district/school programs and other information that supports student learning. ■ Action 2: Align school-based family engagement activities to directly link with strategies that improve student achievement and parent understanding of the State Performance Standards and literacy. ■ Action 3: Support the existing volunteer structure and engage parents and neighborhood members to assist schools in providing more adults in schools as needed. ■ Action 4: Utilize Local School Governance Teams to establish specific and critical elements of, and resources needed for healthy neighborhoods through a strengths/needs assessment. ■ Action 5: Expand outreach activities to include home visitation, community centers, churches, and faith-based organizations. ■ Action 6: Utilize neighborhood leaders and organizations as a conduit for communication to parents. ○ <i>Objective B: Develop and consistently implement educational programs for parents and children from birth to age 5.</i> <ul style="list-style-type: none"> ■ Action 1: Implement standards-based curriculum through differentiated instruction, developmentally appropriate practices and technology integration to preschool children across all developmental domains.

		<ul style="list-style-type: none"> ■ Action 2: Utilize the whole child approach by providing children with comprehensive wrap around services to address health and developmental needs. ■ Action 3: Provide support services to staff through targeted professional learning in order to ensure implementation of research-based developmentally appropriate practices. ■ Action 4: Increase the parent capacity to support their children’s academic growth, socio-emotional development, and physical well-being. ■ Action 5: Target and develop birth to five literacy programs in neighborhoods (i.e., participate in all components Early Education Empowerment Zone initiative) to provide Pre-K services for all neighborhood children. ■ Action 6: Develop comprehensive literacy strategy for PreK-12 students, as part of a district-wide initiative. <ul style="list-style-type: none"> ○ <i>Objective C: Provide curricular resources for parents to support and enrich student learning.</i> <ul style="list-style-type: none"> ■ Action 1: Provide families with tools to support academic skills at home. ■ Action 2: Revise and refine the Family Engagement Program to build parental capacity through the provision of curricular resources and training to support their children academically and meet federal, state and local program requirements. ■ Action 3: Use and expand local resources in collaboration with public/private agencies for afterschool and intervention programs and engagement with students. ■ Action 4: Provide opportunities for parents, neighborhood members, and out-of-school youth who did not graduate from high school to obtain degrees utilizing resources, such as migrant programs, Foothills Education Charter High School, Paxen, and Athens Technical College GED program. ○ <i>Objective D: Develop and implement systems in collaboration with agencies to support the health and wellness of children for improving academic performance.</i> <ul style="list-style-type: none"> ■ Action 1: Identify physical health and mental health-related barriers to learning and partner with district multidisciplinary teams and interagency committees to increase access to services for students and families. ■ Action 2: Provide education, consultation and interventions that promote healthy emotional and social well-being for students and families. ■ Action 3: Prepare students and school personnel to manage personal, school-wide and/or community crises through education, interventions and standard crisis response protocols for individuals and groups. ■ Action 4: Increase health and wellness through training of school staff, instruction to students, modeling healthy behaviors and family education.
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		<ul style="list-style-type: none"> ■ Action 5: Increase the use of regionally grown produce in the school cafeteria and relationships with parents, local community and health services through activities related to gardening, cooking, agriculture and nutrition education to promote health and nutritional well-being of children. ■ Action 6: Coordinate school food service and school-based activities with school nutrition policy to reinforce messages about healthy eating and to assure that foods offered throughout the district promote good nutrition. ■ Action 7: Create school-based health clinics to positively impact physical, mental, and socio-emotional well-being among students and families. ■ Action 8: Promote initiatives in schools and neighborhoods that support healthy behaviors through practice and prevention (e.g., healthy eating, fitness, anti-bullying, anti-alcohol, tobacco and other drugs, and comprehensive sex education). ■ Action 9: Increase availability of locally grown produce for school and family meals.
5	<p>Provide a clear explanation of how each of these specific actions will lead to the specific challenge being addressed.</p>	<p>A growing body of research suggests that schools at all levels must act as more than just houses of learning in order to impact student achievement. Many school reform efforts place strong emphasis on strengthening schools to improve academic achievement; however, schools cannot be solely responsible for the education of students. Community members must work together to provide a total educational experience for students. Not only is school connectedness, or the belief held by students about the importance of school, an important predictor of student performance, but community connectedness, or a commitment to community and support from leadership, can also predict resilience and academic achievement (CDC, 2013; Mayberry, et al., 2009; Chipuer, 2001; De Hann, et al., 2009; Harkavay and Blank, 2002; Kahne, 2001; Fletcher, 2005; Harris, 2007).</p> <p>The Clarke County School District seeks to purposefully integrate academic, health, and social services; youth and community development; and community engagement. According to a report from the Coalition for Community Schools, students show significant gains in academic achievement, lower dropout rates, increased attendance, and enhancement in essential areas of non-academic development. Families of community school students show increased family stability, communication with teachers, school involvement, and a greater sense of responsibility for their children’s learning.</p> <p>The district will empower LSGTs with the ability to broker school partners with resources to improve student and adult learning at home and at school, strengthen families, and promote healthy neighborhoods. These collaborations will create ownership and capacity-building among neighborhoods and school leaders based on a new shared vision that takes into account neighborhood history, collective knowledge, culture, and the need to</p>

	<p>support the education of students. Community schools enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment, and greater neighborhood support.</p> <p>In 2014-15, CCSD serves more than 13,500 students in 14 elementary schools, 4 middle schools, 2 traditional high schools, 1 nontraditional high school, 3 alternative-education sites, an early learning center, and a career academy. Nearly 13% of students receive special education services, and 13% are limited English-language proficiency. The racial and ethnic demographics of the district are 53% African American, 23% Hispanic, 20% White, 4% multiracial, and 2% Asian. According to the GaDOE, 78% of CCSD students are economically disadvantaged, based on the number of students who qualify for free or reduced lunch.</p> <p>The social and cultural context of Athens provides some insight into the types of challenges facing the school district. The population of the city is 117,000; however, it faces the kinds of poverty issues that would normally be found in a high population density urban city. Clarke County’s poverty rate is 35% according to the U.S. Census Bureau, which is more than double the rate for Georgia, and ranks it as the fifth poorest county in the nation among those with populations over 100,000. The median household income is \$33,846 compared to \$49,604 for the state. Nearly 32% of children in Clarke County live in poverty, and 41% of children live in single-parent homes according to the Kids Count Data Center. Over 15% of students live in families where no parent has full-time year-round employment, and the teen pregnancy rate is 35%. According to <i>County Health Rankings & Roadmaps</i>, one in five low-income families has limited access to healthy foods, and the obesity rate of 28% is above the national benchmark. The county’s crime rate, compiled by the Georgia Bureau of Investigation, is 4,852 commitments per 100,000 people, which is 24% higher than Georgia as a whole at 3,922 per 100,000.</p> <p>Still, Clarke County has many assets. As the smallest county in Georgia in terms of land area, its high urban density makes it ideal to implement strategies that are scalable county-wide. Many community resources reflect a response to the effects of poverty with over 180 nonprofit organizations, but also include four thriving colleges and universities, an established healthcare industry, rich arts culture, an involved chamber of commerce, and a growing technology base. The unemployment rate is relatively low at 6% due to these organizations and industries, and 41% of residents hold a bachelor’s degree or higher. Incidences of chronic school absences (over 15) are relatively low at 8% of students, and the dropout rate is under 2%. As an increasingly renowned retirement location, Clarke County has a growing number of qualified older individuals willing to participate in community service and improvement.</p>
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6	<p>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.</p>	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> • General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE. <p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p> <ul style="list-style-type: none"> • Establish Local School Governance Teams (LSGTs) to replace School Councils. <p><i>O.C.G.A § 20-2-183 to 20-2-186. Categorical Allotment Requirements, Article 6 of Charter 2 of Title 20.</i></p> <ul style="list-style-type: none"> • Ensure that the district can meet the unique academic, resource, and support needs of all schools. The district values the unique strength and specific needs of each school and LSGT and will leverage flexibility in order to best advance teaching and learning at every school. <p><i>O.C.G.A § 20-2-85. Minimum direct classroom expenditures; O.C.G.A 20-2-161. Quality Basic Education Formula; O.C.G.A § 20-2-171. Direct Classroom Expenditures and Expenditure Controls; O.C.G.A § 20-2-212. Salary Schedule Requirements.</i></p> <ul style="list-style-type: none"> • Flexibility of expenditures for activities directly associated with the interaction between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts. • Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures.
7	<p>Indicate the timeline for implementation of each specific action.</p>	<p>On an annual basis, each LSGT will choose specific innovations upon which to focus their work based on the needs of their school’s neighborhood. Therefore, the implementation of the innovations listed will vary among LSGTs. All innovations are directly aligned to the district’s Strategic Plan, which is a five year plan.</p>
8	<p>Indicate which of these specific actions represents an innovation for your school district.</p>	<p>All actions listed in #4 above are innovations for the Clarke County School District. Every action has been included in the district’s Strategic Plan as an innovation that builds on previous district initiatives, and is designed to move the district’s improvement efforts to a higher level of implementation. Through guidance from district representatives, the Local School Governance Teams will identify specific innovations as a priority for their school improvement efforts.</p>

Challenge #2		
#	Question	Challenge #2
1	What challenges is your school district facing?	Create dynamic learning experiences for all students to close the achievement gap, improve literacy, and to prepare them for college and careers.
2	What is the rank order priority of these challenges?	#2
3	Which of these challenges will your school district be able to address by becoming a charter system?	All
4	What specific actions will your district take to address each of these challenges during its five-year charter term?	<ul style="list-style-type: none"> ○ <i>Objective A: Develop and implement courses and programs of study to ready all students for college and careers.</i> <ul style="list-style-type: none"> ■ Action 1: Develop cross-curricular literacy opportunities for students in grades PreK-12. ■ Action 2: Provide regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. ■ Action 3: Support the implementation of the International Baccalaureate Programme in the middle and high schools. ■ Action 4: Increase participation and performance of students in earning postsecondary course credits through dual enrollment and Advanced Placement courses. ■ Action 5: Monitor and evaluate the implementation of the Georgia College and Career Pathways Initiative. ■ Action 6: Expand the local workforce by increasing the number of students earning a national industry recognized credential from Athens Technical College or passing score on a GaDOE-approved end of pathway assessment. ■ Action 7: Implement a Workplace Readiness Program for students with disabilities for ensuring successful postsecondary transition. ■ Action 8: Allow students greater flexibility to build academic programs based for credit through career experiences on-site at school and/or neighborhood organizations and businesses. ■ Action 9: Recruit and contract with non-traditional instructors and industry experts for innovative course offerings, utilizing teacher certification waivers. ■ Action 10: Develop course offerings that place students in workplaces where work-based programs are aligned with curriculum standards.

		<ul style="list-style-type: none"> ■ Action 11: Create processes and course offerings that allow extra-curricular activities to count for course credit. ■ Action 12: Establish a range of opportunities to support targeted students who dropped out of school, including work-based course credit, evening school options, and non-traditional learning environments. ○ <i>Objective B: Establish positive school cultures and classroom management practices that support students' academic, emotional, and social needs.</i> <ul style="list-style-type: none"> ■ Action 1: Implement Positive Behavioral Interventions and Supports with fidelity in all schools. ■ Action 2: Develop and implement programs and protocols to decrease disciplinary infractions, as well as ensure equity in disciplinary actions between and among subgroups. ■ Action 3: Implement the response-to-intervention (RTI) processes with fidelity in all schools. ■ Action 4: Implement practices to promote student efficacy and responsibility by identifying learning/behavior goals and monitoring progress. ■ Action 5: Celebrate the achievements of groups and individuals. ■ Action 6: Implement practices that promote students to identify, explain and track behavior and learning goals. ■ Action 7: Utilize volunteers to increase parental and neighborhood presence in schools. ■ Action 8: Include business and neighborhood partners in celebration of student achievements. ■ Action 9: Recruit and support neighborhood members to serve as mentors for students. ■ Action 10: Promote school stability and structures of support for students who are homeless, chronically mobile, and in need of foster care. ○ <i>Objective C: Develop personalized digital learning environments.</i> <ul style="list-style-type: none"> ■ Action 1: Develop and implement a collaborative planning model using real-time progress monitoring tools in all content areas and grade levels. ■ Action 2: Expand the opportunities for students in grades PreK-12 to utilize digital tools. ■ Action 3: Monitor and evaluate the ongoing development of digital learning environments. ■ Action 4: Provide network infrastructure capacity to support increased use of digital learning environments.
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		<ul style="list-style-type: none"> ■ Action 5: Enable on-demand access for students and parents to all digital tools available to the district. ■ Action 6: Place rigorous and engaging curricular resources in the hands of students that align with the use of personalized learning environments. ■ Action 7: Utilize waivers from state requirements, such as seat-time waivers, to create classrooms and learning environments that reflect the portability of technology.
5	<p>Provide a clear explanation of how each of these specific actions will lead to the specific challenge being addressed.</p>	<p>Past research shows that economic hardship is chief among risk factors linked to reduced academic achievement, low literacy rates, poor health, and emotional and behavioral problems. At as early as 24 months old, children in low-income families show lower cognitive and behavioral development compared to peers in higher-income families. Poverty combined with other risk factors, such as living in single-parent households or low parent education levels, can increase chances of adverse outcomes. Other risk factors for children identified by the National Center for Children in Poverty (NCCP) include households without English speakers, large families, residential mobility, and teen mothers, all of which are prevalent in Clarke County.</p> <p>Over the past ten years, Clarke County made steady progress in closing achievement gaps that exist in demographic and special program student populations. According to results of the Georgia Criterion Referenced Competency Tests (CRCTs) in elementary and middle school, the percentages of students meeting or exceeding standards in almost all demographic and special program student populations are above or within 5 percentage points of statewide averages. The high school graduation rate has also shown improvement, with Clarke County below the state average by less than 2 percentage points in 2013. A primary reason for the improvement in student achievement is the focused alignment of district-wide school improvement initiatives articulated through the district’s Strategic Plan approved by the Clarke County Board of Education.</p> <p>During the last two years, growth in student achievement and graduation rate has slowed in comparison to past years. In addition, new metrics in reading comprehension using Lexiles reveal significant gaps in reading performance across all grade levels and a need for a strong district focus to improve overall literacy. In order to strengthen school improvement efforts, student achievement, and graduation rate, Clarke County accomplished three action steps during the 2014 school year:</p> <ul style="list-style-type: none"> ● Revised the district’s five-year Strategic Plan to include key initiatives to address student achievement gaps.

	<ul style="list-style-type: none"> ● Adopted a set of common commitments for high student performance meant to transform instruction through the creation of dynamic personalized learning environments. ● Used Striving Readers Comprehensive Literacy grant funding to create, develop and implement a district-wide PreK-12 literacy program. <p>The Clarke County School District charter application will become a critical component of the district’s Strategic Plan implementation. The application is designed to allow LSGTs to choose priority innovations that are directly aligned to the strengths and challenges of neighborhoods in Clarke County.</p> <p>Personalized Dynamic Learning Environments - Technology, College/Career Readiness, and Literacy</p> <p>The district is developing a model to collaboratively plan instruction and assess students using real-time progress monitoring tools, in support of further developing personalized learning for all students. In order to increase student achievement through innovative practices, the district has been at the forefront of new teaching and learning models for the state. Principal among these innovations is a dedication to the use of technology in education, which includes a number of practices to ensure robust digital learning environments and personalized learning systems. Students in CCSD use internet-based educational games and competitions, which enhance student engagement. Access to technology helps students develop 21st century skills such as research and critical thinking. A primary component of the district’s implementation is a 1:1 take-home device initiative, currently available for all students in grades 3 through 9. As a Google Apps for Education district, all students are given a Gmail account that they use to communicate with teachers and students. Resources and assignments are shared with students using Google Drive accounts.</p> <p>In order to be ready to take advantage of 21st Century educational and career opportunities, Clarke County students must be prepared from an early age to think and learn differently by accessing their education differently. Currently, the standard curriculum does not always align with new innovations in regards to college/career pathways.</p> <p>Early Learning research shows that students from economically disadvantaged backgrounds benefit from early learning, especially around literacy. (Annie E Casey - Get Georgia Reading). In addition, literacy for all levels Pre-Kindergarten through high school is frequently cited as a barrier to graduation, and college and career readiness. Therefore Clarke County’s strategic plan has a greater focus on PreK-12 literacy as one of its actions. This provides support for innovative learning across content areas for all ages.</p>
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<p>6</p>	<p>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.</p>	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> • General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE. <p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p> <ul style="list-style-type: none"> • Establish Local School Governance Teams (LSGTs) to replace School Councils. <p><i>O.C.G.A § 20-2-183 to 20-2-186. Categorical Allotment Requirements, Article 6 of Charter 2 of Title 20.</i></p> <ul style="list-style-type: none"> • Ensure that the district can meet the unique academic, resource, and support needs of all schools. The district values the unique strength and specific needs of each school and LSGT and will leverage flexibility in order to best advance teaching and learning at every school. <p><i>O.C.G.A § 20-2-85. Minimum direct classroom expenditures; O.C.G.A 20-2-161. Quality Basic Education Formula; O.C.G.A § 20-2-171. Direct Classroom Expenditures and Expenditure Controls; O.C.G.A § 20-2-212. Salary Schedule Requirements.</i></p> <ul style="list-style-type: none"> • Flexibility of expenditures for activities directly associated with the interaction between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts. • Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures. <p><i>O.C.G.A § 20-2-108. Certification Requirements. O.C.G.A § 20-2-200; O.C.G.A. § 20-2-201; O.C.G.A § 20-2-204. Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-22. Personnel Required.</i></p> <ul style="list-style-type: none"> • Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses. <p><i>O.C.G.A § 20-02-0989.20. Grade Integrity. DOE Rule: 160-4-2-.13. Statewide Passing Score.</i></p> <ul style="list-style-type: none"> • Implement standards-based grading in K-5. <p><i>O.C.G.A § 20-2-152; O.C.G.A § 20-2-155. Special Education Services; O.C.G.A 20-2-161. Quality Basic Education Formula. DOE Rule: 160-4-2-.38 Education Program for Gifted Students.</i></p> <ul style="list-style-type: none"> • Deliver service by need not by model. • Select and serve students by data team process, not state guidelines. • Monitor student progress by data teams.
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	<p><i>O.C.G.A § 20-2-153. Early Intervention Programs. DOE Rule: 160-4-2-.17 Early Intervention Program.</i></p> <ul style="list-style-type: none"> ● Deliver service by need and not by model. ● Target and serve students using the data team process, not state guidelines. ● Monitor student progress through the data team process. <p><i>O.C.G.A § 20-2-154. Remedial Education Program. DOE Rule: 160-4-5-.01 Remedial Education Program.</i></p> <ul style="list-style-type: none"> ● Deliver service by need, not by model. ● Select and serve students by data team process, not state guidelines. <p><i>O.C.G.A § 20-2-156. Program for Limited English Proficient Students. DOE Rule: 160-4-5-.02 Language Assistance Program for English Learners.</i></p> <ul style="list-style-type: none"> ● Deliver service by need, not by model. ● Select and serve students by data team process, not state guidelines. ● Monitor student progress by data teams. <p><i>O.C.G.A § 20-2-131. Graduation Requirements; O.C.G.A § 20-2-159.4-5. Policies and Guidelines for Awarding Units of High School Credit Based on Demonstrated Proficiency; O.C.G.A § 20-2-160. Program Enrollment & Appropriation; O.C.G.A § 20-2-141.1 & O.C.G.A § 20-2-142. Competencies and Core Curriculum Online Learning. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs; 160-5-1-.02 School Day and School Year for Students; 160-4-2-.48 Graduation Requirements.</i></p> <ul style="list-style-type: none"> ● Minimum hours offered to earn grade level and/or units toward promotion and graduation. To explore different avenues in which students can earn credit by exam and credit by application of skills through community and work-based experiences. ● Full credit and funding for any coursework that is completed through non-traditional delivery models. ● Carnegie Units for high school coursework offered at the middle school level through acceleration and transition programs such as 8.5 grade level or summer school opportunities. ● Off-site attendance for virtual programs, internships, and apprenticeships. <p><i>O.C.G.A § 20-2-182. Class Size/Staffing. 160-5-1-.08 Class Size</i></p> <ul style="list-style-type: none"> ● Allow for flexibility in class sizes. <p><i>O.C.G.A § 20-2-290. Middle School Programs. 160-4-2-.05 Middle School Program Requirements</i></p> <ul style="list-style-type: none"> ● Allow for flexibility regarding middle school program requirements. <p><i>O.C.G.A § 20-2-140. Assessment of Effectiveness of Educational Programs. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs.</i></p>
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		<ul style="list-style-type: none"> Funding for courses exceeding current state offerings. Some examples would be CTAE, technology, entrepreneurship, internships with businesses, and dual enrollment opportunities. These courses would provide a mechanism to measure skills and competencies based on career preparedness with 21st Century skills as a focus.
7	Indicate the timeline for implementation of each specific action.	On an annual basis, each LSGT will choose specific innovations upon which to focus their work based on the needs of their school’s neighborhood. Therefore, the implementation of the innovations listed will vary among LSGTs. All innovations are directly aligned to the district’s Strategic Plan, which is a five year plan.
8	Indicate which of these specific actions represents an innovation for your school district.	All actions listed in #4 above are innovations for the Clarke County School District. Every action has been included in the district’s Strategic Plan as an innovation that builds on previous district initiatives, and is designed to move the district’s improvement efforts to a higher level of implementation. Through guidance from district representatives, the Local School Governance Teams will identify specific innovations as a priority for their school improvement efforts.

Challenge #3		
#	Question	Challenge #3
1	What challenges is your school district facing?	Select, support, retain and evaluate a highly dedicated, talented, and diverse professional workforce.
2	What is the rank order priority of these challenges?	#3
3	Which of these challenges will your school district be able to address by becoming a charter system?	All
4	What specific actions will your district take to address each of these challenges during its five-year charter term?	<ul style="list-style-type: none"> ○ <i>Objective A: Establish processes to attract and select a highly effective, diverse, and innovative faculty and staff.</i> <ul style="list-style-type: none"> ■ Action 1: Implement recruiting, candidate evaluation and interview processes that ensure a broad range of candidates nationally. ■ Action 2: Increase and strengthen student teaching partnerships with colleges and universities that have a broad cross-section of students. ■ Action 3: Expand recruitment efforts to include liberal arts colleges and universities, and non-traditional teacher preparation. ■ Action 4: Use multiple data sets, comprehensive school profiles, and internal audits to help monitor teacher quality and guide decision-making. ■ Action 5: Establish procedures and professional development centered on customer-oriented culture, best practices in hiring, and legal compliance. ■ Action 6: Use a process for Principal and Assistant Principal selection that begins at building-level with Local School Governance Teams. ■ Action 7: Work with Human Resources in coordinating with colleges and universities to implement preparation programs for teachers and staff that include teaching in digital environments, blended learning, project-based learning, and non-traditional settings. ○ <i>Objective B: Develop and implement a comprehensive support and compensation system to retain highly effective and innovative faculty and staff.</i> <ul style="list-style-type: none"> ■ Action 1: Revise, implement, and effectively communicate the organizational structure, processes, and procedures of the Division of Human Resources. ■ Action 2: Increase divisional collaboration to ensure that both classified and certified employees receive the highest level of customer service and support. ■ Action 3: Expand incentives to attract and retain highly qualified and effective staff. ■ Action 4: Evaluate current compensation structure across job classes to determine comparability within the district and comparatively with districts of similar size.

		<ul style="list-style-type: none"> ■ Action 5: Support opportunities for classified and certified employees to earn certifications, endorsements and education degrees through partnerships with colleges and universities that have accredited education programs. ■ Action 6: Establish a process to collect feedback from employees who leave our district. ■ Action 7: Develop a plan to provide professional development for classified staff. ■ Action 8: Expand the availability and use of accident prevention training for staff members. ■ Action 9: Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district’s Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth. ■ Action 10: Determine tiers of University of Georgia Professional Development School District involvement.
5	<p>Provide a clear explanation of how each of these specific actions will lead to the specific challenge being addressed.</p>	<p>Innovations aligned to school improvement efforts that are led by LSGTs are critical components of the Clarke County School District charter application. The innovations implemented by LGSTs will be varied since they address the unique strengths and needs of specific neighborhoods. In CCSD, LSGTs will be innovative bodies that will strengthen community schools and neighborhoods through robust collaborations with parent, district, and neighborhood members to support student academic growth, socio-economic development, and physical well-being. LSGTs will help to create dynamic learning experiences for all students to close the achievement gap and to prepare them for college and careers. With these foci, it is imperative that the district have maximum flexibility to create district-specific evaluation metrics that align to charter innovations.</p> <p>As a charter school system, CCSD must be able to assess teachers and administrators on performance standards and student growth aligned to the specific expectations of its Strategic Plan, Common Commitments for High Student Performance, and the priority work areas and innovations of the LSGTs. The ability to use specific, locally-developed measures is currently constrained by the broad generality of state-prescribed evaluation processes and single-measure testing requirements. State-prescribed metrics become processes that detract from the evaluation of priority areas of work and innovations being implemented by LSGTs. All evaluation metrics should provide both formative and summative data to LSGTs to assess their progress. The district will maintain the integrity of the Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES), including ratings of 1 to 4 for performance standards and student growth;</p>

		<p>however, the district is requesting the following significant changes to the internal processes of the system:</p> <p><i>Student Growth Rating</i></p> <ul style="list-style-type: none"> • The Clarke County School District will apply a literacy growth metric using Lexile scores for teachers in all subject areas outside those assessed by the Georgia Milestones. These ratings will also be used to determine the Leader Effectiveness Measure (LEM). • The literacy metric supports the district’s PreK-12 literacy focus, and will be determined using a valid and reliable reading assessment instrument (i.e., Dibels or Scholastic Reading Inventory). • Growth measures in CCSD will be based solely on Georgia Milestones and Lexiles. The district will not use pre and post Student Learning Objectives (SLO) assessments to measure student growth. <p><i>Teacher Assessment on Performance Standards (TAPS)</i></p> <ul style="list-style-type: none"> • When recording summative TAPS ratings, the Clarke County School District will use locally-developed walkthrough processes and surveys in addition to targeted classroom observations and individual goal setting that align with its Strategic Plan, Common Commitments for High Student Performance, and the priority work areas and innovations of the LSGTs. These walkthrough processes and surveys will be implemented in lieu of <i>TKES Walkthroughs</i>, <i>TKES Surveys of Instructional Practice</i>, and <i>LKES Climate Surveys</i>. • These processes and surveys will ensure the district can submit a TAPS rating of 1, 2, 3, or 4 for each teacher for the purposes of calculating a TEM rating. These ratings will also be used to determine the Leader Effectiveness Measure (LEM). • To ensure alignment of locally-developed processes and surveys with the state evaluation system, CCSD will cross walk its Commitments for High Student Performance with the TKES/LKES performance standards.
6	<p>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.</p>	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> • General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE. <p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p> <ul style="list-style-type: none"> • Establish Local School Governance Teams (LSGTs) to replace School Councils.

		<p><i>O.C.G.A § 20-2-108. Certification Requirements. O.C.G.A § 20-2-200; O.C.G.A. § 20-2-201; O.C.G.A § 20-2-204. Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-.22. Personnel Required.</i></p> <ul style="list-style-type: none"> • Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses. <p><i>O.C.G.A § 20-2-200. Regulation of Certified Professional Personnel by Professional Standards Commission. DOE Rule: 160-5-1-.37 Teacher and Leader Evaluation.</i></p> <ul style="list-style-type: none"> • Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district’s Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth.
7	Indicate the timeline for implementation of each specific action.	On an annual basis, each LSGT will choose specific innovations upon which to focus their work based on the needs of their school’s neighborhood. Therefore, the implementation of the innovations listed will vary among LSGTs. All innovations are directly aligned to the district’s Strategic Plan, which is a five year plan.
8	Indicate which of these specific actions represents an innovation for your school district.	All actions listed in #4 above are innovations for the Clarke County School District. Every action has been included in the district’s Strategic Plan as an innovation that builds on previous district initiatives, and is designed to move the district’s improvement efforts to a higher level of implementation. Through guidance from district representatives, the Local School Governance Teams will identify specific innovations as a priority for their school improvement efforts.

Attachment 2 - Summary of Challenges Aligned with Initiatives and Necessary Waivers

Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
<p>Strengthen community schools and neighborhoods through strong collaborations with parent, district, and neighborhood members to support student academic growth, socio-emotional development, and physical well-being.</p>	<ul style="list-style-type: none"> ○ <i>Objective A: Expand communication outlets to further build parent and neighborhood partners in supporting learning and achievement.</i> <ul style="list-style-type: none"> ■ Action 1: Use a variety of media outlets and digital tools to inform families and neighborhood members about district/school programs and other information that supports student learning. ■ Action 2: Align school-based family engagement activities to directly link with strategies that improve student achievement and parent understanding of the State Performance Standards and literacy. ■ Action 3: Support the existing volunteer structure and engage parents and neighborhood members to assist schools in providing more adults in schools as needed. ■ Action 4: Utilize Local School Governance Teams to establish specific and critical elements of, and resources needed for healthy neighborhoods through a strengths/needs assessment. ■ Action 5: Expand outreach activities to include home visitation, community centers, churches, and faith-based organizations. ■ Action 6: Utilize neighborhood leaders and organizations as a conduit for communication to parents. ○ <i>Objective B: Develop and consistently implement educational programs for parents and children from birth to age 5.</i> <ul style="list-style-type: none"> ■ Action 1: Implement standards-based curriculum through differentiated instruction, developmentally appropriate practices and technology integration to preschool children across all developmental domains. ■ Action 2: Utilize the whole child approach by providing children with comprehensive wrap around services to address health and developmental needs. ■ Action 3: Provide support services to staff through targeted professional learning in order to ensure implementation of research-based developmentally appropriate practices. 	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> ● General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE. <p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p> <ul style="list-style-type: none"> ● Establish Local School Governance Teams (LSGTs) to replace School Councils. <p><i>O.C.G.A § 20-2-183 to 20-2-186. Categorical Allotment Requirements, Article 6 of Charter 2 of Title 20.</i></p> <ul style="list-style-type: none"> ● Ensure that the district can meet the unique academic, resource, and support needs of all schools. The district values the unique strength and specific needs of each school and LSGT and will leverage flexibility in order to best advance teaching and learning at every school. <p><i>O.C.G.A § 20-2-85. Minimum direct classroom expenditures; O.C.G.A 20-2-161. Quality Basic Education Formula; O.C.G.A § 20-2-171. Direct Classroom Expenditures and Expenditure Controls; O.C.G.A § 20-2-212. Salary Schedule Requirements.</i></p> <ul style="list-style-type: none"> ● Flexibility of expenditures for activities directly associated with the interaction

	<ul style="list-style-type: none"> ■ Action 4: Increase the parent capacity to support their children’s academic growth, socio-emotional development, and physical well-being. ■ Action 5: Target and develop birth to five literacy programs in neighborhoods (i.e., participate in all components Early Education Empowerment Zone initiative) to provide Pre-K services for all neighborhood children. ■ Action 6: Develop comprehensive literacy strategy for PreK-12 students, as part of a district-wide initiative. ○ <i>Objective C: Provide curricular resources for parents to support and enrich student learning.</i> <ul style="list-style-type: none"> ■ Action 1: Provide families with tools to support academic skills at home. ■ Action 2: Revise and refine the Family Engagement Program to build parental capacity through the provision of curricular resources and training to support their children academically and meet federal, state and local program requirements. ■ Action 3: Use and expand local resources in collaboration with public/private agencies for afterschool and intervention programs and engagement with students. ■ Action 4: Provide opportunities for parents, neighborhood members, and out-of-school youth who did not graduate from high school to obtain degrees utilizing resources, such as migrant programs, Foothills Education Charter High School, Paxen, and Athens Technical College GED program. ○ <i>Objective D: Develop and implement systems in collaboration with agencies to support the health and wellness of children for improving academic performance.</i> <ul style="list-style-type: none"> ■ Action 1: Identify physical health and mental health-related barriers to learning and partner with district multidisciplinary teams and interagency committees to increase access to services for students and families. ■ Action 2: Provide education, consultation and interventions that promote healthy emotional and social well-being for students and families. 	<p>between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts.</p> <ul style="list-style-type: none"> ● Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures.
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	<ul style="list-style-type: none"> ■ Action 3: Prepare students and school personnel to manage personal, school-wide and/or community crises through education, interventions and standard crisis response protocols for individuals and groups. ■ Action 4: Increase health and wellness through training of school staff, instruction to students, modeling healthy behaviors and family education. ■ Action 5: Increase the use of regionally grown produce in the school cafeteria and relationships with parents, local community and health services through activities related to gardening, cooking, agriculture and nutrition education to promote health and nutritional well-being of children. ■ Action 6: Coordinate school food service and school-based activities with school nutrition policy to reinforce messages about healthy eating and to assure that foods offered throughout the district promote good nutrition. ■ Action 7: Create school-based health clinics to positively impact physical, mental, and socio-emotional well-being among students and families. ■ Action 8: Promote initiatives in schools and neighborhoods that support healthy behaviors through practice and prevention (e.g., healthy eating, fitness, anti-bullying, anti-alcohol, tobacco and other drugs, and comprehensive sex education). ■ Action 9: Increase availability of locally grown produce for school and family meals. 	
<p>Create dynamic learning experiences for all students to close the achievement gap, improve literacy, and to prepare them for college and careers.</p>	<ul style="list-style-type: none"> ○ <i>Objective A: Develop and implement courses and programs of study to ready all students for college and careers.</i> <ul style="list-style-type: none"> ■ Action 1: Develop cross-curricular literacy opportunities for students in grades PreK-12. ■ Action 2: Provide regular opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems. ■ Action 3: Support the implementation of the International Baccalaureate Programme in the middle and high schools. 	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> ● General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE. <p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p>

	<ul style="list-style-type: none"> ■ Action 4: Increase participation and performance of students in earning postsecondary course credits through dual enrollment and Advanced Placement courses. ■ Action 5: Monitor and evaluate the implementation of the Georgia College and Career Pathways Initiative. ■ Action 6: Expand the local workforce by increasing the number of students earning a national industry recognized credential from Athens Technical College or passing score on a GaDOE-approved end of pathway assessment. ■ Action 7: Implement a Workplace Readiness Program for students with disabilities for ensuring successful postsecondary transition. ■ Action 8: Allow students greater flexibility to build academic programs based for credit through career experiences on-site at school and/or neighborhood organizations and businesses. ■ Action 9: Recruit and contract with non-traditional instructors and industry experts for innovative course offerings, utilizing teacher certification waivers. ■ Action 10: Develop course offerings that place students in workplaces where work-based programs are aligned with curriculum standards. ■ Action 11: Create processes and course offerings that allow extra-curricular activities to count for course credit. ■ Action 12: Establish a range of opportunities to support targeted students who dropped out of school, including work-based course credit, evening school options, and non-traditional learning environments. ○ <i>Objective B: Establish positive school cultures and classroom management practices that support students’ academic, emotional, and social needs.</i> <ul style="list-style-type: none"> ■ Action 1: Implement Positive Behavioral Interventions and Supports with fidelity in all schools. ■ Action 2: Develop and implement programs and protocols to decrease disciplinary infractions, as well as ensure equity in disciplinary actions between and among subgroups. 	<ul style="list-style-type: none"> ● Establish Local School Governance Teams (LSGTs) to replace School Councils. <i>O.C.G.A § 20-2-183 to 20-2-186. Categorical Allotment Requirements, Article 6 of Charter 2 of Title 20.</i> <ul style="list-style-type: none"> ● Ensure that the district can meet the unique academic, resource, and support needs of all schools. The district values the unique strength and specific needs of each school and LSGT and will leverage flexibility in order to best advance teaching and learning at every school. <i>O.C.G.A § 20-2-85. Minimum direct classroom expenditures; O.C.G.A 20-2-161. Quality Basic Education Formula; O.C.G.A § 20-2-171. Direct Classroom Expenditures and Expenditure Controls; O.C.G.A § 20-2-212. Salary Schedule Requirements.</i> <ul style="list-style-type: none"> ● Flexibility of expenditures for activities directly associated with the interaction between teachers and students, including salaries and benefits and paraprofessionals; costs for instructional materials and supplies; costs associated with classroom related activities, such as field trips, physical education, music, and arts. ● Flexibility from requirement to spend a minimum of 65 percent of total operating expenditures on direct classroom expenditures. <i>O.C.G.A § 20-2-108. Certification Requirements. O.C.G.A § 20-2-200; O.C.G.A. § 20-2-201; O.C.G.A § 20-2-204.</i>
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	<ul style="list-style-type: none"> ■ Action 3: Implement the response-to-intervention (RTI) processes with fidelity in all schools. ■ Action 4: Implement practices to promote student efficacy and responsibility by identifying learning/behavior goals and monitoring progress. ■ Action 5: Celebrate the achievements of groups and individuals. ■ Action 6: Implement practices that promote students to identify, explain and track behavior and learning goals. ■ Action 7: Utilize volunteers to increase parental and neighborhood presence in schools. ■ Action 8: Include business and neighborhood partners in celebration of student achievements. ■ Action 9: Recruit and support neighborhood members to serve as mentors for students. ■ Action 10: Promote school stability and structures of support for students who are homeless, chronically mobile, and in need of foster care. <p>○ <i>Objective C: Develop personalized digital learning environments.</i></p> <ul style="list-style-type: none"> ■ Action 1: Develop and implement a collaborative planning model using real-time progress monitoring tools in all content areas and grade levels. ■ Action 2: Expand the opportunities for students in grades PreK-12 to utilize digital tools. ■ Action 3: Monitor and evaluate the ongoing development of digital learning environments. ■ Action 4: Provide network infrastructure capacity to support increased use of digital learning environments. ■ Action 5: Enable on-demand access for students and parents to all digital tools available to the district. ■ Action 6: Place rigorous and engaging curricular resources in the hands of students that align with the use of personalized learning environments. ■ Action 7: Utilize waivers from state requirements, such as seat-time waivers, to create classrooms and learning environments that reflect the portability of technology. 	<p><i>Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-.22. Personnel Required.</i></p> <ul style="list-style-type: none"> ● Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses. <p><i>O.C.G.A § 20-02-0989.20. Grade Integrity. DOE Rule: 160-4-2-.13. Statewide Passing Score.</i></p> <ul style="list-style-type: none"> ● Implement standards-based grading in K-5. <p><i>O.C.G.A § 20-2-152; O.C.G.A § 20-2-155. Special Education Services; O.C.G.A 20-2-161. Quality Basic Education Formula. DOE Rule: 160-4-2-.38 Education Program for Gifted Students.</i></p> <ul style="list-style-type: none"> ● Deliver service by need not by model. ● Select and serve students by data team process, not state guidelines. ● Monitor student progress by data teams. <p><i>O.C.G.A § 20-2-153. Early Intervention Programs. DOE Rule: 160-4-2-.17 Early Intervention Program.</i></p> <ul style="list-style-type: none"> ● Deliver service by need and not by model. ● Target and serve students using the data team process, not state guidelines. ● Monitor student progress through the data team process. <p><i>O.C.G.A § 20-2-154. Remedial Education Program. DOE Rule: 160-4-5-.01 Remedial Education Program.</i></p> <ul style="list-style-type: none"> ● Deliver service by need, not by model. ● Select and serve students by data team
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		<p>process, not state guidelines.</p> <p><i>O.C.G.A § 20-2-156. Program for Limited English Proficient Students. DOE Rule: 160-4-5-.02 Language Assistance Program for English Learners.</i></p> <ul style="list-style-type: none"> ● Deliver service by need, not by model. ● Select and serve students by data team process, not state guidelines. ● Monitor student progress by data teams. <p><i>O.C.G.A § 20-2-131. Graduation Requirements; O.C.G.A § 20-2-159.4-5. Policies and Guidelines for Awarding Units of High School Credit Based on Demonstrated Proficiency; O.C.G.A § 20-2-160. Program Enrollment & Appropriation; O.C.G.A § 20-2-141.1 & O.C.G.A § 20-2-142. Competencies and Core Curriculum Online Learning. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs; 160-5-1-.02 School Day and School Year for Students; 160-4-2-.48 Graduation Requirements.</i></p> <ul style="list-style-type: none"> ● Minimum hours offered to earn grade level and/or units toward promotion and graduation. To explore different avenues in which students can earn credit by exam and credit by application of skills through community and work-based experiences. ● Full credit and funding for any coursework that is completed through non-traditional delivery models. ● Carnegie Units for high school coursework offered at the middle
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		<p>school level through acceleration and transition programs such as 8.5 grade level or summer school opportunities.</p> <ul style="list-style-type: none"> • Off-site attendance for virtual programs, internships, and apprenticeships. <p><i>O.C.G.A § 20-2-182. Class Size/Staffing. 160-5-1-.08 Class Size</i></p> <ul style="list-style-type: none"> • Allow for flexibility in class sizes. <p><i>O.C.G.A § 20-2-290. Middle School Programs. 160-4-2-.05 Middle School Program Requirements</i></p> <ul style="list-style-type: none"> • Allow for flexibility regarding middle school program requirements. <p><i>O.C.G.A § 20-2-140. Assessment of Effectiveness of Educational Programs. DOE Rules: 160-4-2-.34 Dual Enrollment; 160-4-3-.14 Work-Based Learning Programs.</i></p> <ul style="list-style-type: none"> • Funding for courses exceeding current state offerings. Some examples would be CTAE, technology, entrepreneurship, internships with businesses, and dual enrollment opportunities. These courses would provide a mechanism to measure skills and competencies based on career preparedness with 21st Century skills as a focus.
<p>Select, support, retain and evaluate a highly dedicated, talented, and diverse professional workforce.</p>	<ul style="list-style-type: none"> ○ <i>Objective A: Establish processes to attract and select a highly effective, diverse, and innovative faculty and staff.</i> <ul style="list-style-type: none"> ■ Action 1: Implement recruiting, candidate evaluation and interview processes that ensure a broad range of candidates nationally. ■ Action 2: Increase and strengthen student teaching partnerships with colleges and universities that have a broad cross-section of students. 	<p><i>O.C.G.A § 20-2-80. Requests for increased flexibility; requirements.</i></p> <ul style="list-style-type: none"> • General request for increased flexibility from certain state laws, rules, and regulations in exchange for increased accountability and defined consequences through a contract with the GaDOE.

	<ul style="list-style-type: none"> ■ Action 3: Expand recruitment efforts to include liberal arts colleges and universities, and non-traditional teacher preparation. ■ Action 4: Use multiple data sets, comprehensive school profiles, and internal audits to help monitor teacher quality and guide decision-making. ■ Action 5: Establish procedures and professional development centered on customer-oriented culture, best practices in hiring, and legal compliance. ■ Action 6: Use a process for Principal and Assistant Principal selection that begins at building-level with Local School Governance Teams. ■ Action 7: Work with Human Resources in coordinating with colleges and universities to implement preparation programs for teachers and staff that include teaching in digital environments, blended learning, project-based learning, and non-traditional settings. <p>○ <i>Objective B: Develop and implement a comprehensive support and compensation system to retain highly effective and innovative faculty and staff.</i></p> <ul style="list-style-type: none"> ■ Action 1: Revise, implement, and effectively communicate the organizational structure, processes, and procedures of the Division of Human Resources. ■ Action 2: Increase divisional collaboration to ensure that both classified and certified employees receive the highest level of customer service and support. ■ Action 3: Expand incentives to attract and retain highly qualified and effective staff. ■ Action 4: Evaluate current compensation structure across job classes to determine comparability within the district and comparatively with districts of similar size. ■ Action 5: Support opportunities for classified and certified employees to earn certifications, endorsements and education degrees through partnerships with colleges and universities that have accredited education programs. ■ Action 6: Establish a process to collect feedback from employees who leave our district. 	<p><i>O.C.G.A § 20-2-85. Legislative findings; role of local boards of education and school councils.</i></p> <ul style="list-style-type: none"> ● Establish Local School Governance Teams (LSGTs) to replace School Councils. <p><i>O.C.G.A § 20-2-108. Certification Requirements. O.C.G.A § 20-2-200; O.C.G.A. § 20-2-201; O.C.G.A § 20-2-204. Regulation of certified professional personnel by Professional Standards Commission. DOE Rule: 160-5-1-.22. Personnel Required.</i></p> <ul style="list-style-type: none"> ● Teacher Certification: Use of industry expertise to provide instruction for internship and apprenticeship courses. <p><i>O.C.G.A § 20-2-200. Regulation of Certified Professional Personnel by Professional Standards Commission. DOE Rule: 160-5-1-.37 Teacher and Leader Evaluation.</i></p> <p>Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district’s Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth.</p>
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	<ul style="list-style-type: none">■ Action 7: Develop a plan to provide professional development for classified staff.■ Action 8: Expand the availability and use of accident prevention training for staff members.■ Action 9: Develop and implement a Clarke County School District teacher and leader evaluation system that aligns the district’s Commitments to High Student Performance with TKES/LKES Performance Standards and student achievement growth.■ Action 10: Determine tiers of University of Georgia Professional Development School District involvement.	
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COMMITMENTS FOR HIGH STUDENT PERFORMANCE

The Clarke County School District is committed to using effective, research-based practices to inspire students to achieve at high academic levels through challenging and innovative learning opportunities. Our goal is for all students to graduate as lifelong learners with the knowledge, skills and character to succeed in our community and the global society. To reach this goal, we will:



PLANNING PRACTICES

- » Dedicate time for collaborative planning to create authentic lessons that align with the required curriculum and provide enrichment opportunities.
- » Create lessons using the CCSD Instructional Framework that are engaging, rigorous and aligned to the required curriculum.
- » Use assessment data to identify learning needs and plan differentiated lessons.

LEARNING ENVIRONMENT PRACTICES

- » Create a learning environment in which students are decision-makers and take responsibility for their own learning.
- » Respect the individuality of each student and support academic growth, social-emotional development and physical well-being.

INSTRUCTIONAL PRACTICES

- » Facilitate instruction so that students make connections between prior learning and new learning.
- » Provide opportunities for each student to use globally diverse perspectives in seeking solutions to meaningful problems.
- » Differentiate instruction so that every student is challenged.
- » Use digital media to support student learning.

PROFESSIONALISM/ COMMUNICATION PRACTICES

- » Establish partnerships with families through open, frequent and meaningful collaboration.
- » Collaborate with communities to enhance and promote student learning.
- » Involve stakeholders in identifying school needs and developing solutions.
- » Respect the diversity of all stakeholders.

ASSESSMENT PRACTICES

- » Communicate rigorous expectations for mastery of the required curriculum.
- » Provide frequent and meaningful feedback on student work.
- » Use a variety of assessments and performance-based tasks to design, monitor, assess and adjust instruction to support student learning.



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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.
 - a. 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.

Clarke County School District

Philip D. Lanoue, Ph.D.
Superintendent



Mark Tavernier, Ed.D.
Associate Superintendent

DIVISION OF INSTRUCTIONAL SERVICES + SCHOOL PERFORMANCE

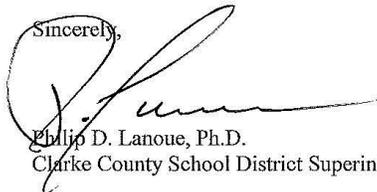
April 10, 2015

Garry McGiboney, Deputy Superintendent
Georgia Department of Education
2053 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, Georgia 30334-5080

Dear Mr. McGiboney:

The State of Georgia in Article 4, O.C.G.A. § 20-2-84 requires that each local school system notify the Georgia Department of Education of its intention of operating as a Charter System, Investing in Educational Excellence, or a Status Quo School System no later than June 30, 2015. This letter is to inform you of the intent of the Clarke County School District to operate as a Charter System. Enclosed please find a resolution from the Clarke County Board of Education indicating our intent to begin discussion for contract development.

Sincerely,



Philip D. Lanoue, Ph.D.
Clarke County School District Superintendent

Enclosure

cc: Lou Erste, Associate Superintendent, Georgia Department of Education

240 Mitchell Bridge Road • Athens, Georgia 30606-2043 • PHONE: 706.546.7721, ext. 18230
FAX: 706.208.9124 • WEB: www.clarke.k12.ga.us

A RESOLUTION OF THE CLARKE COUNTY BOARD OF EDUCATION, GEORGIA,
AUTHORIZING THE LETTER OF INTENT FOR THE CHARTER SYSTEM MODEL WITH
THE GEORGIA BOARD OF EDUCATION

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

RESOLVED, that the Clarke County School District shall submit a Letter of Intent to the State Board of Education for the purpose of developing the Charter System Application. The Clarke County School District has scheduled and held two public hearings for the purpose of listening to public input regarding the Charter System Application.

ADOPTED by the Clarke County School District on
This FOURTEENTH day of MAY, 2015.


President, Clarke County Board of Education


Superintendent, Clarke County School District

(SEAL)

Exhibit 2 – Notices of Public Hearings

Notices via email sent to all employees (including principals) regarding charter system application feedback and required hearings on the charter system application:

Charter System Application Information and Feedback

Jimenez Anisa Sullivan <jimenezan@clarke.k12.ga.us>

to All

Dear Employees,

Please visit <http://www.ccsdcharterinfo.com> for information regarding the Clarke County School District Charter System Application. Especially of note, we need your feedback! The direct link for input is here: <http://www.ccsdcharterfeedback.com>

Thanks so much!

Best,
Anisa

Anisa Sullivan Jimenez
Director of Public Relations and Communications
Clarke County School District
240 Mitchell Bridge Road
Athens, GA 30606
Phone: 706.546.7721 ext. 18271
Fax: 706.353.1378
Email: jimenezan@clarke.k12.ga.us
<http://www.clarke.k12.ga.us>

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[#proutobecsd](https://www.youtube.com/clarkecsd)

[Click here to Reply](#) [Reply to all](#) or [Forward](#)

Charter System Application Community Forum Thurs.



Jimenez, Anisa Sullivan <jimenezan@clarke.k12.ga.us>
to All

Feb 14

Dear CCSD Employees,

The next Charter System Application Community Forum will be this Thurs., Feb 19 at 6:30 p.m. at Athens Community Career Academy auditorium.

Please also visit <http://www.ccscsdcharterinfo.com> for information regarding the Clarke County School District Charter System Application. Especially of note, we need your feedback! The direct link for input is here: <http://www.ccscsdcharterfeedback.com>

Thanks so much!

Best,
Anisa

Anisa Sullivan Jimenez
Director of Public Relations and Communications
Clarke County School District
240 Mitchell Bridge Road
Athens, GA 30606
Phone: 706.546.7721 ext. 18271
Fax: 706.353.1378
Email: jimenezan@clarke.k12.ga.us
<http://www.clarke.k12.ga.us>

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[#poutto.be/ccsd](https://poutto.be/ccsd)

[Click here to Reply](#) [Reply to all](#) or [Forward](#)

Charter System Application Community Forum Thurs.



Jimenez, Anisa Sullivan <jimenezan@clarke.k12.ga.us>
to All

Apr 13



Dear CCSD Employees,

The next Charter System Application Community Forum will be this Thurs., Apr. 16 at 6:30 p.m. at Gaines Elementary School, 900 Gaines School Road, Athens GA, 30605.

Please also visit <http://www.ccsclearinghouse.com> for information regarding the Clarke County School District Charter System Application. Especially of note, we need your feedback! The direct link for input is here: <http://ccsdcharterfeedback.com>.

Thanks so much!

Best,
Anisa

Anisa Sullivan Jimenez
Director of Public Relations and Communications
Clarke County School District
240 Mitchell Bridge Road
Athens, GA 30606
Phone: 706.548.7721 ext. 18271
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<http://www.clarke.k12.ga.us>

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#proudtobeccsd

[Click here to Reply, Reply in all, or Forward](#)

Exhibit 3 – Description of Stakeholder Involvement

Steps to Inform Stakeholders of LSGT Structure

Throughout the application writing process, Clarke County was dedicated to informing and receiving feedback from all members of the community. Feedback was gathered from over 350 individuals in district meetings, community hearings, parent/school council meetings, online survey, and emails/phone calls, including CCSD personnel (administrators, teachers, staff), BOE members, county commissioners, mayor’s office personnel, parents, and community members. All feedback was taken into consideration, as the charter system application and presentation were available for public view on the district website, accompanied by an online survey and list of frequently asked questions, updated regularly. Major steps in the feedback process are displayed in the timeline below:

Date	Location	Purpose
June 17, 2014	BOE	BOE presented with overview of school system flexibility options.
August 2014	Media	Superintendent Lanoue created an information video about the charter system application displayed on the Clarke County School District website.
Aug 25, 2014	BOE	BOE Training: Overview of Application Process
Sept 17, 2014	BOE	Community Focus Group Information Meeting
November 20, 2014	BOE	DOE Consultant on Revised Application Process
January 20, 2015	BOE	Principals provide feedback on charter application components
Feb 5, 2015	BOE	BOE Work Session (review of current draft and feedback)
Feb 9, 2015	-	Current application draft for public view and feedback survey live.
Feb 10-17, 2015	BOE	Input Meetings with Teachers & School Leaders
Feb 19, 2015	ACCA	Community Public Hearing #1 (6:30pm)
Feb 23, 2015	TBA	Parent Advisory Board
March/April 2015	TBA	ACC Unified Government Commissioners & BOE

April 2, 2015	BOE	BOE Work Session (review of current draft and feedback)
April 16, 2015	Gaines Elementary	Community Public Hearing #2 (6:30pm)
May 7, 2015	BOE	Full Application to BOE Work Session
May 14, 2015	BOE	Full Application for Approval at BOE Meeting Approval for Public View
June 11, 2015	BOE	Full Application for Full Approval at BOE Meeting (public view of final application)
June TBA 2015	-	Submit Full Application to GaDOE

Initial Community Focus Group Meeting – Priority Areas

The specific challenges that the district faces are addressed in its Strategic Plan, created under the guidance of Superintendent Philip Lanoue, a team of administrators, and the Board of Education. The Strategic Plan includes goals, performance objectives, and initiatives that were developed to support the district’s Vision, Mission, Core Beliefs, and Commitments for High Student Performance. The Strategic Plan, and by extension the charter system application, reflect the planning, development and implementation of programs and processes that close achievement gaps to ensure all students achieve. Strategic Plan actions are subject to modification, and all changes must be approved by the Board.

Community feedback is vital to not only guide the application, but to narrow the focus of the charter to include elements that are crucial to building stronger neighborhood schools. To this end, the district held a community forum and work session on September 17, 2014. The forum included a diverse cross-section of Clarke County principals, teachers, staff, parents, board members, community service leaders, public servants, and businesspeople. After a presentation by Superintendent Lanoue on the direction of the charter system application, the forum was split into six groups and given an activity facilitated by attending district personnel. Using a Google doc, each group was asked to read, discuss and comment under each performance objective of the Strategic Plan.

Evaluation of the results of the community forum activity included both qualitative and quantitative content analysis of the comments provided by each group. First, keywords-in-context and

theme analysis were employed to compile comments to include in the charter system application. Comment and word count analysis were utilized to identify the most salient Strategic Plan goals and objectives according to community members. The results of this analysis became the framework for priority areas and the backbone of the application.

Feedback Survey Results

The CCSD Charter System Feedback Survey received 159 responses from parents and community members. The survey asked 20 questions concerning general feedback to the CCSD charter application, priority areas, actions and waivers of the charter, and Local School Governance Team (LSGT) roles and membership. Of survey respondents, 84% were in favor of submitting a charter application to the state. Over 85% believed that all three charter priority areas were very or extremely important: strengthen community schools and neighborhoods (87%); create dynamic learning experiences (90%); and select, support, retain, and evaluate workforce (87%).

For LSGT work, better than 80% of respondents believed that the following roles were very or extremely important: establish LSGTs that are broadly representative of school communities (80%); develop each neighborhood's ability to support and take advantage of charter innovations through LSGTs (86%); strengthen community schools using the unique characteristics of each neighborhood 985%); and define role of LSGTs to have responsibility for school improvement decisions (80%). For LSGT membership, parents (98% very or extremely important), teachers (97%), principals (90%), and neighborhood members (88%) received the most positive feedback for inclusion, while students (78%) and police officers (66%) received mixed feedback. When asked what other members should be included on LSGTs, the public listed the following: family engagement specialists/school counselors/social workers (12 responses); business owners (11); other administrators/content coaches (9); religious leaders (9); health care providers (6); professors (5); and county commissioners (2). CCSD responded to this feedback by adding at-large members to the LSGT membership structure, so schools could include these types of members at their discretion.

Frequently Asked Questions from the Community

Over the course of the application writing process, questions and comments came from the community in the form of face to face interactions at meetings and informal conversations, emails, phone calls, letters, and responses to survey questions. A link on the district website homepage was created to track and answer frequently asked questions. This link was publicized along with the charter application, community presentation, and survey links. The following are the FAQs (updated in May 2015), and answers:

General Questions about Charter Systems

1. Why is CCSD applying to become a charter system?

Answer: By law, all school systems in Georgia must choose an operations option by June 30, 2015. The options include Charter System, IE2, or Traditional.

2. Will there be extra funds at the local or state level to implement the charter system?

Answer: There will likely be some start-up funding from the state to implement Local School Governance Teams (LSGTs) at each school.

3. Will CCSD lose funding at the state and federal level by switching to a charter system?

Answer: No.

4. Will training be available to all teachers, staff and administrators as they adjust to new responsibilities in a charter system?

Answer: CCSD is looking to minimize the impact of the charter system implementation on the daily lives and work of teachers, staff and administrators. As an extension of the District Strategic Plan, many elements of the charter application are already in place in the district. The LSGTs will align the assets and needs of schools and neighborhoods to community resources; therefore, individual schools will implement innovative practices, which will support existing practices. The core curriculum and pacing guides will not change.

5. Will it be more difficult for students to move from one school to another in a charter system?

Answer: No. the academic core program and curriculum pacing will not differ from school to school; however, each school will have the ability to focus on specific innovations aligned to the District Strategic Plan with the guidance of LSGTs.

6. What is the core principle behind CCSD's charter application?

Answer: With a charter system, CCSD seeks to align the assets and needs of students, families, teachers, and school neighborhoods around the common goal of improving the success of young people and growing future community leadership from within.

7. Does the charter system mean privatization of schools?

Answer: No. Schools will remain part of the CCSD public school system.

Teacher and Leader Evaluation System

1. What chance does CCSD have of effectively proposing waivers of the state-mandated Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES)?

Answer: Through our contacts at the state, we will submit our charter application with guarded optimism. CCSD believes strongly that the current evaluation system includes elements that require time and resources that could be better spent on instruction and student development. Because the charter system application asks for innovation on the part of CCSD, we request the ability to implement an innovative evaluation system that serves those proposed innovative practices.

2. Will student test scores remain the determinants of 50% of teacher evaluations?

Answer: In the CCSD charter application, we request the development of measures that utilize multiple measures of student growth and achievement.

3. Will the proposed changes to the TKES/LKES evaluation system mean more or less standardized testing?

Answer: Less. CCSD will assess the growth and achievement of students by taking literacy measures throughout the year, already in place in classrooms as part of the standard curriculum and pacing.

4. Are we biting off more than we can chew with submitting a charter application and changing pieces of the evaluation system?

Answer: CCSD had the first validated teacher and leader evaluation system in the state before State Bill 244 passed implementing statewide evaluation system.

Waivers

1. Are all waivers being properly vetted in order to discern which ones might or might not be appropriate for our schools?

Answer: For the purposes of the CCSD charter application, we are basing our decision to include a litany of waivers based on the advice given by a charter system application expert from the GaDOE. We were advised to list any and all waivers for two reasons: (1) to build a broad range of flexibility into the district application, so that each school could make choices and become more individualized; and (2) to prepare for future changes or revisions at the state level.

2. How will the charter system affect class sizes?

Answer: Currently there are no plans to increase class sizes.

Innovations

1. Where did the CCSD Charter goals come from?

Answer: The goals included in CCSD's charter application come from the District Strategic Plan, which is vetted and approved through the Board of Education. The operations of the charter system and the Local School Governance Teams will be extensions of the District Strategic Plan.

2. How would innovations be designed for each school?

Answer: The Board must approve the use of waivers by each school. The processes for choosing innovations will be standardized; however, each school will be afforded flexibility to choose innovations to fit their needs. Choices of innovations and waivers must align with the District Strategic Plan and positively impact student achievement.

3. What is meant by waiving teacher certifications?

Answer: CCSD is looking to tap into the expertise and creativity that exists in the community. By waiving teacher certifications, in-field experts (welders, carpenters, accountants, nurses, etc) could teach on-site for core credit.

4. How will the charter system impact the Office of Early Learning?

Answer: CCSD recognizes the great need to support children before they start school. The ultimate goal is for every elementary school to have preK programs and be supported by the LSGTs with innovative activities.

5. Will innovations at schools (for example: high schools) become standardized district-wide if one's effectiveness is proven?

Answer: Because all use of waivers must be approved by the Board, each innovation will be closely monitored. If an innovative program is working well at one school, its implementation may become more widespread throughout the district; however, this spread of ideas will come from a spirit of collaboration and innovation between schools.

Local School Governance Teams (LSGTs)

1. What is the role of LSGTs at each school?

Answer: LSGTs provide each school a level of autonomy. It is important to note that LSGTs will share decision-making power with the Superintendent. The Board will still be the final word in all decisions regarding innovations and waivers pertaining to each school and the district as a whole. LSGTs will work at each school on specific innovative activities aligned with the District Strategic Plan.

2. How much power will each school have to determine the operations and bylaws governing their LSGTs?

Answer: The work of LSGTs must be aligned with the District Strategic Plan, and approved by the Board of Education. However, LSGTs will have input or decision-making authority in the following areas: Personnel Decisions, Financial Decisions & Resource Allocation; Curriculum & Instruction; School Improvement Plan; and School Operations. Please view the charter application or presentation for more detailed information.

3. What will the role of "at-large" members be?

Answer: All schools will have the option of including "at-large" members on their LSGTs based on the needs of the school. At-large members must reside within or serve an organization based in Clarke

County. The definition of need, whether that be more parents, more teachers, more business partners, more community organizations, is up to each LSGT.

4. How will diversity be ensured on each LSGT?

Answer: According to Georgia law governing charter systems, LSGTs must reflect the diversity of the neighborhoods they serve. An LSGT Implementation Committee will be formed to provide guidance to LSGTs, clarify processes, ensure fidelity of implementation, and monitor training of LSGT members.

5. How will the issue of unbalanced neighborhood resources among school neighborhoods be solved?

Answer: CCSD is committed to providing the tools and resources to each LSGT to be successful. Through a system of checks and balances, including an LSGT Implementation Committee and yearly impact checks with the Superintendent, each LSGT will be closely monitored for fidelity of implementation.

6. Will rezoning school neighborhoods be considered by the new charter system?

Answer: No

7. Will there be an oversight committee for the LSGTs?

Answer: Yes. An LSGT Implementation Committee will be formed to respond to concerns and bring clarity to the LSGT implementation process. However, just as it is not the mission of LSGTs to manage schools, it will not be the LSGT Implementation Committee's responsibility to manage the operations of LSGTs.

8. Will LSGT members be paid?

Answer: No.

9. Do I have to be a parent of a student in a CCSD school to serve on an LSGT?

Answer: No. LSGTs will be made up of teachers from the school, parents of students at the school, a police officer who serves the school neighborhood, a student at middle and high school, neighborhood members or those who serve neighborhood organizations, AND optional at-large members who reside or work in Athens-Clarke County. The main task of LSGTs is to strive to represent the diverse population of the students they serve. Serving on LSGTs will build leadership and give voice to all neighborhood members who want to be heard.

10. Will the operations and meetings of LSGTs be open to the public?

Answer: Yes. LSGT operations and meetings will be subject to all stipulations of Open Records, as representatives of the neighborhoods they serve.

11. Are there term limits for LSGT members?

Answer: Yes. Each LSGT voting member will serve two-year terms, and are eligible to serve two consecutive terms. LSGT members serving two consecutive terms will be required to wait one year before being considered for another term.

12. Will ethics training be provided for LSGT members?

Answer: Yes. Ethics training will be included in the modules created by CCSD.

13. What is the timeline for implementing LSGTs?

Answer: We are looking at elections beginning in Fall 2015, with some implementation coming after. Full implementation would not occur until Fall 2016. However, this timeline is dependent on state Board approval of the application.

“Beating the Odds”

1. What happens if the charter system does not “beat the odds”?

Answer: If CCSD does not “beat the odds” as defined by the GDOE after 5 years, the state may choose not to renew the charter contract. CCSD would go back to being a traditional/status quo system.

Exhibit 4 – List of Schools in Charter System

Pre-Kindergarten Program (1 site):

Early Learning Center (program serves all elementary schools)

Elementary (14 sites):

Alps Road Elementary School

Barnett Shoals Elementary School

Barrow Elementary School

Chase Street Elementary School

Cleveland Road Elementary School

Fowler Drive Elementary School

Gaines Elementary School

Howard B. Stroud Elementary School (*Alert*)

Judia Jackson Harris Elementary School

Oglethorpe Avenue Elementary School

Timothy Road Elementary School

Whit Davis Elementary School

Whitehead Road Elementary School

Winterville Elementary School

Middle (4 sites):

Burney-Harris-Lyons Middle School

Clarke Middle School (*Focus*)

Hilsman Middle School

W.R. Coile Middle School

High (3 sites):

Cedar Shoals High School (*Focus*)

Clarke Central High School (*Focus*)

Clarke County School District

Classic City High School

Career Academy (1 site):

Athens Community Career Academy

Exhibit 5 – Brief Description of Charter System

The Clarke County School District (CCSD) in Athens, Georgia serves more than 13,500 students in pre-Kindergarten through twelfth grade. CCSD is committed to using effective, research-based practices to inspire students to achieve at high academic levels through challenging and innovative learning opportunities. Our goal is for all students to graduate as lifelong learners with the knowledge, skills and character to succeed in our community and the global society.

This Clarke County charter petition aligns with and enhances the existing district vision, mission, beliefs, *Strategic Plan*, and *Commitments for High Student Performance*. It serves as a renewed statement of purpose and trust to dedicate more responsibility and independence to individual schools and to exercise flexibility from state requirements to institute innovative practices. By becoming a charter system, the district will move decision-making in key areas to the school level by creating Local School Governance Teams (LSGTs). Schools will gain flexibility in areas such as teacher certification, course requirements, and seat times. This greater flexibility will allow the district to achieve specific and rigorous goals towards increasing student achievement.

For the purposes of the charter petition, the “neighborhood” is defined as the attendance zone for each school in the district. “Community school” represents the framework that aligns the assets and the needs of students, families, teachers, and the neighborhood around the common goal of improving the success of young people and growing future community leadership from within. Each community school will be strengthened by partnerships forged by LSGTs and parents, neighborhood members, businesses, and organizations. The charter application is built on the collective strengths of the neighborhoods that attend each school. Each community school and its neighborhood have different strengths and needs. While the district’s vision and *Strategic Plan* guides all overall improvement efforts, this charter application will allow each LSGT to prioritize school improvement efforts based on each neighborhood’s strengths and needs.

The Clarke County School District will focus on the following priority challenges: (1) to strengthen community schools and neighborhoods through strong collaborations with parent, district, and

neighborhood members to support student academic growth, socio-economic development, and physical well-being; (2) to create dynamic learning experiences for all students to close the achievement gap and to prepare them for college and careers; and (3) to select, support, retain, and evaluate a highly dedicated, talented, and diverse professional workforce.

Exhibit 6 – Local School Governance Training

The transition from School Councils to LSGTs will take place in Clarke County over the first two years of the charter. LSGTs will meet the following basic School Governance Standards established by the GDOE:

- LSGT composition must reflect the diversity of the school community.
- LSGTs must meet regularly (minimum 9 meetings) and comply with Open Records and Open Meeting Laws.
- LSGTs must stick to governance and stay out of management.
- LSGTs must be substantially autonomous from the local school district.
- LSGTs must receive regular updates on academic, operational, and financial progress of the schools.
- LSGT members must participate in regular governing council training each year.

All those seeking to serve on any district charter LSGT must attend an orientation specific to the expectations for LSGT members before being considered for candidacy. Once members are selected, a total of eight training modules will be required of all members as part of the implementation process. Effective implementation will be accomplished through meeting the general responsibilities required of LSGTs shown in the School Level Governance Decision-Making Matrix.

Timeline for LSGT Implementation

A District Local School Governance Implementation Committee will be formed to address concerns about implementation and bring clarity to the LSGT process. The purpose of the Implementation Committee will be to prompt LSGTs to reflect on whether they are representative of their neighborhood; to provide guidance to LSGTs; to clarify LSGT processes; to ensure fidelity of implementation of LSGTs; and to monitor training of LSGT members. The goal of the Implementation Committee is to ensure LSGTs reflect on the needs of their schools and neighborhoods, and whether their membership includes a diverse set of perspectives and appropriate skills to meet those needs. Membership on this committee has not been determined.

Charter System LSGT Implementation Timeline	
Fall 2014	<ul style="list-style-type: none"> ● Pre-Planning ● Initial Community Feedback Meetings ● Begin Writing Application
Spring 2015	<ul style="list-style-type: none"> ● Community Forums ● Charter Application Submission
Summer 2015	<ul style="list-style-type: none"> ● Charter Approval ● Formation of Initial Startup LSGTs at Each School ● Dissolve School Councils
Fall 2015	<ul style="list-style-type: none"> ● LSGTs Train on First Three Modules: Roles & Responsibilities; Effective Meetings; Community/Neighborhood Engagement ● LSGTs Meet Regularly (at least 9 meetings)
Spring 2016	<ul style="list-style-type: none"> ● LSGTs Train on Next Two Modules: School Improvement Planning; Curriculum, Assessment & Instruction ● LSGTs Meet Regularly (at least 9 meetings) ● LSGTs Begin Initial Implementation of Minimum Duties
Summer 2016	<ul style="list-style-type: none"> ● LSGTs Train on Last Three Modules: School Operations, School Funding & Budget; Human Resources & Resource Allocation ● LSGTs Plan for Full Implementation of Minimum & Additional Duties
Fall 2016	<ul style="list-style-type: none"> ● LSGTs Begin Full Implementation of Minimum & Additional Duties

LSGT Training

Effective operation of the LSGTs depends on the quality training provided and adequate implementation time. The Clarke County School District will work internally and with contracted providers on a comprehensive set of training modules for LSGT members during the first two years of the charter term. Five training modules will be conducted during the first year, while three training modules will be conducted during the summer before the second year. The eight training modules and topics covered will be required for all LSGT members:

Fall 2015:

- *Roles and Responsibilities* - scope of roles and responsibilities for LSGT members including code of conduct, ethical responsibilities, and bylaws.

Clarke County School District

- *Effective Meetings* - accountability under Open Meetings and Records, Robert's Rules of Order, and parliamentary procedures.
- *Community/Neighborhood Engagement* - strategies to build capacity in the school and neighborhood through communication and collaboration.

Spring 2016:

- *School Improvement Planning* - alignment to District Strategic Plan, and CCRPI.
- *Curriculum, Assessment and Instruction* - educational initiatives, curriculum expectations, assessment programs, and instructional models.

Summer 2016:

- *School Operations* - safety and security procedures, principal management of school and student/school support services.
- *School Funding and Budget* - education funding with local, state and federal funds; budget development and implementation.
- *Human Resources and Resource Allocation* - resource overview including technology, personal earnings with state funds, employment/termination process, teacher evaluation system, and professional learning.

Clarke County expects to utilize internal and external resources to complete and implement training modules for LSGTs. For external resources, we will broker resources with the University of Georgia and other existing partners.

Exhibit 7 – Conflict of Interest Policy for Local School Governance Teams

Ethical Responsibilities

Members of LSGTs shall not receive, directly or indirectly, any salary or compensation for their service. Furthermore, members of LSGTs must safeguard their ability to make objective, fair, and impartial decisions and, therefore, should not accept any benefits of any sort under circumstances in which it could be inferred by a reasonable observer that the benefit was intended to influence a pending or future decision or to reward a past decision. An LSGT member shall recuse himself/herself from any proceeding in which the member's impartiality may be reasonably questioned due to his/her personal or financial relationship with a participant in the proceeding. A "participant" includes, but is not limited to, an owner, shareholder, partner, employee, or agency of a business entity involved in the proceeding. LSGT decisions must comply with legal counsel provided by the school district, administrators, local board of education, or its legal representatives.

Resignation and Removal

Resignation: Any member of an LSGT who believes he/she cannot fulfill his/her responsibilities may submit his/her resignation in writing to the Clarke County School District Superintendent. The Superintendent shall inform the LSGT, and the LSGT shall initiate a process to fill the vacancy.

Removal: Any member of an LSGT may be removed from office after a majority vote of the LSGT members then in office whenever, in their judgment, the best interests of the school and/or LSGT is affected. Grounds for immediate removal of individuals are as follows: conflict of interest; non-qualifying status (such as child no longer student or business relocation); or code of ethics violation. A portion, or the entire LSGT, may be suspended or removed if the Superintendent and BOE receive evidence of ethical violations or if major conflicts arise. Notice of the date, time, place, and purpose of the meeting at which the removal is to be acted upon shall be given to such LSGT member intended to be removed at least ten days prior to the date of such meeting. The notice must include a statement regarding the reason for the proposed removal. All proceedings shall be conducted in accordance with the Open and Public Meeting Laws.

Exhibit 8 – List of Business Arrangements or Partnerships

In addition to the below listed system-wide partnerships, each local school has individual relationships within their local community. The District Office of Public Relations and Communications collects this information from all schools. The following partners are currently invested in CCSD at a district level. There are no conflicts of interest to report.

5 Points Detail	Homes for Heroes
Academy Sports	Horace Mann Insurance
ACC Fire Department	House Electric
Active Climbing	Ike and Jane
AdSmith	Iris Place Independent Senior Living Community
Affordable Travel of Orlando	J.H. Media Group
Akins Ford	Jackson McWhorter Funeral Home
Allstate Insurance	Jason's Deli
Alpha Phi Alpha Fraternity, Inc.	Jazzercise
Always Always Flowers	Jimmy Johns Gourmet Sandwiches
Anchor Church and Wellness Products	Jittery Joe's Coffee
Ansonborough	Johnny's New York Style Pizza
Anthony Chiropractic	Kaleidoscope Hair Salon
Arby's	Keep Athens-Clarke County Beautiful
AT&T	Kopp's Kritters
Athens Area Chamber of Commerce	Kroger
Athens Area Community Foundation	Krystal
Athens Area Habitat for Humanity and ReStore	La Dolce Vita Italian Restaurant
Athens Atlas Chiropractic	Law Office of James B. Cronon LLC
Athens Banner-Herald	Law Offices of Malcolm Palmore
Athens Bioscience Technology Institute	Lay Park
Athens Chevrolet	Leco Mechanical
Athens Church	Liberty Mutual Insurance
Athens Classic Properties	Life Church of Athens
Athens Corn Maze	Little Ceasars
Athens Council on Aging	Little Ones Academy
Athens Dermatology Group	Locos Grill
Athens Eastside Floral Designs	Lowe's
Athens First Bank and Trust	Mama Sid's Pizza
Athens First United Methodist Church	Marathon HR
Athens Land Trust	Mary Kay

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Athens Luncheon Optimist Club	McDonalds
Athens Orthopedic Clinic	McRae Dentistry
Athens Regional Medical Center Mind Body Institute	Menchie's
Athens Social Media	Michael E. Mills Operating Account
Athens Technical College	Mirko Pasta
Athens Transit	Moe's Southwest Grill
Athens Veterinary Surgery Center	New Covenant Worship Center
Athens Video	Noramco
Athens YMCA	Oconee Junior Woman's Club
Athens-Clarke County Board of Elections	Oconee State Bank
Athens-Clarke County Cooperative Extension	Off Campus Realty
Athens-Clarke County Leisure Services	Office Max
Athens-Clarke County Mentor Program	On The Border
Athens-Clarke County Public Utilities	Outback Steakhouse
Athens-Clarke County Recycling Program	Pamoja Dance Company
Athens-Clarke County Sheriff's Department	Papa Johns Pizza
Athens-Clarke County Unified Government	Peach State Federal Credit Union
Athens-Oconee Junior Woman's Club	Perno's FormalWear
AthFest	Perry's Convenience
AthFest Educates!	Pet Supplies Plus
Atlanta Gas-Light	Pi Beta Phi
Atlanta Mission Athens Thrift Store	Piedmont College
Aurum Studios	Planet Smoothie
Babies Can't Wait	Plato's Closet
Badcock Home Furnishing Centers	Power Partners
Barberitos	Power Partners, Inc.
Barnes and Nobles Bookstore	Prevent Child Abuse Athens
BB&T	Publix
Beef O'Brady's	Rachel Osborne Photography
Bernstein's Funeral Home	Rack Room Shoes
Best Buy	Raising Cane's
Beth's Bakery	Red Roof Inn
BikeAthens	Reddy Urgent Care
Blue Ridge Outdoor Education Center	Regions Bank
BodyPlex/Omni	Rotary Club of Athens
Books for Keeps	Sam's Club
Boys & Girls Club of Athens	Schlotsky's
Brett's Casual American	Sebastian Salon
Buffalo's Southwest Cafe	Señor Sol

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Bulldawg Baskets	Shane's Rib Shack
Bulldog Sporting Goods	Shop with a Bulldawg
Burger King	Sit Happens Dog Training & Behavior
Burman Printing	Smoothie King
Cannon Financial Strategists	SouthStar Energy
Canopy Studio	Spencer's Jewelers
Captain D's Seafood	Spine Care & Pain Management
Cartridge World	St. James United Methodist Church
Casa de Amistad	St. Mary's Hospital and Healthcare System
Caterpillar	Stevi B's Pizza
Catherine's Learning Center	Subway
Central Presbyterian Church	Suntrust Bank
Chastain's Office Supply	T-Mobile
Chick-fil-A	Take the Cake
Children First - Court Appointed Special Advocate Program	Taqueria La Parrilla
CiCi's Pizza #128	Target
City of Winterville	The Body Shop of Athens
Classic City Kiwanis Club	The Classic Center
Classic City Moving	The Fairways at Jennings Mill Apartments
Classic City Orthodontics	The Flower and Gift Basket
Coca-Cola	The Junior League of Athens
Commercial Bank	The Morris Center
Community and Southern Bank	The Preschool Academy
Community Bank and Trust	The Stewart Clinic
Community Connection of Northeast Georgia	The Varsity
COMPASS Church	Tires Plus
Connecting Point Church	TJ Maxx/HomeGoods
Copper Creek Brewing Company	Top Brass II Awards
Cracker Barrel	Trader Joe's
Dekle State Farm Insurance	Transmetropolitan
DePalma's Italian Café	Triple Play Foundation
Dickey's Barbecue Pit	Triumph Learning
Domino's Pizza	TSAV
Dorcus House	TSC Team Sports
Dovetail Management	University of Georgia
Earth Fare	University of Georgia Athletic Association
East West Bistro	University of Georgia Center for Latino Achievement and Success in Education
Edible Arrangements	University of Georgia, College of Education

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Edward Jones Investments	University of Georgia, Department of Human Development and Family Science
Ekklesia Athens	University of Georgia, Fanning Institute
Epps Bridge UPS Store	University of Georgia, Food Science & Technology
Epting Events	University of Georgia, Grady College
Families4Change	University of Georgia, Honors Program
Family Connection-Communities in Schools/Whatever It Takes	University of Georgia, Language and Literacy Education Program
Fatz Cafe	University of Georgia, Latin American and Caribbean Studies Institute
First AME Church	University of Georgia, Office of Service-Learning
First American Bank and Trust Company	University of Georgia, School of Pharmacy
First Prize Lawn Maintenance	University of Georgia, Strings Program
Fitness at Five	University of Georgia, Terry College of Business
Five Star Day Cafe	University of Georgia, Undergraduate Admissions
Food2Kids	Urban Sactuary
Foothills AHEC	US Army Recruiting Office
Foundation for Excellence	USDA
Ft. Valley State University	ValuTeachers
Georgia Conflict Center	Vega Media Partners
Georgia Department of Labor	Verizon Wireless
Georgia Federal Credit Union	VPI Pets Insurance
Georgia IMG Sports Marketing	Walmart
Georgia Natural Gas	Weaver D's
Georgia Open Road	Wee Read
Georgia Power	Wellness Products
Georgia REAL	Wells Fargo
Georgia United Credit Union	Willy's Mexicana Grill
Get Waggle	Winterville Dental, PC
Goodwill	Winterville First Baptist Church
Green Acres Baptist Church	Winterville's Civitan Club
Groucho's Deli on Baxter Street	Young Harris United Methodist Church
Hendershot's Coffee Shop	Young'uns Clothing and More
Heyward-Allen Motor Company	Yuva Medical Spa
High Ridge Apartments	Zaxby's
Homeplace Gifts and Toys	

Exhibit 9 – Description of District Financial History

The Clarke County School District was created by a 1953 amendment to the 1945 Georgia Constitution (Georgia Laws 1953, p. 560), which was ratified statewide by the voters on Nov. 2, 1954. In 1955, the Georgia legislature, pursuant to authority from that constitutional amendment, enacted the District’s enabling legislation (Georgia Laws 1955, p. 3057). The District was continued in existence under the new 1983 Georgia Constitution by resolution of the legislature in 1985 (Georgia Laws 1985, p. 4165).

During the 1990-1991 school years Clarke County School District had a fiscal deficit. Due to the fiscal deficit, cash flow would not be sufficient to meet summer payroll. In order to fund the summer payroll, a Taxpayer Anticipated Note was issued. For the next several years, a T.A.N. was issued to meet cash flow issues during the summer months.

With the FY2013 audited financial statements, the General Fund has a healthy fund balance of \$27.9 million. The General fund per the FY2013 audited F/S includes the General account, School Nutrition and all Federal and State programs. The FY2014 unaudited F/S has a General fund balance of \$29.5 million. With a healthy fund balance and improving economy, the school district has maintained a good credit rating which would allow the district to sustain any revenue delays or short term economic crisis.

Clarke County School District

Exhibit 10 – Online Link to Most Recent Annual Audit

<http://www.audits.ga.gov/rsaAudits/searchReports.aud>

Search for: “Clarke County Board of Education”

Or:

<https://drive.google.com/a/clarke.k12.ga.us/file/d/0B73oAjOUdSZXZW5NWjNHYZFXdVk/view?usp=s>

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Exhibit 11 – Online Link to Accreditation Report

<https://drive.google.com/a/clarke.k12.ga.us/file/d/0B73oAjOUdSZXUzRjX2ZIZVFQd1E/view?usp=sharing>

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Exhibit 12 – Online Link to Strategic Plan

<http://www.clarke.k12.ga.us/files/filesystem/Strategic%20Plan%202014-15.pdf>