

**The Case:**

The Randolph County School System is located in the rural southwest Georgia community of Cuthbert, Georgia. In addition to serving the students from Randolph County, the school system also serves high school students from neighboring Clay County. Randolph County is the fifth poorest county in Georgia ranking 155 out of the 159 counties. Based on those same figures, Clay County is the third poorest county in Georgia ranking 157 out of 159. Approximately 90% of the students receive free or reduced lunch. The special education population is approximately 16%. The Randolph County School System operates three school-wide Title I schools: Randolph County Elementary School (grades K-5), Randolph County Middle School (grades 6-8), and Randolph County High School (grades 9-12). The school system has approximately 962 students in grades K-12 and 63 teachers.

The estimated population of Randolph County is approximately 7,719. The county has an extremely high poverty level. In 2013, the average household income was \$30,023.00. The Randolph County School System has limited educational resources, and does not have the same educational resources that can be found in school systems throughout the state of Georgia. However, the students are highly motivated and enjoy learning. Therefore, flexibility regarding the system's educational programs will allow the system to provide professional learning that will give teachers the necessary knowledge and skills they need in order for all the students to reach their maximum potential. The following needs have been identified: (1) additional training for the new Common Core Georgia Performance Standards, (2) implementation of college and career focused clusters, (3) training for the implementation of technology in the classroom and technology resources, (4) and professional learning that increases the teacher's ability to analyze student assessment data to guide instructional decisions.

The Randolph County School System is committed to providing students with opportunities for academic excellence in a safe and caring environment. The system has implemented many instructional initiatives;

however, not all are implemented with fidelity due to a lack of training or complete “sets” of materials. The students currently have limited access to technology in our schools and in their homes. Within the school, the limited integration and access to current technological devices to support instruction is hindering the students’ potential. The Randolph County School System continues to battle to keep pace with ever increasing demands to upgrade their technological infrastructure which makes it difficult for students to receive the necessary skills needed to compete globally and meet the demands of becoming college and career ready. For these reasons listed above, the Randolph County School System and the community will benefit from the overall flexibility associated with charter systems.

#	Question	Challenge #1	Challenge #2	Challenge #3
1	What challenges are your school district facing?	<b>1.</b> Maintaining an increased Graduation Rate: Preparing Students for Success Beyond High School.	<b>2.</b> Inadequate Funding for Schools: The Impact of Limited Educational Resources.	<b>3.</b> Providing Adequate and Effective Training for Faculty and Staff.
2	What is the rank order priority of these challenges (from most to least important)?	<b>Priority 1:</b> Maintaining an increased Graduation Rate: Preparing Students for Success Beyond High School.	<b>Priority 2:</b> Inadequate Funding for Schools: The Impact of Limited Educational Resources.	<b>Priority 3:</b> Providing Adequate and Effective Training for Faculty and Staff.
3	Which of these challenges will your school district be able to address by becoming a charter system?	<b>1.</b> The Randolph County School System will address the challenge of preparing students for success beyond high school.	<b>2.</b> The Randolph County School System will address the challenge of limited educational resources.	<b>3.</b> The Randolph County School System will address the challenge of effective training for teachers.
4	What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?	<b>1.</b> Increase partnership with Albany Technical College and Andrew College to ensure students are college and/or career ready. <b>2.</b> Provide a personalized career cluster for grades 6-12 through GA 411. <b>3.</b> Continue to increase our graduation rate by providing one-on-one/	<b>1.</b> Continue to write grants to assist with educational goals. During the 2014-2015 school term the Randolph County School System received \$178,000.00 from the Striving Reader Comprehensive Literacy Grant and \$3,000.00 from the Dollar Tree	<b>1.</b> Summer Academy: Teachers will participate in workshops designed to enhance their knowledge and skills during the summer. <b>2.</b> Implement a system of accountability for the effectiveness, efficiency, and equity of professional learning. <b>3.</b> Conduct district-

		<p>small group instruction to students who are not on grade level.</p> <p><b>4.</b> Require teachers to utilize some form of technology in the classroom at least twice a week.</p> <p><b>5.</b> Ensure Rigorous College-Career Standards are implemented on all levels.</p> <p><b>6.</b> Attract and retain highly effective, enthusiastic staff with skills to lead, teach, assess, and support learning needs of all students.</p>	<p>Corporation for literacy.</p> <p><b>2.</b> Dispersal of resources and funding based on student achievement data, district surveys, and all state and federal required initiatives.</p> <p><b>3.</b> The Randolph County School System recently increased the millage rate by 1.6 mills.</p>	<p>wide surveys to determine what professional learning is needed in order to address high-priority needs including major state and district initiatives.</p> <p><b>4.</b> Topics for professional learning are based upon student data, teacher observations, school walkthrough data, initiatives set forth in the Randolph County School System.</p>
5	<p>Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.</p>	<p><b>1.</b> All high school students will be assessed to determine if they are one or more courses behind in order to graduate on time with their cohort group.</p> <p><b>2.</b> A study of effective credit recovery options will be explored to determine the best approach for Randolph County students. Targeted students will be encouraged to participate.</p> <p><b>3.</b> Credit recovery options will be designed and scheduled based on the needs of students (i.e., Saturdays, holidays, before school, after school, during the school day, during elective course time, and lunch time).</p>	<p><b>1.</b> The Randolph County School System will create a committee to research available educational grants that are geared towards enhancing student achievement. The committee will consist of district employees, community members, and local businesses.</p> <p><b>2.</b> The committee will review spending of funds quarterly to ensure funds are being used to meet the needs of the district.</p> <p><b>3.</b> Implement a budget for recurring costs of data collection, intervention materials, and technology used for implementation.</p> <p><b>4.</b> Utilize parent volunteers within schools to provide assistance in classroom</p>	<p><b>1.</b> A systematic comprehensive plan will be utilized to implement professional learning that is research-based and vertically aligned from one grade to the next as well as aligned with Common Core Georgia Performance Standards (CCGPS).</p> <p><b>2.</b> Continue to implement the summer academy for teachers. Teachers are paid a stipend to attend.</p> <p><b>3.</b> Secure targeted and quality professional learning to address high-priority needs including major state and district initiatives.</p> <p><b>4.</b> Provide additional opportunities for teachers and administrators to participate in</p>

		<p>The program will be called Randolph County Recharge and Refocus Credit Recovery Program.</p> <p><b>4.</b> Students will be required to sign a contract and have a face-to-face meeting in order to participate in the credit recovery program. Both parents and teachers will sign the contract.</p> <p><b>5.</b> Create a framework for mentoring programs, student internships, dual enrollment options and procedures for implementing standardized tests.</p> <p><b>6.</b> A mentor will be assigned to each credit recovery student to help each student stay on task, monitor progress, and to identify potential barriers to completion. Meetings will be scheduled on a regular basis.</p>	<p>and funding if appropriate.</p> <p><b>5.</b> Renew software and site technology licenses using local/federal funding if product is deemed valuable.</p> <p><b>6.</b> District spending levels and patterns will reflect the district's academic priorities.</p>	<p>professional development to become proficient in the use of technology.</p> <p><b>5.</b> All professional learning will be designed to increase teachers' knowledge, skills, and understanding of their specific subject matter, and best practices.</p> <p><b>6.</b> Ensure that teachers are given time to learn new information so that the implementation process is successful.</p> <p><b>7.</b> Monthly Professional Learning Communities for school and district leaders focusing on all recent implementation.</p> <p><b>8.</b> Continue to conduct district-wide surveys to determine what professional learning is needed in order to address high-priority needs including major state and district initiatives.</p>
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 (listed in #4 above).</p>	<p>Listed below are sample waivers that Randolph County will utilize as a charter system:</p> <p>--GBOE Rule 160-5-1-.02 School day &amp; year for students &amp; employees;</p> <p>--GBOE Rule 160-5-1-.08 Class size</p> <p>O.C.G.A. §20-2-159.5</p> <p>--GBOE Rule 160-4-2-.34 Dual enrollment courses; --GBOE Rule</p>	<p>Listed below are sample waivers that Randolph County will utilize as a charter system:</p> <p>--O.C.G.A. 20-2-171 (2010)</p> <p>20-2-171. Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and</p>	<p>Listed below are sample waivers that Randolph County will utilize as a charter system.</p> <p>--O.C.G.A. 20-2-171 (2010)</p> <p>20-2-171. Minimum direct classroom expenditures; waivers; sanctions for noncompliance; submission of budget and expenditure information; rules and</p>

		160-4-3-.14 Work-based learning program.	regulations.	regulations.
7	Indicate the timeline for implementation of each specific action (listed in #4 above).	<p><b>Spring 2015</b> - Identify students who are one or more courses behind.</p> <p><b>Summer 2015</b> - Provide summer credit recovery opportunities for students who are one or more course behind</p> <p><b>Fall 2015</b> - Assign mentors to students to help monitor graduation requirements and time lines</p> <p><b>Fall 2015</b> - Assign students to credit recovery options - before school, after school, during the school day, Saturdays, holidays</p> <p><b>Winter 2016</b> – Do status checks with students to assess the progress made in credit recovery and make program changes if necessary.</p> <p><b>Spring 2016</b> - Do status checks with students to assess the progress made in</p>	<p><b>Spring 2016</b>-The district will identify individuals to participate in researching and securing grants to assist with meeting our educational needs in Randolph County.</p> <p><b>Spring 2016</b>-The committee will monitor funds quarterly to ensure funding is being used to meet the needs of the district.</p>	<p><b>Summer 2015</b>-The Summer Academy will start immediately after the 2014-2015 school term ends. Prior to the start of the academy the district will distribute surveys that are designed to identify the professional development needs of district employees.</p> <p><b>Spring-2016</b> Monthly Professional Learning Communities for school and district leaders focusing on all newly implemented professional learning.</p>

		<p>credit recovery and make program changes if necessary.</p> <p><b>Spring 2016 -</b> Reassess credit recovery program planning for 2016-2017</p> <p><b>Spring-2017-</b> Create a framework for mentoring programs, student internships, dual enrollment options, and procedures for implementing standardized tests.</p>		
8	<p>Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.</p>	<ol style="list-style-type: none"> <li>1. Providing a personalized career cluster for all students in grades 6-12.</li> <li>2. Implementation of a college and career academy.</li> <li>3. One-on-one/small group instruction to students who are not on grade level.</li> <li>4. Required integration of technology in the classroom.</li> <li>5. A mentor will be assigned to each credit recovery student to help each student stay on task, monitor progress, and to identify potential barriers to completion. Meetings will be scheduled on a regular basis.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dispersal of resources and funding based on student achievement data, district surveys, and all state and federal required initiatives.</li> <li>2. Implementation of a budget for recurring costs of data collection, intervention materials, and technology.</li> <li>3. Utilize parent volunteers within schools to provide assistance in the classroom and funding if appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implementation of a monitoring system designed to ensure accountability for effectiveness, efficiency, and equity of professional learning.</li> <li>2. Monthly Professional Learning Communities for school and district leaders focusing on all newly implemented professional learning.</li> </ol>

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

The Randolph County School System, as a charter system, anticipates a considerable increase in student performance on all state assessments. The system has projected performance levels over the five-year period of the charter using a five-year history of student performance on current state assessment instruments as the basis for projections.

Goal 1:

During each year of its first five-year charter term, each System Charter School shall beat the odds by demonstrating proficiency and/or improvement on the CCRPI. Each year of the Charter, each school shall increase its CCRPI Score by 3%.

Goal 2:

During each year of its first five-year charter term, Randolph Clay High School shall beat the odds by demonstrating proficiency and/or improvement on the ELA, Social Studies, Science and Math EOC Assessments. Each year of the Charter, the school shall increase its EOC scores in these four content areas by 3% until it meets/exceeds the state target score

Goal 3:

In each year of the charter term, each school in the Randolph County Charter System will increase on the State Performance Targets for all subjects on the Georgia Milestones Assessment by 3% until it meets/exceeds the state target score.

Goal 4:

The graduation rate will increase from 76.7% for the 2014 Four-year Cohort Graduation Rate to 81.7% in 2020 Four-year Cohort Graduation Rate.

School/System Name: Randolph County Schools		Charter Term:											
Contract Terms and Performance Goals		Assessment	15-16		16-17		17-18		18-19		19-20		
Essential or Innovative Features [Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation of each feature.]													
Will partner with local colleges to ensure RCSS students are college and/or career ready.													
Will assign mentors to help students who are off track for graduation remove both academic and non-academic barriers.													
Will continue to seek and apply for grants to assist with all educational goals.													
Will provide a Summer Academy for Teachers (a series workshops designed to enhance teacher knowledge and skills during the summer).													
Will utilize Local School Governance Teams (LSGTs) at each school.													
Will provide a personalized career cluster for grades 6-12 through GA 411.													
		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual		
Achievement of Academic and Organizational Goals [Indicate the assessment used for each measure. Provide the target and actual performance for each measure. Use the legend below to color code]													
Academic Goal 1: Each year of the Charter, each RCSS school shall increase its CCRPI score by 3%													
Measure 1: District Elementary School Report		53.4	56.4		59.4		62.4		65.4		68.4		
Measure 2: District Middle School Report		51.2	54.2		57.2		60.2		63.2		66.2		
Measure 3: District High School Report		51.7	54.7		57.7		60.7		63.7		66.7		
Academic Goal 2: Each year of the charter, RCHS shall increase EOC performance in ELA, SS, Science and Math by 3%													
Measure 1: 9th Grade Literature		73%	76%		79%		Meets		Meets		Meets		
Measure 2: American Literature		80%	83%		86%		Meets		Meets		Meets		
Measure 3: Economics		29%	32%		35%		38%		41%		44%		
Measure 4: US History		28%	31%		34%		37%		40%		43%		
Measure 5: Biology		55%	58%		61%		64%		67%		70%		
Measure 6: Physical Science		70%	73%		76%		79%		Meets		Meets		
Measure 7: Analytic Geometry		13%	16%		19%		22%		25%		28%		
Measure 8: Coordinate Algebra		14%	17%		20%		23%		26%		29%		
Academic Goal 3: Each charter year, Schools will increase in all target areas on the Georgia Milestones Assessment by 3%.													
Measure 1:													
Measure 2:													
Measure 3:													
Organizational Goal 1:													
Measure 1:													
Measure 2:													
Measure 3:													
Academic Goal 4: The graduation rate will increase by 5% over the course of the charter term													
Measure 1: RCHS Graduation Rate		76.70%									81.70%		
Measure 2:													
Measure 3:													
										Legend:	Met	Progress Made	Not Met

**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.

At present, school advisory councils serve as building level governing bodies for each of the schools in Randolph County. Effective July 2015, each school in the Randolph County School System will transition from building-level school advisory councils to local school governance teams (LSGTs). District

wide, LSGTs will replace school advisory councils at each of the three schools. Elections will be held to replace that seat. Parents would potentially elect other parents and teachers would elect other teachers.

The RCBOE believes parent and community support is key to the overall success of the school district.

While a primary mandate of the charter system petition, the establishment of Local School Governance Teams (LSGT), is intended to support the local board of education in bringing parents and the community together with school faculties to share concerns, and ideas for total school improvement.

LSGTs are responsible for providing input, making recommendations, and rendering decisions regarding various aspects of the school's instructional program and the overall operation of the school.

**Table 2**  
**Timeline for Conversion to Local School Governance Teams (LSGTs)**

<b>Beginning Date</b>	<b>Transition Step</b>	<b>Responsibility</b>
April 2014	Preliminary discussion of Charter systems, locus of control & school-level decision making	GaDOE Contact Person
April 2014	Stakeholder meetings to provide charter system overview and general discussion of local school governance teams	Stakeholder Group/ Community meeting
August 2014	Put overview and Q & A regarding Charter System Status on District Website	District Charter Contact Person
September 2014	Sent Charter System Q & A Flyers/information sheets home with every student	Charter system steering committee
October 2014	Obtained Board Approval on Charter System Resolution	Superintendent
March/April 2015	Website notification, public meetings to inform stakeholders of proposed governance structure	District Charter Contact Person

May/June 2015	<ul style="list-style-type: none"> <li>• Develop template for LSGT bylaws</li> <li>• Establish roles, relationships &amp; responsibilities of LSGT, principal &amp; school staff, superintendent</li> <li>• Assign/Elect LSGT Members</li> <li>• Meet with candidates/prospective LSGT Members to discuss in detail roles and responsibilities.</li> </ul>	Charter system steering committee
June 2015—Ongoing	Conduct LSGT training (see training schedule in #14)	GaDOE, RESA, Training Consultant, Board Attorney, GSBA

**11. Address the formation of the LSGTs, including how members are selected, the terms of members, and how and why members may be removed.**

- **Be specific!**

Traditionally, a LSGT is comprised of seven members: School principal, two staff members, two parents, and two community leaders. RCSS has chosen to add the parent liaison in each building to the LSGT because this person plays such an integral part in daily school operations. It is important that the ratio of employees of the school system to those not employed by the system doesn't indicate more school employees represented on the LSGT. Therefore, each school will have the aforementioned members/positions. There will be eight (8) LSGT members on each of the three schools' governance teams.

The school principal is a member of the LSGT because he/she holds the position of principal. The principal is a non-voting member of the team. The parent liaison has an automatic membership because of his/her role in the school. The two staff members (one teacher and one support staff) shall

be elected by certified personnel in the school. The two parents/guardians will be elected by parents at the building level PTO meeting. In addition, the Randolph County Chamber of Commerce, who works closely with the school district, will share in this process by recommending the two community members to serve on the LSGT.

#### **Terms of office of LSGT members**

The terms of office of LSGT members shall be for a specified length of time and shall be staggered to ensure equity and variety is evident on the governance teams. A three year/two year staggered term rotation will be put in place. Rotations will be assigned to ensure that not all three year terms are held by educators. Each group represented (staff, parent and community) will have both a two year and a three-year person in it. Both the principal and the parent liaison will serve on the LSGT their entire tenure. The term of office/membership will begin July 1 and end on June 30.

#### **How and why members may be removed**

The Randolph County School- Based Governance Teams (RCS-BGT) may, by an affirmative vote of the majority of all its members, suspend or expel a member for the following reasons:

- Member resigns by written letter to the RCS-BGT chairperson.
- Member misses four RCS-BGT meetings.
- Member being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Table 3

School Level Governance Decision-Making Matrix

School Level Governance Decision-Making Matrix				
System Name: Randolph County School System	Minimum LSGT Authority	How and When Minimum	Additional LSGT Authority*	How and When Additional Authority will be Implemented
<b>Personnel Decisions</b>	LSGTs shall recommend the principal or school leader for selection by the BOE	<b>Principal employment -</b> HR advertises position, receives apps & resumes & screens applicants (e.g., background check, references) - system staff and superintendent select finalists, LSGT (less current principal) and system staff interview candidates and score rubric. LSGT and system staff reach consensus on candidate recommendation, superintendent recommends selected candidate to BOE, BOE employs or rejects recommendation <b>(Year 1)</b> ; <b>Principal transfer -</b> Supt. provides notification to LSGT prior to recommendation to BOE <b>(Year 1)</b>	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	<b>Personnel qualifications and characteristics -</b> LSGT shall be provided an opportunity each year to submit recommendations relating to qualifications and characteristics desired for all school staff <b>(Year 2)</b> ;  <b>Incentive funds -</b> LSGT recommends to superintendent proposed use of incentive funds allocated to school as part of proposed school budget <b>(Year 3)</b>

<p><b>Financial Decisions and Resource Allocation</b></p>	<p>LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs</p>	<p><b>School budget -</b> System projects student enrollment &amp; allocates staff; LSGT, through principal, may request reconsideration stating reasons for request; system allocates specified general &amp; special revenue funds for FY; principal &amp; staff develop proposed budget; LSGT reviews budget &amp; may recommend changes to proposed budget (Year 2)</p>	<p>Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, fundraising budget</p>	<p><b>School budget approval - school budgets for general and special revenue funds are prepared by principal &amp; staff based on school improvement plan &amp; system priorities; budgets are reviewed &amp; approved at school level by LSGT (Year 2); Alignment of budget priorities -</b> LSGT, with guidance of principal, shall ensure that budget priorities are aligned with school improvement plan <b>(Year 2); Fundraisers -</b> LSGT may recommend fundraisers that are consistent with Board of Education policy &amp; for designated purposes; budget for use of funds shall be consistent with stated purpose; generally fundraisers are for specific purpose &amp; are limited in number (Year 2); <b>Vendors-</b>Vendors for school resources (Year 2)</p>
<p><b>Curriculum and Instruction</b></p>	<p>LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the methods listed in the charter contract</p>	<p><b>Curriculum -</b> Defined as "what is taught," shall be consistent and uniformed across the system to ensure alignment with state &amp; system goals &amp; with state student assessment program. LSGT shall be represented on all curriculum review committees &amp; on committees convened to recommend</p>	<p>Examples include: approval of instructional delivery methods that would previously require a waiver, approval of instructional programs and materials,</p>	<p><b>Instructional delivery innovations -</b> The goal of all classroom teachers is to employ effective instructional strategies - their recommendations must be a primary consideration; the LSGT shall be informed of innovative models to be implemented &amp; given an opportunity to provide feedback (Year 1); <b>Graduation Requirements-</b> LSGT shall be represented on all system-wide committees</p>

		instructional materials (Year 1)	graduation requirements, new course offerings, opportunities for student acceleration and remediation	established to review graduation requirements (Year 2); <b>Course offerings</b> - LSGT is authorized to recommend system- adopted curriculum and other supplemental materials and resources; (recommendations will be made to superintendent). (Year 3)
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	<b>School improvement plan</b> - LSGT shall participate in development of school improvement plan, shall approve plan at school level, & shall receive regular reports by principal on implementation progress (Year 1)	Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law	<b>Membership on SIP Team</b> - LSGT shall designate 1 or more members to serve on school improvement planning team & shall approve at the school level innovations that would require waiver of state law (Year 2)

<p><b>School Operations</b></p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and charter goals</p>	<p><b>Operational components -</b> LSGT, with guidance of principal, shall identify school operational components in which the LSGT shall have involvement &amp; decision making authority (Year 1)</p>	<p>Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communication strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, and student discipline plan</p>	<p><b>Partners in education and parental engagement - LSGT shall participate actively in establishing &amp; sustaining partners in education &amp; parental engagement programs (Year 1);</b> LSGT shall assist with field trips, co-curricular and extra-curricular activities, and school-level policies (Year 1) ; <b>Parent, stakeholder, &amp; student surveys -</b> LSGT shall work alongside federal programs in development &amp; administration of surveys (Year 2); <b>Tutoring, mentoring, &amp; volunteer programs;</b> LSGT shall assume lead in establishing and maintaining active tutoring, mentoring, and volunteer programs in the school (Year 2); <b>Student dress code &amp; discipline plan -</b> LSGT shall provide input into dress code and discipline through membership on committees established to review &amp; revise dress code and discipline plan <b>(Year 1);</b> <b>Communications strategies &amp; plan -</b> LSGT shall work alongside federal programs to develop a school/parent communication plan for review &amp; approval of school leadership team (Year 2)</p>
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**\*The Local BOE 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.**

At present, each school has a school advisory council that meets quarterly. These councils traditionally deal with issues regarding student dress code, student handbook, and scheduling school activities. The LSGTs, however, will be targeting areas of school budget/finance, resource allocation, personnel decisions, monitoring achievement of school improvement goals, curriculum, instruction, and school operations. The team members will be asked to review pertinent school information, analyze it to the best of their ability, and help make decisions along with school leadership which will then be taken the board of education. This format gives the local community members and parents a real voice. In addition, the meeting dates and minutes will be electronically posted on the district web site for all to see. The most significant difference between the current local school advisory councils and local school governance teams is the LSGTs' decision-making authority which has been outlined previously in the charter application. The committee has noted there are other structural differences that cause the two to be different, particularly relating to the established bylaws.

**14. Describe the governance training to be provided to principals and members of the LSGTs in order to build the capacity needed to make decisions in the areas included in the spreadsheet.**

- Note that training should occur before the charter begins because your LSGTs will be expected to make decisions beginning in Year 1 of your charter. Be sure to show this in the timeline requested in #10 above.

Local School Governance Teams give the community a real chance to be actively involved in the decision-making process of the neighborhood schools. Effective governance is about working together to arrive at the best solutions to address the concerns of schools. In order for LSGT to be effective, training and on-going support is crucial. In researching what training should look like concerning effective school governance, the steering committee found the Training Topics listed below common to teams. Along with

periodic self-assessment checks, it has been recommended that these topics be presented as modules so that the learning will be more comprehensive and relevant.

Training Topics:

- a. Legal mandates, state and local policy rule interpretation and confidentiality
- b. Collaborative skills and group process
- c. Team skills (Conflict Resolution)
- d. Strategic planning
- e. Curriculum development and assessment
- f. School and community relations
- g. School budgets
- h. Human resources and personnel responsibilities

**Table 4  
Timeline and Topics for Local School Governance Team Training**

Schedule	Topics/Actions	Facilitator
September 2015	<ul style="list-style-type: none"> <li>• Hold elections and do appointments for LSGT</li> </ul>	School Principals
October 2015	<ul style="list-style-type: none"> <li>• LSGT Orientation: Member service (legal compliance), financial accountability, managing staff, advocacy and communication</li> </ul>	-GaDOE Certified School Improvement Specialist (CSIS)
November 2015	<ul style="list-style-type: none"> <li>• Developing and Revising Bylaws</li> </ul>	-Asst. Superintendent -Federal Program Director
January 2016	<ul style="list-style-type: none"> <li>• LSGT roles and responsibilities</li> <li>• Conducting effective LSGT meetings</li> <li>• Roberts Rules of Order</li> <li>• School Operations (daily management, safety, support services)</li> </ul>	-GaDOE Certified School Improvement Specialist (CSIS)
February 2016	<ul style="list-style-type: none"> <li>• Student performance data – history and projected increases for charter term</li> <li>• Review of Randolph County School System curriculum overview (consisting of CCGPS and CTAE Pathways)</li> <li>• Parent and Community Engagement Strategies</li> </ul>	-Superintendent /Asst. Superintendent -Federal Programs Dir. -School Principals -District and school Level Parent Coordinators
March 2016	<ul style="list-style-type: none"> <li>• Student assessment – College &amp; Career Ready Performance Index</li> <li>• Randolph County School System Student Assessment Program</li> <li>• Professional learning program</li> </ul>	-System Testing Coordinator  -District School Improvement Specialist
April 2016	<ul style="list-style-type: none"> <li>• Education funding – Federal funding, QBE funding, &amp; local property tax</li> <li>• Budget development &amp; implementation</li> <li>• FTE</li> </ul>	-Federal Programs Director -Finance Director  -Student Data System Personnel
May 2016	<ul style="list-style-type: none"> <li>• Education delivery options – use of technology in the classroom &amp; beyond</li> <li>• Personnel earnings, allocation, and processes for employment and termination</li> </ul>	-System Technology Specialist -Superintendent
June 2016	<ul style="list-style-type: none"> <li>• Strategic Planning</li> <li>• Student Assessment (GMAS) and CCRPI review</li> </ul>	-Superintendent -System Testing Coordinator

**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.**

In addition to district employees and building principals, RCSS intends to use the RCBOE school board attorney, Georgia School Board Association (GSBA), GaDOE personnel, RESA staff, and external providers/consultants to prepare and present the necessary training our LSGTs need. Again we are hoping that a variety of training formats will be accessible to the team members in order to accommodate each need.

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

Dr. Tangela Madge, Asst. Superintendent

[Tangela.madge@sowegak12.org](mailto:Tangela.madge@sowegak12.org)

229-732-2268

**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).**

Randolph County Schools has always encouraged and facilitated an atmosphere of high expectations and an achievement culture. As with any educational reform, our efforts can be sharpened and improved upon to ensure that the students in Randolph County are getting the best education possible. Our central office is the nucleus of the district and supports the vision of the schools. Because the Superintendent is the liaison between the LSGTs and the RCBOE, he will make it a priority to meet with representatives of each of the three LSGTs in order to stay abreast and informed on important matters. In addition, the school board members will commit to attend all LSGT training. Making a transition that will cause overall district improvement will not meet opposition in RCS. If communication lines stay open and LSGTs are operating effectively, success is inevitable. Information concerning Randolph County Schools

will be accessible on the district website, individual school websites, flyers, newspaper articles, newsletters and the School Messenger Notification System.