



Charter System Application

DISTRICT NAME

Gordon County Schools

DISTRICT ADDRESS

205 Warrior Path, NE
Calhoun, GA 30701

Dr. John D. Barge
State School Superintendent

JULY 2014



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Introduction

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

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

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

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

DEADLINE AND SUBMISSION PROCEDURES

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

Georgia Department of Education
Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334



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APPLICATION PACKAGE CHECKLIST

Your Charter System Application Package must comply with the following submission procedures.

- An Application Package includes an original and two copies of the following items:
 - SYSTEM APPLICATION COVER SHEET** (Use the form on page 3; the form may not be altered in any way).
 - CHARTER SYSTEM APPLICATION** (Your answers to the questions posed on pages 4-7).
 - The Charter System Application is limited to 50 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school system's name and a footer showing consecutive page numbers. Please note the suggested page limits provided within each section.
 - The original must be signed in blue ink. Stamped signatures will not be accepted.
 - ASSURANCES FORM AND SIGNATURE SHEET** (Use the Assurances Form and Signature Sheet below on pages 8-10; the Form and the Sheet may not be altered in any way).
 - The original must be signed in blue ink; stamped signatures will not be accepted.
 - EXHIBITS** (See list of required Exhibits below on page 11).
 - Required Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exceptions to this size limitation for Exhibits are your most recent annual audit, accreditation report, and strategic plan (to which you will provide online links).
 - All Exhibits must be tabbed.
- Your Application Package must be bound by a binder clip; do not enclose your Application Package in a notebook, binder, or folder.
- Your Application Package must also include a single CD or USB drive that includes a:
 - Microsoft Word version of your Charter System Application Cover Sheet
 - Microsoft Word version of your Charter System Application
 - PDF Version of your signed Assurances Form
 - Microsoft Word version of your Exhibits (except for your annual audit, accreditation report, and strategic plan)
 - PDF version of your most recent annual audit
 - PDF version of your most recent accreditation report
 - PDF version of your most recent strategic plan

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



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CHARTER SYSTEM APPLICATION
 COVER SHEET

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

Proposed Charter System Information			
1. Full Name of Proposed Charter System Gordon County Schools			
2. Please indicate whether this is a: New Petition or a Renewal Petition X		3. How many schools in total are you proposing to include in your charter system? 11	
4. How many of each of the following schools are you proposing to include in your charter system? Primary School(s) 0 Middle School(s) 2 Elementary School(s) 6 High school(s) 2 (+ 1 College and Career Academy)			
5. On July 1 of what year do you want your charter contract to be effective? 2016			
6. How many years are you proposing for the term of your charter contract? (Note that an initial charter cannot exceed five years) 10 years			
7. Charter System Street Address 205 Warrior Path, NE	8. City Calhoun	9. State GA	10. Zip 30701
11. Contact Person: Dr. Amy Parker		12. Title: Director of Communications	
13. Contact Street Address 335 Beamer Road, SW	14. City Calhoun	15. State GA	16. Zip 30701
17. Contact's telephone number 706-879-5370	18. Contact's fax number 706-879-5371	19. Contact's E-mail Address ajparker@gcbe.org	



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CHARTER SYSTEM APPLICATION

OVERVIEW OF GORDON COUNTY SCHOOLS

Gordon County Schools was originally deemed a state public charter system by the Georgia Department of Education in 2011. Charter system status has allowed the district the flexibility needed to increase innovation that fosters student achievement. Charter has also allowed for a focus on local control and decision-making at the local system and school level. Charter systems are required to include the community and schools in the decision making process. Gordon County does this through Local School Governance teams in each school community. The College and Career Academy operates under a Board of Directors, which meets monthly to determine needs and improvements. Each school governance team advises system leadership on best practices for its school, and it is made up of parents, teachers, and community and business leaders. Under the system charter, Gordon County Schools has implemented several innovative practices to meet the needs of our community and students, and student achievement continues to increase. Among those innovations are our academic coaching program, our unique 8-12 high school and 6-7 middle school configuration, the Warrior and Promethean high school gifted academies, and the Gordon County College & Career Academy, which opened a new, state-of-the-art facility to students in August 2014.

Gordon County Schools is a district of approximately 7,000 students in 12 facilities; 6 elementary schools, two middle schools, 1 high school serving 9-12, 1 high school serving 8-12 in two separate facilities, and the College and Career Academy.

The Quality Assurance Review team from AdvancED, the accreditation institute for schools world-wide, completed an extensive review of Gordon County Schools in March 2016, and the district has been recommended for continued district accreditation, pending approval by the AdvancEd Board in June 2016.

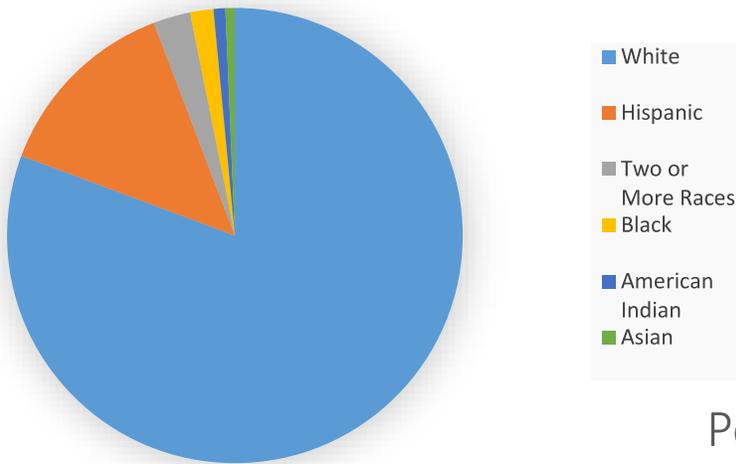


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Ethnicity Demographics of Gordon County Schools

Total Students: 6806

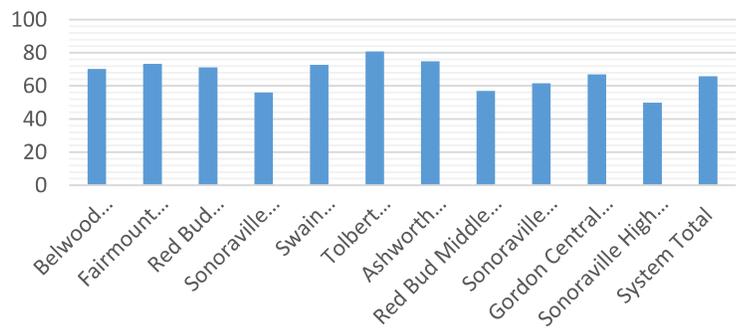


Source: Georgia Department of Education, October 2014

Our Students

There are approximately 6,800 students who attend Gordon County Schools, the majority of whom are white, non-Hispanic. The largest minority population comes from the Hispanic sector of the community. GCS boasts high student achievement rates, while the majority of students qualify for free or reduced lunch, and all of our elementary and middle schools receive Title I funding. The latest graduation rate was 90%, significantly higher than the state average.

Percentage of Students Qualifying for Free & Reduced Lunch (PreK - 12)





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Our Schools

Elementary Schools

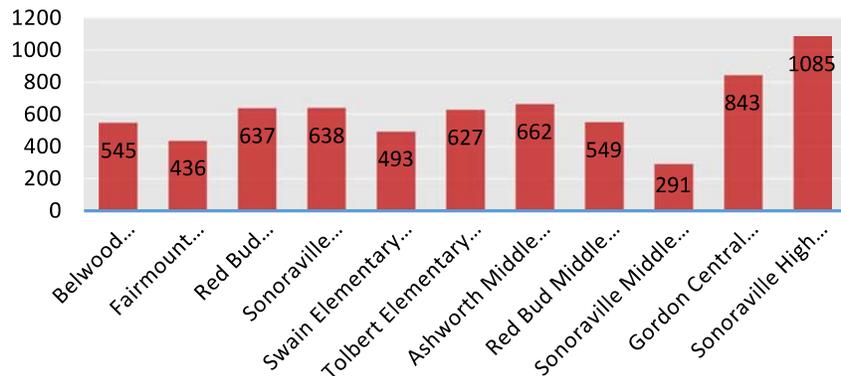
All six of Gordon County elementary schools serve students in PreK-5th grade. This early learning framework provides students with opportunities to get a solid foundation on which to build as they begin their educational journey. Differentiated instruction is a focus for our district, and our elementary schools work hard to ensure students are served in a way that best fits their needs. Students who are identified as having special needs are served through resource and inclusion models, with an emphasis placed on the least restrictive environment. Each elementary school has gifted endorsed teachers in the regularly education classroom, as well as models that provide gifted students with advanced learning opportunities. Our G6 center allows students in grade 3-5 to collaborate with other students across the district.

Middle Schools

Gordon County is somewhat unique in its middle school make up. The middle grades embrace Georgia's Middle School Model, and schools are organized into interdisciplinary teams at the 6th, 7th, and 8th grade levels. However, of our two middle schools, the grade level make up is different between them. Ashworth Middle School is made up of grade 6-8. Red Bud Middle, our newest school, is made up of only grades 6 and 7, with 8th grade being in a separate facility with the feeder patterns' ninth grade students.

GORDON COUNTY SCHOOLS STUDENTS

Total Enrollment
Fall 2015



High Schools

Gordon Central High School is the system's oldest existing high school. With Ashworth Middle as its feeder school, it houses grades 9-12 in its facility. Sonorville High School houses grades 8-12 in two separate facilities on the same campus, making it the largest school in the district. Like the middle schools, competitive events are available for students to participate. These events include athletics, performance, co-curricular, and community service-driven organizations.

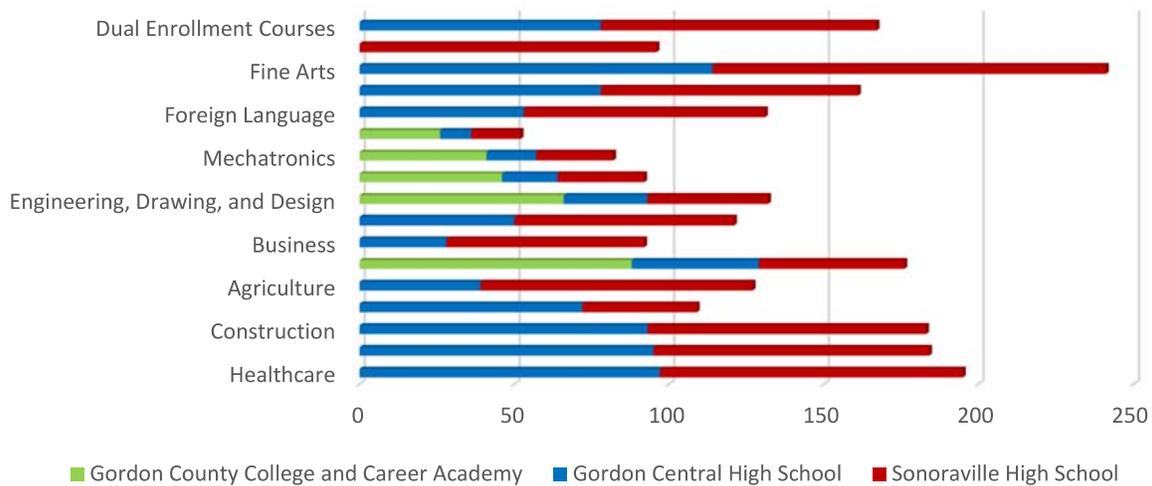


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Both high schools have a comprehensive focus, with accelerated opportunities for students in academics, fine arts, and career education courses. These accelerated opportunities are delivered through honors and advanced placement courses, dual enrollment credit, the Warrior and Promethean gifted academies, and differentiated instruction within the regular classroom. All students who graduate from one of the system's high schools is required to complete a career pathway in fine arts, foreign language, or career and technical education. There are many opportunities for these students to complete multiple pathways as a way of exploring options for postsecondary experiences. Most of these opportunities are available on the students' home campus, but students who wish to take part in activities not available at their high school are, in most cases, provided transportation to participate. This is the case with the College and Career Academy, which opened its new, state of the art facility in August 2014.

Fall 2015 Career Pathway Enrollment





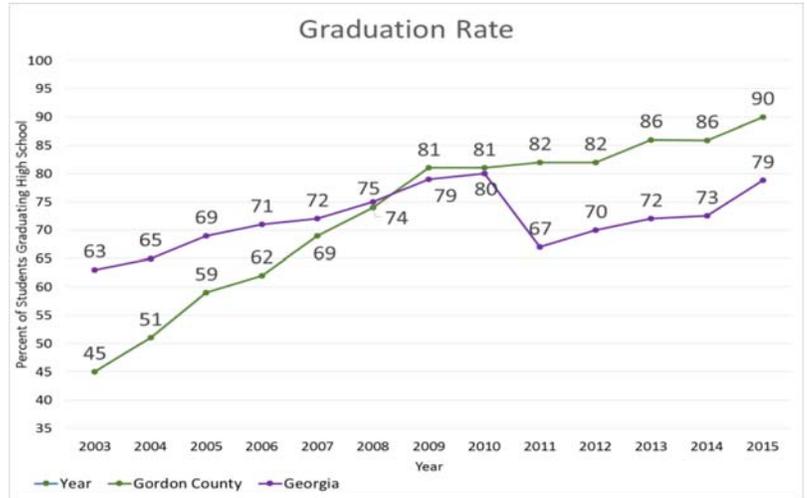
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Our Accountability

Gordon County Schools has seen consistent increases in student achievement measures, with an emphasis on continuous improvement throughout the district. In the last ten years, the graduation rate has continued to improve, even when the state’s calculation formula caused the state average to drop by more thirteen percentage points.

The new state accountability measure – College and Career Readiness Performance Index (CCRPI)- posed challenges for some across the state, but the district has maintained a high level of accomplishment in many areas, and has implemented ways to improve student achievement in areas of deficit. One of the main areas of focus that had not been as highly regarded prior to recent state legislation and accountability measures dealt with career preparation at all levels. Before CCRPI, the major emphasis for state accountability focused mainly on test scores and attendance, with graduation rate as the capstone for the district’s measurement. The new system allows for a look at a more diverse set of indicators (see



	CRCTs	Readiness	Grad Predictor	Progress (SGPs)	Gap
Georgia MS	21.12	15.21	11.79	16.3	7
Gordon Co MS	21.456	15.51	12.96	16.4	7

**2014 CCRPI Points Earned by Category
 Elementary School**

	CRCTs	Readiness	Grad Predictor	Progress (SGPs)	Gap
Georgia ES	20.83	14.99	12.24	15.9	5
Gordon Co ES	21.504	14.91	12.6	16.1	5

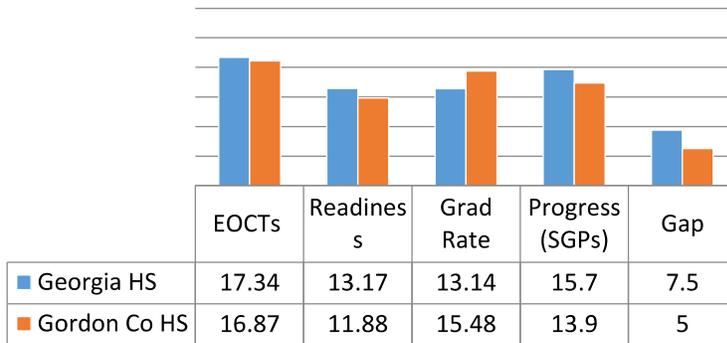
Appendix A). With those new indicators, Gordon County Schools has fared well. In 2014, 5 of the 6 elementary schools in the district exceeded state averages on overall scores. The district maintained scores that were at or above state average. The school that struggled in 2014 has implemented strategies to increase performance before scores were released and expects dramatically increased ratings for the 2014-15. The middle schools in the district fared well on CCRPI when compared to state averages, exceeding or meeting in all categories scored.



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2014 CCRPI Points Earned by Category High School



The high schools were split on their standings, with one of the schools scoring well above state average and the other scoring below the mark. This was seen as an opportunity for improvement and growth, and the leadership in both of those schools have implemented specific strategies to ensure continuous improvement and scores above state averages. Many of the strategies are imbedded in the system master plan, and many are school-based strategies for targeted improvement.

THE CASE

Please fill out the Excel versions of the following chart found at <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-Application.aspx>

THE CASE MATRIX (APPENDIX A)

1. What challenges is your school district facing?

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

Through the AdvancEd self-assessment process, coupled with the strategic planning process undertaken in the last two years by Gordon County Schools, the following have been identified by district and school personnel, as well as the district’s stakeholders, as areas of improvement and focus for the district moving forward. Furthermore, the suggestions for improvement from the spring 2016 AdvancEd External Team Exit Review are included as areas for consideration:

Instructional Technology- The district has been blessed with multiple sources of funding for technology to be utilized in the classroom. With the passing of the latest eSPLOST, there are plans to provide a 1:1 initiative for students over the next three years. However, it is clear that a professional development plan is imperative for successful implementation of this initiative, as well as for the use of the existing technology in the schools. Not only will teachers and students need instruction for operating the devices, there are areas of need for utilizing technology more effectively for classroom instruction. The findings of the AdvancEd External Review Team support this as an area of improvement by suggesting the following improvement strategy: “Develop and implement a long-term technology plan for the district in order to build capacity in the areas of instructional technology and finances in support of the system’s goal of moving toward a 1:1 environment.”



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Communication- Communication was targeted in the self-assessment process the strategic planning committee underwent in 2014-15. This was addressed, in part, with the addition of a Director of Communications. This move has improved communications with the community and outside stakeholders; however, it became apparent through the AdvancEd self-assessment process that this position, which is not solely dedicated to district communications, has not solved all of the issues that exist in the area communications. There is also a need for more communication between district and school leadership in the way of delivering information about deadlines, performance tasks, and mandates. As a result of this discussion, a plan is being developed to work toward a system calendar that will house such information as to be easily accessible among all concerned parties. There is also a plan for Cabinet members to work together on a bi-weekly basis to condense as many meetings, deadlines, and mandates as possible to ensure as little overlap as possible. Other opportunities for improvement will be explored moving forward.

Professional Learning (PL)- As major changes are being planned for Georgia's certification requirements in the way of professional learning, it is evident that there needs to be a renewed focus on the overall professional learning plan for the district. The new tiered certification system will require its own implementation PL, as well as a plan for tracking the requirements. This new plan would also include comprehensive PL that would ensure content knowledge and pedagogy for all teachers in addition to the rich PL that is already in place in many of our areas of instruction.

Transportation- The Gordon County Schools' transportation department has undergone major changes in the last three years. Under the supervision of a new director and at the advice of an expert in the field, Gordon County Schools transitioned to a staggered bussing schedule and start time for elementary and secondary schools. Following an intensive audit of the system that was in place prior to this audit, new start times and routes were implemented in 2014-15. This change did not come without its challenges, but its benefits included a less expensive operating budget and the ability to separate elementary school children from older students on both morning and afternoon routes. Since the changes have occurred, there have been other issues that have surfaced. One such challenge that is not unique to Gordon County Schools is a driver shortage. Because of this shortage, it is difficult to ensure drivers for the routes that need to be covered, and this pulls the director and other personnel to fill in where necessary. Additionally, this causes scheduling issues for regular and specialty routes, as well as unbalanced bus loads. Plans moving forward will work toward improved communication concerning transportation issues and attraction and retention of additional drivers for the district. The main concern for this type of disruption in school operations deals with student attendance and punctuality. It is the belief among the district that every minute of instruction counts, and when transportation issues prevent a timely arrival at school, or a disruption altogether, the instructional level suffers.

Workforce Education in PreK-12th grade- Throughout the strategic planning process, stakeholders discussed the need to begin exploring workforce education as early as possible with students; to instill in them at an early age the importance of employability skills and to work toward developing realistic career goals that would meet the needs of a 21st century economy. The Ford Next Generation Learning planning process had our stakeholder teams work in three areas: Transforming Teaching and Learning, Transforming the Secondary School Experience, and Transforming Business and Civic Engagement. The work being done by counselors, graduation coaches, administrators and teachers through the Teachers as Advisors Program at the high school level needs to be expanded to ensure appropriate developmental goals are met at each level of the workforce education process. Following is a support of this effort from



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the AdvancEd External Review Team, "Prioritize a review of the allocation of counseling and support services that meet the physical, social, and emotional needs of all students across the district."

Facility Upgrades

Facility upgrades and maintenance have been the focus of eSPLOST over the last several cycles. Additionally, capital outlay has addressed many of the immediate maintenance issues at each facility. Due to the availability of state funding, decisions in long-term planning under past leadership have been such that new buildings have been built in the most recent cycles to accommodate growing populations; however, older buildings have gone unrefurbished. The newest eSPLOST cycle will remedy much of the required maintenance and renovation needs; however, a restructuring of feeder patterns and grade spans within a school have been a necessity in the past, and may be in the future, to ensure every student is in a permanent (not mobile), well-maintained facility. This was also noted in the AdvancEd report from the External Review Team, "Develop and implement a long-term plan for the regular maintenance of facilities that provides for the continuous tracking and evaluation of facility needs at all buildings across the district."

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

- Facility Upgrades
- Communication
- Transportation
- Instructional Technology
- Professional Learning
- PreK-12 Workforce Education

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

Instructional Technology- Partially

Communication- Partially

Professional Learning- Yes

Transportation- Partially

PreK-12 Workforce Education- Yes

Facility Upgrades- Partially

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

- Instructional Technology:
 - Consider the hiring of qualified personnel to provide instructional technology support in all schools.
 - Utilize trainers from industry and business partners to provide technology instruction for teachers and students.
 - Provide job-embedded professional learning in the area of instructional technology for classroom teachers.
 - Work toward a 1:1 initiative for student technology.



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- Develop a plan for infrastructure to remain current throughout the process.
- Communication:
 - Create a system calendar for use by all leadership in planning events, meetings, training, etc.
 - Explore a new website that is more user-friendly;
 - Explore a team approach for event coverage throughout the district- a PR network;
 - Central office collaborative planning meetings to ensure efficiency of deadlines and meetings system-wide
- Professional Learning:
 - Create a professional learning calendar that address both instructional and operational concerns;
 - Establish an active professional learning collaborative to discuss PL wants/needs;
 - Develop PL activities that are delivered through various learning styles and in various, non-traditional environments
- Transportation:
 - Actively recruit more bus drivers;
 - Revisit protocols related to transportation with all stakeholders;
 - Investigate and implement routing/mapping software that best fits the needs of the district;
 - Professional development for transportation director and staff- organizational, front-line, customer service;
 - Consider using school staff as drivers;
 - Consider signing bonuses for employees with CDL, willing to drive specialty routes
- PreK-12 Workforce Education
 - Continue to increase career education in K-12;
 - Implement wall-to-wall academies at high school;
 - Continue to build and implement programs at the College and Career Academy.
 - Provide externships for teachers and industry professionals;
 - Develop webpage for elementary career lessons.
 - Implement STE(A)M education at all levels.
 - Offer industry-recognized credentialing instruction (i.e., Six Sigma, OSHA, etc.)
 - Integrate academic instruction with career education and training.
 - Hire an Academy Coordinator in ensure implementation.
- Facility Upgrades
 - Develop and implement a long-term plan for the regular maintenance of facilities that provides for continuous tracking and evaluation of facility needs at all building across the district;
 - Hold regular site visits with LSGTs and BOE to determine facility needs;



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- Form a team to determine best use of facilities to promote academic achievement in an well-maintained instructional environment.
5. *Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.*

Instructional Technology: With the addition of technology specialists who can provide training for teachers and students in utilizing technology, students will be able to engage in a digital form of learning. Additionally, it is realized the students may be able to control their own learning and be the facilitator of many of the instructional strategies used in the classroom and can provide this professional learning. Business partners also provide excellent resources for technology training of the staff. It is evident that the infrastructure needs to be in place to support the 1:1 initiative for students; however, professional learning will allow for efficient utilization of that technology. Flexibility in utilizing funding from sources other than those designated for technology purchases will be invaluable to this process.

Communication: By utilizing a system calendar for planning meetings, efficiency can be observed. A team approach to PR in the district will allow coverage of multiple events and give more communication about school district accomplishments to stakeholders. The use of a more user-friendly website will allow faster turnaround for informing stakeholder of district news. Flexibility in utilizing funding from sources other than those designated for technology purchases will be invaluable to this process.

Professional Learning: Professional learning is at the heart of the district strategic plan, and a calendar will allow the assurance of scheduling efficiency, as well as thoroughness of topic coverage. To ensure the topics covered are in the best interest of professional growth and student achievement, a collaborative will be an inclusive group for both certified, non-certified staff, as well as the customers- students and other stakeholders. Variations in delivery models will meet the needs of our professional educators' learning styles and will expose them to a more diverse catalog of opportunities, to include traditional pedagogical training, as well as those not commonly used in education but in private industry.

Transportation: One of the major hurdles in this issue facing the district is the shortage of drivers. An active recruiting program will assist in addressing these issues, as well as including a stipend or flexible calendar or salary schedule to entice certified professionals to consider becoming CDL certified so they may also pick up bus routes in addition to teaching responsibilities. Communication in relation to transportation will improve with additional training. Software to ensure efficiency of routes is vital.

PreK-12 Workforce Education: With the increase in availability of programs and business and industry partnerships, students receive the relevance needed to prepare for workforce and to obtain necessary skills to be successful post-secondary. With wall-to-wall academies and STE(A)M education, every student will become a part of a small-learning community with a career focus. This will not only increase relevance and engagement by students, it will increase business partnerships



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with identifiable academies. Students with industry credentials coming out of high school are more marketable to industries, as well as college admissions.

Facility Upgrades: A long-term plan for maintenance, informed by all stakeholder facets, will ensure facilities are well-maintained and inviting. Additionally, a cross-district approach will dictate a broad spectrum through which decisions about facility utilization are informed. This will ensure students are provided an environment that is conducive to student achievement, as well as attract additional students to grow the district and showcase the academic success produced by its schools.

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

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

In the last five years, Gordon County Schools has utilized several waivers as an approved Charter System to accomplish a list of innovations, including but not limited to the following:

Provide instructional opportunities to non-fulltime GCS students (i.e., private school and home school students at GCCCA and in high school lab classes). STATE BOARD RULE 160-5-1-.10 STUDENT ATTENDANCE

Alternate instructor certifications to meet the instructional needs of students. STATE BOARD RULE 160-5-2-.05 EXPERIENCE FOR SALARY PURPOSES.

Implement a College and Career Academy. STATE BOARD RULES 160-5-1-.03 IDENTIFICATION AND REPORTING OF SCHOOLS; STATE BOARD RULES 160-4-2-.03 AND 160-4-2-.20 COURSES; 160-5-4-.16 EDUCATIONAL FACILITY SITE, CONSTRUCTION, AND REIMBURSEMENT

Reconfigure grade level make up of schools as necessary to meet the needs of the school and/or district and its students. STATE BOARD RULES 160-5-1-.22- PERSONNEL REQUIRED; 160-5-1-.03 IDENTIFICATION AND REPORTING OF SCHOOLS; 160-4-2-.05 MIDDLE SCHOOL PROGRAM CRITERIA

Develop curriculum and alignment of career pathways designed to meet emerging career opportunities. STATE BOARD RULES 160-4-2-.03 AND 160-4-2-.20 COURSES

Provide career pathway choices to middle school students to enrich programs of study and educate students, parents, and community or career pathway opportunities. STATE BOARD RULES 160-4-2-.03 AND 160-4-2-.20 COURSES

Provide nontraditional routes to a high school diploma targeted to at-risk middle and high school students facilitated through multiple methods of instructional delivery. STATE BOARD RULE 160-5-1-.02 - SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES



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Utilize credit recovery to serve additional students in order to increase high school graduation rate and to decrease the dropout rate. STATE BOARD RULE 160-5-1-.02 - SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES

Utilize professional learning funds in a manner the supports needs determined to ensure professional growth in areas of need- 160-3-3-.04- PROFESSIONAL LEARNING

Additionally, financial downturns have caused the need to take advantage of waivers to reduce the financial burden on the system. Such waivers included:

160-5-1-.02 - SCHOOL DAY AND SCHOOL YEAR FOR STUDENTS AND EMPLOYEES

160-5-1-.29- MINIMUM DIRECT CLASSROOM EXPENDITURES

160-5-1-.22- PERSONNEL REQUIRED

160-3-3-.04- PROFESSIONAL LEARNING

160-5-1-.08- CLASS SIZE

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

Instructional Technology:

- Consider the hiring of qualified personnel to provide instructional technology support in all schools. (January 2017)
- Utilize trainers from industry and business partners to provide technology instruction for teachers and students. (July 2016-ongoing)
- Provide job-embedded professional learning in the area of instructional technology for classroom teachers. (2016-17- ongoing)
- Work toward a 1:1 initiative for student technology. (Planning 2015-16; implementation 2017-18)
- Develop a plan for infrastructure to remain current throughout the process. (planning 2015-16; implementation 2016-18)
- Communication:
 - Create a system calendar for use by all leadership in planning events, meetings, training, etc. (June 2016)
 - Explore a new website that is more user-friendly; (2016-17)
 - Explore a team approach for event coverage throughout the district- a PR network; (planning 2015-16; implementation 2016-17)
 - Central office collaborative planning meetings to ensure efficiency of deadlines and meetings system-wide (planning 2015-16; implementation 2016-17)
- Professional Learning:
 - Create a professional learning calendar that address both instructional and operational concerns; (planning summer 2016; implementation 2016-17-ongoing)
 - Establish an active professional learning collaborative to discuss PL wants/needs; (planning summer 2016; implementation 2016-17-ongoing)



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- Develop PL activities that are delivered through various learning styles and in various, non-traditional environments (planning 2016-17; implementation 2017-18-ongoing)
- Transportation:
 - Actively recruit more bus drivers; (2015-16)
 - Revisit protocols related to transportation with all stakeholders; (planning 2016; implementation 2016-17-ongoing)
 - Investigate and implement routing/mapping software that best fits the needs of the district; (planning 2016-17; implement 2017)
 - Professional development for transportation director and staff- organizational, front-line, customer service; (2016-ongoing)
 - Consider using school staff as drivers; (planning summer 2016; implementation 2016-17-ongoing)
 - Consider signing bonuses for employees with CDL, willing to drive specialty routes (planning summer 2016; implementation 2016-17-ongoing)
- PreK-12 Workforce Education
 - Continue to increase career education in K-12; (ongoing)
 - Implement wall-to-wall academies at high school; (planning 2015-17; implement 2017-18)
 - Continue to build and implement programs at the College and Career Academy. (ongoing)
 - Provide externships for teachers and industry professionals (reciprocal) (planning summer 2016; implementation 2016-17-ongoing)
 - Develop webpage for elementary career lessons. (planning 2016-17; implement 2017)
 - Implement STE(A)M education at all levels. (planning 2016-17; implement 2017-ongoing)
 - Offer industry-recognized credentialing instruction (i.e., Six Sigma, OSHA, etc.) (planning 2016-17; implement 2017-ongoing)
 - Integrate academic instruction with career education and training. (planning 2016-17; implement 2017-ongoing)
 - Hire an Academy Coordinator in ensure implementation (2016)
- Facility Upgrades
 - Develop and implement a long-term plan for the regular maintenance of facilities that provides for continuous tracking and evaluation of facility needs at all building across the district; (planning 2016-17; implement 2017-ongoing)
 - Hold regular site visits with LSGTs and BOE to determine facility needs; (2016-17 and ongoing)
 - Form a team to determine best use of facilities to promote academic achievement in a well-maintained instructional environment. (planning 2016-17; implement 2017-ongoing)



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

- 1:1 technology for students;
- utilizing industry and business partners as trainers;
- qualified personnel not required to be certified;
- Utilizing school-based employees as route drivers, with altered salary scale
- Wall-to-wall career-themed academies in middle and high schools,
- Reciprocal industry externships
- School make-up/grade span make-up
- Alternate use of facilities, off-site lab spaces

PERFORMANCE EXPECTATIONS

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

Goal 1: During each year of its ten-year charter term, Gordon County Schools shall "beat the odds" as determined by a formula measuring expected student growth.

Goal 2: During each year of its ten-year charter term, each System Charter School shall "beat the odds" as determined by a formula measuring expected student growth. If each System Charter School fails to beat the odds in Year 1 of the charter term, the Charter System shall decrease the number of System Charter Schools not beating the odds throughout the charter term, with all schools beating the odds by year four and maintaining throughout the charter term.

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

Measure 1: If in the Charter System's first-year of the renewal term, the system CCRPI score is lower than the State, the Charter System shall have until the end of Year 2 of the charter term to close the gap between the Charter System and the State.

Measure 2: In subsequent years of the charter term, the Charter System's CCRPI score shall be better than the State.

Goal 4: During the Charter term, the Gordon County College and Career Academy (calculated from students attending GCCCA as validated with inclusion of the assigned program code) will demonstrate improvement on specific indicators on CCRPI specific to dual enrollment participation, CTAE Pathway Completion, and Work-based Learning enrollment as indicated in the following measures:

Measure 1: Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Program, or a fine arts pathway, or a world language pathway within their program of study



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Measure 2: Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move on When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses.

Measure 3: Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project.

LOCAL SCHOOL GOVERNANCE

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

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

- *Provide a timeline that shows all the major steps in this transition, including the timing of the formation of LSGTs, the training of principals and LSGTs, and anything you deem important in making this critical transition for decentralized/distributed decision-making.*
- *Include information about the steps that have already occurred or will occur to inform all stakeholders of the new governance structure.*

Gordon County Schools has been operating as a charter school system for the past five years. Upon receipt of renewal of the application, the system will continue to operate as a charter system for the next ten years. The original governance structure for Gordon County Schools included a school advisory council, a school governance council, a system design team, the superintendent, and the local board of education. The experience gained while operating under the current governance structure indicated that modifications were needed to support the distributed leadership decision-making structure. Removing the school advisory and system design teams simplifies the structure, which allows more control for the local school governing teams, based upon the new requirements of the school governance matrix. LSGTs will no longer need an advisory council meeting to obtain input for recommendations for discussion in LSGT meetings, and those recommendations can be made directly to the Board of Education (BOE).

Under this new structure, the BOE will play a more active role governance structure, hence affording a more direct line for LSGTs to provide feedback to the Board of Education. With this model, the local board of education will receive all recommendations of the LSGT, including the annual report, as follows:

- The Board of Education shall receive a copy of each LSGT's minutes for the last meeting held prior to the regularly-scheduled monthly BOE meeting.



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- The Board of Education shall notify the principal of any LSGT where consideration of action on an item presented to the Board of Education through the presentation of LSGT minutes is planned;
- The members of the LSGT shall be afforded an opportunity to present information in support of the LSGT's report or recommendation being considered by the Board of Education; and
- The local board of education shall respond to each recommendation of the LSGT within 60 calendar days after being notified in writing of the recommendation.
- The Board of Education will be presented with the annual charter report for consideration and discussion during its annual BOE retreat.

Relevant training will be provided to ensure understanding of the councils' newly established roles and responsibilities detailed in the governance matrix.

Implementation Timeline:

Date	Steps
July 2015-February 2016	Current LSGT and Stakeholder input for reorganizing governance structure
February-March 2016	System planning for implementation of changes to governance structure
March-April 2016	Principal Training/School Level Training
April-May 2016	Public Input into final governance structure
August/September 2016 (recurring annually)	LSGT elections
August/September 2016 (recurring annually)	LSGT training will begin, occur according to provided outline - two tracks: one for new members; one for existing members

July 2016- Upon approval of Gordon County's Charter System Renewal Petition, system-level staff will develop draft LSGT Bylaws that reflect the new requirement of the governance matrix.

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.

Composition of LSGT:

#	LSGT Members	Elected By:	Terms:
2	Parents, grandparents, or guardians (non-staff members)	Voted on by parents	Beginning in 2014 (1) with a 2-year term. (1) with a 1-year term. 2 year terms following, or until student graduates/leaves the school, whichever comes first



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2	Business/Community Reps.	Selected by LSGT	Beginning in 2014 (1) with a 3-year term. (1) with a 4-year term. 3 year terms following
2-3	Teachers (Principal may appoint 1)	Staff	Beginning in 2014 (1-2) with a 3-year term. (1) with a 4-year term. 3 year terms following
1	Principal of School	Chair first 2 years, then Chair elected	Ex Officio, non-voting
1-2	Student (optional middle and high)	School Leadership Team	Beginning in 2014. Student will serve until graduation from the school, whichever comes first

Election Procedures

Nominations for LSGT may be made in one of two manners:

1. A person from the respected subgroup may nominate another member of the same subgroup; or
2. A person may choose to nominate himself/herself if they wish to hold office.

Nomination forms shall be provided to all subgroups in June of each election year. Forms will be provided to appropriate subgroups in multiple formats (e.g. email, hard copies, website, etc.).

Election procedures for the LSGT is as follows:

- Members of the LSGT will be elected by members of each subgroup, except for the principal who will serve as a permanent member.
- The principal will be responsible for presenting a slate of candidates to appropriate stakeholders in one of the following formats: in person at an open meeting, via email/text message to a distribution list of all available stakeholders in that subgroup.
- Stakeholders will vote on the presented slate of candidates via the same manner the slate was presented to them.
- Elections will take place during the month of July of each school year.
- With the presentation of the slate of candidates, it will be announced that the plurality process will be used. - The nominees who receive the highest and second highest (as applicable) number of votes will become representatives from that group to fill vacant positions.
- The principal announces outcome of election to voters.
- The principal will keep the results of the vote for the duration of the term voted upon.



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- The principal shall report the outcome of the election to the system level personnel responsible for Charter System procedures.

Elected parent representatives may be employees of the school district as long as they are not employed at the school with which they serve on the LSGT.

No parent or teacher may serve on multiple Local School Governance Teams. If there are not enough parents or community representatives who wish to serve, then the principal may designate a representative to serve on the team in that place.

Election and Terms of Office:

For the school year beginning 2013-2014 and beyond, all teachers/parents/business/community LSGT members will be elected for specified terms noted above and will serve until his or her successor is sworn into office. Each school year, members of the LSGT will elect officers for the school year. Members currently serving as officer on the LSGT may be re-elected for up to two years in a given office, unless no other member is willing or eligible, at which time, terms may be extended.

Termination of Membership

The LSGT may, by an affirmative vote of the majority of all its members, suspend or expel a member for the following reasons:

- Member resigns in writing to the LSGT chairperson and/or principal.
- Member misses four LSGT meetings.
- Member violates the Code of Ethics for Local School Governance Team Members, which includes any foreseeable conflicts of interest.

Officers may be removed from office by a majority vote of the members.

GCCCA Board of Directors

The Gordon County College and Career Academy (GCCCA) Board of Directors shall adhere to the Open Records/Open Meetings Act, as described above for LSGTs and shall meet a minimum of 10 times annual, with an annual meeting to be held in December of each year.

The GCCCA Board of Directors shall be comprised of persons in the following classifications:

President, Georgia Northwestern Technical College
Superintendent, Gordon County Schools
2 Parent representatives
6-9 Business/Industry representatives
CEO of the Gordon County College and Career Academy shall be a non-voting member

Manner of Election of Directors. Except as provided in as ex officio members, all Directors shall be elected at the annual meeting of the Board of Directors by majority vote of the Board of Directors; provided that any replacement Director must fall within the same Classification as the Director being replaced, and all appointments of the Board of Directors for replacement Directors must be approved by the Gordon County Board of Education prior to such person taking office.



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After the initial terms indicated in 3.2 of the GCCCA bylaws, the Directors shall serve staggered 2 year terms. A Director may succeed herself/himself at the end of the term, except where prohibited in the bylaws of the corporation.

Chairman. The Board of Directors, by majority vote, shall annually elect its chairman, who shall preside at all meetings of the Board and perform such other functions as the Board may determine consistent with its bylaws.

Removal. Any Director may be removed either with or without cause at any regular, special or annual meeting of the Board of Directors, by the affirmative vote of a majority of all the Directors then in office, if notice of intention to act upon such matter shall have been given in the notice calling such meeting. Any Director may also be removed with or without cause by majority vote of the members of the Gordon County Board of Education at any regular or called meeting of the Board.

Vacancies: Any vacancy in the Board of Directors arising at any time and from any cause, including, without limitation, the authorization of any increase in the number of Directors, may be filled for the unexpired term of existing Director, or for a designated term for an additional Director, at any meeting of the Board of Directors by a vote of a majority of the Directors then in office; provided, that if the appointment is to fill a vacancy of an existing Director, the replacement Director must fall within the same Classification as the Director being replaced. If the appointment is to increase the size of the Board of Directors, the number of persons appointed and the classifications of persons appointed must comply with the requirements set forth in the corporation's bylaws.

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

Local School Governance Matrix (APPENDIX B)

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

Under the current Charter, each school has a governance team that acts upon minimum-moderate operational authority. Currently, LSGTs meet regularly; however, consistency among each LSGT is not evident. Changes for the LSGT structure moving forward will include a standard set of expectations for all LSGTs and will be as follows:

The Local School Governance Teams (LSGT), not to include the College and Career Academy Board of Directors, will be composed of a minimum of 6 members and a maximum of 9 members to serve on staggered terms as outlined below. Under the most recently adopted bylaws, the principal served as the chair of the LSGT for 2014-15 and 2015-16, with an elected chairperson to take control in 2016-17, once the LSGT is well-established under its newly-defined guidance. The LSGT will meet a minimum of 10 times per year and operate under the Open Meeting/Open Records Act, relating to the inspection of public records, in the same manner as local boards of education. The agenda will be



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posted on the door of the meeting facility a minimum of 24 hours prior to the meeting time. The minutes will be provided to the LSGT members, each of whom shall receive a copy of such minutes, within 24 hours of the next scheduled meeting. The official minutes will be open to public inspection once approved by the LSGT immediately following the next regular meeting of the LSGT.

Minutes, at a minimum, will include the names of the school governance council members present at the meeting, a description of each motion or other proposal made, and a record of all votes. In the case of a roll-call vote, the name of each school council member voting for or against a proposal or abstaining shall be recorded. In all other votes, it shall be presumed that the action taken was approved by each person in attendance unless the minutes reflect the name of the persons voting against the proposal or abstaining.

As reported above, the local board of education shall receive all recommendations of the LSGT, including the annual report, as follows:

- The Board of Education shall receive a copy of each LSGT's minutes for the last meeting held prior to the regularly-scheduled monthly BOE meeting.
- The Board of Education shall notify the principal of any LSGT where consideration of action on an item presented to the Board of Education through the presentation of LSGT minutes is planned;
- The members of the LSGT shall be afforded an opportunity to present information in support of the LSGT's report or recommendation being considered by the Board of Education; and
- The local board of education shall respond to each recommendation of the LSGT within 60 calendar days after being notified in writing of the recommendation.



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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.

SYSTEM LEVEL TRAINING

New Members:

August 2016- New member orientation on duties and responsibilities and conduct for effective meetings; Charter 101

April 2017- System Master Plan Retreat

SCHOOL LEVEL TRAINING

August 2016- School Operations- safety and security procedures, principal management of school, and student/school support services

September 2016- Curriculum and Instruction- educational initiatives, curriculum expectations, assessment programs and instructional models

October 2016- School Improvement Planning- alignment to System Strategic Plan, CCRPI and School Improvement Plan

November 2016- Community Engagement- parent engagement strategies, activities, and federal compliance

January 2017- Financial Decisions and Resource Allocation- education funding with local, state, and federal funds; budget development and implementation

February 2017- Personnel Decisions- resource overview including technology, personnel earnings with state funds, employment/termination process, Teacher Keys Evaluation System, and Professional Learning

March 2017- Needs Assessment

June 2017- LSGT Retreat

Existing Members:

August 2016- Orientation for new bylaws and governance structure;

April 2017- System Master Plan Retreat

SCHOOL LEVEL TRAINING

August 2016- School Operations- safety and security procedures, principal management of school, and student/school support services

September 2016- Curriculum and Instruction- educational initiatives, curriculum expectations, assessment programs and instructional models

October 2016- School Improvement Planning- alignment to System Strategic Plan, CCRPI and School Improvement Plan

November 2016- Community Engagement- parent engagement strategies, activities, and federal compliance

January 2017- Financial Decisions and Resource Allocation- education funding with local, state, and federal funds; budget development and implementation

February 2017- Personnel Decisions- resource overview including technology, personnel earnings with state funds, employment/termination process, Teacher Keys Evaluation System, and Professional Learning

March 2017- Needs Assessment

June 2017- LSGT Retreat

Topics for each month will continue into each charter year, with updates provided annually to determine best rotation and topics for each LSGT.



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

Training will be delivered by central office staff, as well as through sessions held through the Charter System Foundation and TCSG/DOE Consultants.

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

Dr. Amy Parker, Director of Communications

ajparker@gcbe.org

Office: 706-879-5370

Cell: 770-548-8759

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).

Gordon County Schools has worked over the last several years to ensure a culture of high achievement for students. This was validated through the district's recent AdvancEd self-study and external review. Surveys from both parents and students noted that the district has high expectations for student achievement, and the external review team evidenced such in their findings. The district's strategic plan outlines the goals set forth by representatives from every sector of the stakeholder population. The goals far exceed that of accountability measures and are meant to ensure a viable workforce for the global economy facing our students.



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ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter System Application Package, you are providing the legal assurance that your charter system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Gordon County Schools located in Gordon 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;



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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.



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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 Gordon County Board of Education on the 28th day of April, 2016.

Superintendent

Date

Chair, Local Board of Education

Date

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

Superintendent

Date

Chair, Local Board of Education

Date



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E X H I B I T S

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.
 - 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.
 - 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.