



Strategic Waivers School System Application

Spring 2016

Table of Contents

1. Cover Sheet – pg. 3
2. Exhibit A – Strategic Plan Link – pg. 4
3. Exhibit B – Flexibility – pg. 5
4. Exhibit C – Accountability – pg. 6
5. Exhibit D – Consequences – pg. 8
6. Exhibit E, F, G – School Plans Spreadsheet – pg. 10
7. SWSS Application
 - a. Application Questions - pg. 14
 - b. Signed Assurances - pg. 22
 - c. Exhibit 1 – DBOE Resolution - pg. 25
 - d. Exhibit 2 – Public hearing notice – pg. 26
 - e. Exhibit 3 – List of schools - pg. 27
 - f. Exhibit 4 – School plans - pg. 30
 - g. Exhibit 5 – Description of district - pg. 31
 - h. Exhibit 6 – Fiscal history - pg. 32
 - i. Exhibit 7 – DCSD Annual Audit Link - pg. 33
 - j. Exhibit 8 – DCSD Accreditation Reports Link - pg. 34
 - k. Exhibit 9 – DCSD Strategic Plan Link - pg. 35
8. Table 1 - pg. 36

IE² SYSTEM APPLICATION COVER SHEET

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

Proposed IE2 System Information			
1. Full Name of Proposed IE2 System DeKalb County School System			
2. Please indicate whether this is a: New Petition Y or a Renewal Petition New	3. How many schools in total are you proposing to include in your IE2 system? 137		
4. How many of each of the following schools are you proposing to include in your IE2 system?			
Primary School(s) 0	Middle School(s) 18	Elementary School(s) 73	High school(s) 22
5. On July 1 of what year do you want your IE2 contract to be effective? 2016			
6. IE2 System Street Address 1701 Industrial Mountain Blvd.	7. City Stone Mountain	8. State GA	9. Zip 30083
10. Contact Person Laura Stowell		11. Title Director of Charter Schools, School Governance and Flexibility	
12. Contact Street Address 1701 Industrial Mountain Blvd.	13. City Stone Mountain	14. State GA	15. Zip 30083
16. Contact's telephone number 678.412.8534	17. Contact's fax number n/a	18. Contact's E-mail Address Laura Stowell@dekalbschoolsga.org	

Exhibit A – DeKalb County School District Strategic Plan

Please follow the link to the DCSD Strategic Plan.

<http://www.dekalb.k12.ga.us/strategic-plan>

Exhibit B – Flexibility Component of Contract

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, the DeKalb County School District is seeking flexibility for the schools specified in its application from the following state statutes and associated rules in exchange for greater accountability (as outlined in the SWSS/IE² Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the DeKalb County School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

Official Code of Georgia And associated SBOE Rules

- O.C.G.A. § 20-2-85
- O.C.G.A. § 20-2-86
- O.C.G.A. § 20-2- 108
- O.C.G.A. § 20-2-140.1
- O.C.G.A. § 20-2-142
- O.C.G.A. § 20-2-151(b)
- O.C.G.A. § 20-2-153
- O.C.G.A. § 20-2-154
- O.C.G.A. § 20-2-155
- O.C.G.A. § 20-2-156
- O.C.G.A. § 20-2-160
- O.C.G.A. § 20-2-161
- O.C.G.A. § 20-2-167
- O.C.G.A. § 20-2-168
- O.C.G.A. § 20-2-171
- O.C.G.A. § 20-2-182
- O.C.G.A. § 20-2-183
- O.C.G.A. § 20-2-184
- O.C.G.A. § 20-2-184.1
- O.C.G.A. § 20-2-185
- O.C.G.A. § 20-2-186
- O.C.G.A. § 20-2-200
- O.C.G.A. § 20-2- 201
- O.C.G.A. § 20-2-204
- O.C.G.A. § 20-2-211
- O.C.G.A. § 20-2-212
- O.C.G.A. § 20-2-290
- O.C.G.A. § 20-2-319.3
- O.C.G.A. § 20-2-319.4
- O.C.G.A. § 20-2-777(a)
- O.C.G.A. § 20-2- 1010
- O.C.G.A. § 20-2- 1012
- O.C.G.A. § 20-2- 1015

State Board of Education Rules

- SBOE Rule 160-3-3-.04
- SBOE Rule 160-3-3-.07
- SBOE Rule 160-3-3.10
- SBOE Rule 160-4-2-.05
- SBOE Rule 160-4- 2.11
- SBOE Rule 160-4-2-.17
- SBOE Rule 160-4-2-.38
- SBOE Rule 160-4-2-.48
- SBOE Rule 160-4-3-.14
- SBOE Rule 160-4-5-.02
- SBOE Rule 160-5-1-.15
- SBOE Rule 160-5-1-.22
- SBOE Rule 160-5-2-.05

Exhibit C – Accountability Component of Contract

The State Board shall hold the DeKalb County School District accountable for the performance of the academic goal listed below.

Goal 1: Each DeKalb County School District school will demonstrate proficiency and/or improvement on the CCRPI.

Measure 1: For each year during the five-year contract, an individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-2016.

OR

Measure 2: School performance goals will be set so that for each year during the five-year contract, an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year is 2015-2016.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GADOE.

OPTIONAL GOALS

Goal 2: The DeKalb County School District will ensure that the District practices sound financial processes, remains economically stable, and transparently communicates such to the public.

Measure 1: The DeKalb County School District’s financial statements will be audited on a fiscal year basis and will receive a clean audit opinion from the external financial auditors. The School District will meet all Generally Accepted Governmental Accounting Standards (GAGAS).

Measure 2: The DeKalb County School District will prepare and approve a balanced General Fund on an annual basis.

Measure 3: The DeKalb County School District will post on its website annually the approved budget of the District, the budgets of its approved schools, including charter schools, and the itemized expenditures of any Special Purpose Local Option Sales Tax (SPLOST).

Goal 3: The DeKalb County School District will ensure a positive work and learning climate.

Measure 1: The DeKalb County School District will increase the percent of local school councils defined as “high functioning” via a compliance checklist and a self-assessment process conducted every other school year.

Measure 2: The DeKalb County School District will achieve a year over year improvement in student, parent and staff satisfaction surveys, parent exit surveys and staff exit surveys. Base line data will be gathered in the 2016/2017 school year.

Measure 3: The DeKalb County School District will achieve a STAR School Climate Rating equal to or above the state school district average.

Exhibit D – Consequences Component of Contract

The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, DeKalb County School District will employ the following interventions or sanctions at all non-performing schools under the DeKalb County School District's local management and control. The sanctions and interventions shall include the following:

(a) If based upon the review of the 2016-2017 and/or 2017-2018 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data) or August 2019 (based upon review of 2017-2018 data). The school improvement plan will address the specific achievement deficiencies along with a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year.

(b) If based upon the review of 2018-2019 and/or 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the DeKalb County School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2020 (based upon review of 2018-2019 data) and/or August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system.

(c) If based upon the GOSA evaluation of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the DeKalb County School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

Exhibit E, F, G – School Plans by Level

Note: The entire database was too lengthy to include in this publication. However, the schools' CCRPI scores for the past three years are shown here for ease of viewing.

- Schools marked through are no longer in operation.
- Empty cells indicate no data was available that year because the school had not yet begun operations.

The complete database containing all required demographic and student performance information is available on the DCSD Strategic Waivers School System webpage under “Key Documents” at <http://www.dekalb.k12.ga.us/flexibility-options>.

School	CCRPI Score		
	2012	2013	2014
Allgood Elementary School	61.6	56.1	55.7
Arabia Mountain High School - Academy of Engineering, Medicine and Environ	78.6	87.2	82.7
Ashford Park Elementary School	77.9	87.6	79.1
Austin Elementary School	95.1	96.5	95.4
Avondale Elementary School	52.8	64	64.5
Bob Mathis Elementary School	58.4	61.4	54
Briar Vista Elementary School	76.4	59.3	81.3
Briarlake Elementary School	77.9	82.3	78.4
Brockett Elementary School	82.4	81.7	72.2
Browns Mill Elementary School	53.7	54.7	51
Canby Lane Elementary School	58.3	58.3	47.4
Cary Reynolds Elementary School	69	63.8	55.3
Cedar Grove Elementary School	57.4	53.4	57.6
Cedar Grove High School	63.8	65.6	61.6
Cedar Grove Middle School	58.2	47.6	54.3
Chamblee Charter High School	80.3	78.6	79.6
Chamblee Middle School	82.7	87.9	80.5
Chapel Hill Elementary School	65.1	39.3	58.3
Chapel Hill Middle School	61.9	65.7	64.8
Chesnut Elementary School	70.2	84.1	79.9
Clarkston High School	54.3	64.1	53.6
Clifton Elementary School	52.2	54.3	46.2
Columbia Elementary School	53	51.6	49.1
Columbia High School	52.9	58	55.8
Columbia Middle School	58.2	47.5	62
Coralwood Education Center	91.3	89	89.5
Cross Keys High School	63.6	72.8	66.4

DeKalb Academy of Technology and the Environment Charter School	82.9	72.6	67.6
DeKalb Alternative School	NA	22.2	27.4
Dekalb Early College Academy	92.1	99.3	97.2
DeKalb Elementary School of the Arts	76	83.9	73.8
DeKalb School of the Arts	81.5	78.9	74.3
DeKalb PATH Academy Charter School	83	90.9	80
DeKalb Preparatory Academy Charter		58.9	54.4
Destiny Achievers Academy of Excellence	36.6	49.5	36
Dresden Elementary School	53.4	69	57.5
Druid Hills High School	69.1	68.3	63.8
Druid Hills Middle School	61.7	66	72.6
Dunaire Elementary School	58	59	50.4
Dunwoody Elementary School	85.4	93.7	85.3
Dunwoody High School	80.9	79.1	73.1
Edward L. Bouie, Sr. Elementary School	73.9	67.1	69.4
Eldridge L. Miller Elementary School	52.8	53.1	49.9
Elizabeth Andrews High School	48	44.7	40.6
Evansdale Elementary School	77.6	73.8	65.9
Fairington Elementary School	49.6	56	55
Fernbank Elementary School	88.9	91.1	94.9
Flat Rock Elementary School	49.9	52.3	57.6
Flat Shoals Elementary School	41.7	53.5	49.5
Freedom Middle School	56.2	59.3	51.6
Gateway to College Academy	51.1	46.5	50.2
Hambrick Elementary School	53.1	61.3	64.1
Hawthorne Elementary School	75.5	83	75.3
Henderson Middle School	80	73.1	69.3
Henderson Mill Elementary School	78.5	74.1	75.9
Hightower Elementary School	68.1	58.9	62.9
Huntley Hills Elementary School	77.4	79.9	77
Idlewood Elementary School	54	55.9	61.2
Indian Creek Elementary School	48.1	46.7	69.4
International Community School	66.3	63.5	61.6
International Student Center	23.1	21.1	28.6
Jolly Elementary School	50.1	60.8	55.5
Kelley Lake Elementary School	54	65.1	55.4
Kingsley Elementary School	68.7	68.9	62.7
Kittredge Magnet School	97.3	94.2	90.9
Knollwood Elementary School	46.6	41.3	53.8
Lakeside High School	71.2	65.5	72

Laurel Ridge Elementary School	81.8	72.1	83
Leadership Preparatory Academy	73.1	71.4	67.2
Lithonia High School	63	52	58
Lithonia Middle School	69.7	63.2	56.8
Livsey Elementary School	77.7	72.7	83.6
Marbut Elementary School	78.2	70.9	78.6
Margaret Harris Comprehensive School	NA	NA	NA
Martin Luther King, Jr. High School	56.9	59.9	59.9
Mary McLeod Bethune Middle School	51.1	61.4	53.5
McLendon Elementary School	59.5	61.3	62.2
McNair High School	64.6	44.2	43.9
McNair Middle School	60.7	39.3	45.5
Meadowview Elementary School	42.2	44.1	52.9
Midvale Elementary School	79	74.4	70.8
Midway Elementary School	51.5	46.3	47.7
Miller Grove High School	67.3	61.7	59.1
Miller Grove Middle School	65	59.6	59.2
Montclair Elementary School	64.8	50.7	43.4
Montgomery Elementary School	88.6	89	86.8
Murphy Candler Elementary School	61.5	49.8	52.6
Museum School Avondale Estates	93.9	89.2	91.6
Narvie Harris Elementary School	74.3	65	71.2
Oak Grove Elementary School	83.4	87	85.7
Oakcliff Elementary School	71.4	70.8	66.5
Oakview Elementary	47.9	58	51
Panola Way Elementary School	58	43.9	50.9
Peachtree Middle School	81	72.8	79.9
Pine Ridge Elementary School	70.2	58	55
Pleasantdale Elementary School	68.8	57.4	79.1
Princeton Elementary School	66.3	61.5	53.3
Rainbow Elementary School	51.8	66.5	64.9
Redan Elementary School	49.7	50.2	48.4
Redan High School	61	55.9	59.4
Redan Middle School	60.8	60.2	62.9
Robert Shaw Theme School	86.6	88	84.3
Rock Chapel Elementary School	59.7	58.3	68.8
Rockbridge Elementary School	61.5	67.1	76.5
Ronald E McNair Discover Learning Academy Elementary School	47.2	49.6	42.2
Rowland Elementary School	56.8	67.9	52.8
Sagamore Hills Elementary School	77.7	85.5	78.5

Salem Middle School	56.4	49.8	57.6
Sequoyah Middle School	80.3	63.3	56.1
Shadow Rock Elementary School	64.7	60.6	62.9
Smoke Rise Elementary School	72.7	59.6	56.8
Snapfinger Elementary School	49.6	54.6	55.7
Southwest DeKalb High School	65.5	62.9	62.6
Stephenson High School	74.1	62.4	63.2
Stephenson Middle School	69.5	60.2	75.9
Stone Mill Elementary School	59.3	69.4	57.1
Stone Mountain Elementary School	53	58.5	60.7
Stone Mountain High School	71.1	56.8	50
Stone Mountain Middle School	61.1	62.6	61.6
Stoneview Elementary School	49.3	46.5	45.3
The Champion Middle Theme School	87.4	78.7	79.1
The GLOBE Academy Charter School			72
Toney Elementary School	56.4	50.2	47.5
Towers High School	57.4	47.7	55.8
Tucker High School	62.5	66.9	61.5
Tucker Middle School	73.1	64.4	66.5
Vanderlyn Elementary School	94.2	95.2	93.4
Wadsworth Magnet School for High Achievers	97.8	96.8	93.9
Wadsworth Magnet School for High Achievers	97.9	96.9	98.3
Woodridge Elementary School	54.6	59.1	65.4
Woodward Elementary School	64.2	48	53.3
Wynbrooke Elementary School	75.4	70.9	84.9

IE² SYSTEM APPLICATION

THE CASE

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. (199 words)

With over 103,000 students on 137 campuses, the DeKalb County School District (DCSD) serves a very diverse cross-section of students and communities. Through our Strategic Plan, DCSD will become equally diverse in our offerings to ensure all our students are prepared for post-graduation success. By July 2016 we will have the vision, leadership and flexibility to implement the Strategic Plan's innovations in a targeted, thoughtful manner.

The Strategic Plan identifies five focus areas. In seventeen community sessions, hundreds of emails and numerous staff meetings, we identified our challenges in these areas.

1. Student Success: DCSD is determined to expand curricular and instructional excellence to all students. Our focus will be on improving achievement in three student categories: low income, limited English proficiency, academically advanced.

2. Staffing Excellence: DCSD will build nimble human capital management processes to attract new staff and retain highly qualified, uniquely skilled, and motivated staff.

3. Organizational Effectiveness: We seek to better coordinate central office practices and elevate efficient processes.

4. Communications: We seek new and improved communication structures to disseminate the new DCSD culture and expectations.

5. Stakeholder Engagement: DCSD will welcome the input of communities and families as well as increase collaboration with partners.

2. What is the rank order priority of these challenges (from most to least important)? (171 words)

We rank ordered the items above by importance. The strategic implementation and order of operations is reflected in Question Seven.

The first two areas, Student Success and Staffing Excellence, prioritize the immediate focus on our students. The most complex of the undertakings, these two areas will also require the most creativity and flexibility from state law. The operations of our Central Office are the next priority, as foundational practices and back office services are vital to adequately support the operations of the schools in each of five empowered Regional Educational Communities.

Effective internal and external communication processes will ensure we cement the improved organization functions.

Finally, the views and aspirations of our parents, communities and partners must inform all the processes listed above. We must listen to and engage with internal and external stakeholders to gather ongoing feedback during never-ending cycles of improvement. While the District will rely on internal and external subject matter experts, we need our stakeholders' input to keep us focused on the foundational importance of our work.

3. Which of these challenges will your school district be able to address by becoming an IE² system? (84 words)

The flexibilities under Strategic Waivers School System status will allow us to address all of these challenges with the exception of the Communications challenge.

While DCSD does not require specific waivers to improve its communication processes, the new operations implemented under the Strategic Waivers contract will require that the content, as well as the internal and external communications processes, be closely examined and refined. This will ensure the new DCSD is listening to stakeholders, as well as informing them, about the changes taking place.

4. What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year IE² term? (194 words)

Data and our communities' input will lead our actions. If a particular innovation is not proving successful, we are determined to "fail fast" and correct our course. These listed actions are not comprehensive, but they are directional.

Student Success

1. Gather data
 - Complete curriculum, instructional methods, assessment and accountability audits
 - Develop quarterly benchmark assessments
2. Identify disparities in the quality, availability and outcomes of courses/programs/instructional methods
3. Develop processes to improve or discontinue less than rigorous elements and add more rigorous elements

Staffing Excellence

1. Gather data
 - Conduct exit and staff satisfaction surveys
 - Gather class visitation data
2. Identify trends in data
3. Create a performance management/accountability system
4. Provide incentives to attract new staff and develop, support, and retain high quality staff

Organizational Effectiveness

1. Continue the reorganization of the District into five Regions
2. Gather data via program audits of key departments
3. Re-design departments to deliver services through decentralized regional structures
4. Use technology to support cross-department efficiencies

Stakeholder Engagement

1. Re-invigorate school advisory councils
2. Train school staff in best practices for managing stakeholders to improve achievement
3. Implement partnership programming to support learning
4. Create a Volunteer Engagement Plan
- 5. Provide a clear explanation of how each of these specific actions (listed in #4 above) will address the specific challenge(s). (127 words)**

Through designing and implementing innovative curricular strategies customized to improve the achievement of each school, DCSD will be able to better support and prepare its diverse student population for graduation and beyond through differentiation of approaches and targeted solutions. DCSD will also be able to improve its human capital functionality through waiver of state personnel regulations to better attract, improve, and retain talent at all levels of the organization. DCSD will utilize its flexibility to redesign the District's structure to better support students by moving resources closer to the schools. Finally, The District will work with stakeholders to supplement the resources available to students by improving the implementation of Local School Advisory Councils and increasing meaningful collaboration with external partners.

For more details, please consult Table 1.

6. 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.
 - Per O.C.G.A. 20-2-82(e), the goal for each waiver and variance shall be improvement of student performance.
 - Requested waivers must include at least one of the “Big Four” waivers of state class size, expenditure control, certification, or salary schedule requirements.

Below is a list of waivers requested by the District during the past five years. Going forward, the District requests waivers from Georgia law or State Board rule as listed in attached Table 1.

SBOE Meeting (date passed)	Waiver & Rationale	Length approved
6/14	SBOE Rule 160-5-.29 Minimum Direct Classroom Expenditures (3)(b) and O.C.G.A. § 20-2-171 (b)(4) as authorized by O.C.G.A. § 20-2-244 to reallocate resources	DeKalb passed resolution in May 2014. For 2012-2013 (previous)
2/14	Blanket SBOE exemption of all statutory and regulatory class size maximums for the 2014-2015 school year contingent on local board resolution, for budgeting purposes.	DeKalb passed resolution in June 2014. For 2014-2015
2/13	Blanket SBOE exemption of all statutory and regulatory class size maximums for the 2013-2014 school year contingent on local board resolution, for budgeting purposes.	DeKalb passed resolution in August 2013. For 2013-2014.
2/12	SBOE exemption of all statutory and regulatory class size maximums for the 2012-2013 school year contingent on local board resolution, for budgeting purposes.	DeKalb passed resolution in July 2012. For 2012-2013.
2/11	SBOE exemption of all statutory and regulatory class size maximums for the 2011-2012 school year contingent on local board resolution, for budgeting purposes.	DeKalb passed resolution in April 2011. For 2011-2012.

7. Indicate the timeline for implementation of each specific action (listed in #4 above). (198 words)

Systemically identifying opportunities and envisioning pathways to excellence even before the SWSS contract begins has created a solid foundation for the District's speedy implementation of innovations beginning in SY 2016-2017.

In 2015/16 DCSD launched a comprehensive audit, Curriculum, Instruction, Assessment and Accountability (CIA²). The purpose is to determine:

- 1) the rigor of the written curriculum,
- 2) the alignment of the written, taught, learned, and assessed curriculum,
- 3) if Central Office and schools have the needed data to adjust, improve, or abandon instructional programs or curriculum, and
- 4) if budget processes and financial decisions support improved outcomes.

Additionally, DCSD is reviewing programming in the areas of staffing, professional development and key central office practices.

Student Success: The District will implement targeted recruitment and professional development practices aligned with CIA² results in 2016/17.

Staffing Excellence: The District will update compensation, assessment and retention practices in 2017/18.

Organizational Effectiveness: District reorganization to decentralize key activities began in 2015/16 and will be completed in 2017/18. Regional systems and personnel will be in place by 2017/18 to support additional programming improvements at the school level.

Stakeholder Engagement: DCSD will reinvent its Local School Advisory Councils and relationships with external partners beginning in 2016/17.

8. What consequences do you propose for nonperforming schools, including how you will ensure the implementation of appropriate consequences, both during and at end the end of your IE2 contract term? (2 pages)

As detailed in Question Five, we believe the actions being taken in the District will create a system of schools that are empowered and supported to ensure our students are prepared for success. Timely data through quarterly benchmarking will inform the curricular and instructional flexibilities available to schools. The regional support structures will be empowered to adjust to school level needs. Central Office efficiencies will ensure resources flow appropriately to students. This enhanced cycle of information, innovation and efficiency will allow teachers, school leaders and regional administrative support staff to quickly adjust their approaches and offerings to meet student needs.

However, if District initiatives in conjunction with localized leadership does not result in improved performance at all schools, the District will then work with school leaders to implement graduated interventions to bring about academic achievement. Such a collaborative approach will ensure that the local school community remains an active partner in the education of students.

A schedule of the interventions is as follows. More details can be found in Exhibit D.

- (a) Level One Designation: If, based upon the annual review of performance data, GOSA has determined that a school did not make sufficient progress toward meeting the articulated academic targets for the immediate preceding year (See Exhibit C), a school improvement plan (SIP) will be designed by school leadership before the end of the current school year and will be implemented in the following school year. The Level One SIP will identify the specific achievement deficiencies along with a strategic plan to address the deficiencies. It will contain interim reporting measures and enhanced reporting and monitoring requirements. The Level One SIP will be approved and monitored by the District throughout the academic year. A Level One school will have one full academic year to achieve the missed target. Upon successfully meeting the target, the school will be released from the enhanced reporting and monitoring requirements, but it may continue with the concepts in the Level One SIP if school leadership decides to do so.

A school may qualify for Level One Designation during any of the five years of the SWSS contract.

(b) Level Two Designation: If based upon the annual review of performance data, GOSA determines that a school did not achieve three years of growth in the articulated academic goals for the preceding three consecutive years (See Exhibit C), the DeKalb County School District and school leadership will create a jointly developed Level Two SIP. Through this Level Two SIP, the District will implement direct school management support and intensive teacher development support. The Level Two SIP will identify the specific achievement deficiencies along with a strategic plan to address the deficiencies. It will contain interim reporting measures and enhanced reporting and monitoring requirements. The Level Two SIP will be monitored by the District throughout the academic year. A Level Two school will have one full academic year to achieve sufficient growth toward meeting the academic goals. Upon successfully achieving sufficient growth toward the academic goals, the school will be released from the management support and intensive teacher development support if the District leadership decides to do so. The enhanced reporting and monitoring requirements will remain in place through a second year of the Level Two SIP.

(c) Level Three Designation: If based upon evaluation of the 2020-2021 performance data, GOSA determines a school has not achieved three years of growth in the articulated academic goals (See Exhibit C), the DeKalb County School District will consult with representative from GOSA. The GOSA recommended consequences per OCGA 20-2-84.1 will be approved by the State Board of Education and implemented by the school system in the 2022-2023 school year.

These interventions have the following understandings. Schools which are identified as being in the top quartile of the state on the CCRPI will not be identified as Level Schools. Charter schools authorized by the District will be held to the terms of their contract rather than the goals in Exhibit C. DCSD alternative schools will not be subject to these consequences.

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 IE2 System Application Package, you are providing the legal assurance that your IE2 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 an IE² contract for DeKalb County School District located in DeKalb County is true to the best of my knowledge and belief; I also certify that if awarded an IE² 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 IE² system is 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 all teachers will be certified or highly qualified in compliance with No Child Left Behind;
7. 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;
8. 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;
9. Shall provide state and federally mandated services for English Language Learners, as applicable;
10. 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;
11. Shall notify the state of any intent to contract with a for-profit entity for education management services;

12. 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;
13. Shall comply with federal due process procedures regarding student discipline and dismissal;
14. Shall be subject to all laws relating to unlawful conduct in or near a public school;
15. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
16. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
17. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
18. Shall ensure that if the IE² system participates in federal school meals programs, then each participating system IE² school shall comply with all applicable state and federal laws;
19. 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;
20. 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 IE² term and all other facility requirements as established by the Department;
21. 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;
22. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the IE² contract , by an independent certified public accountant licensed in this state;
23. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
24. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the IE² system; and
25. 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 IE² system commitments as part of their “on-boarding” process.

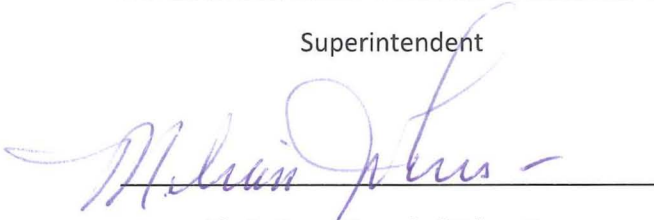
This IE² System Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the 7 day of March, 2016.



Superintendent

3-16-16

Date



Chair, Local Board of Education

3-16-16

Date

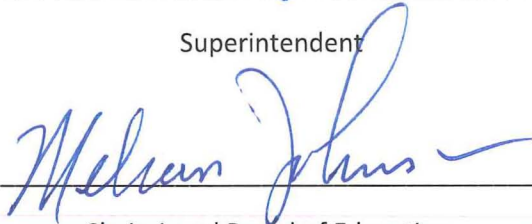
If an IE² contract is granted, all Petitioners assure that the proposed IE² system programs, services, and activities will operate in accordance with the terms of the IE² contract and all applicable federal, state, and local laws, rules, and regulations.



Superintendent

3/16/16

Date



Chair, Local Board of Education

3. 16. 16

Date

Exhibit 1 – Board of Education Resolution

DEKALB COUNTY BOARD OF EDUCATION

RESOLUTION OF THE DEKALB COUNTY BOARD OF EDUCATION, GEORGIA, AUTHORIZING A STRATEGIC WAIVERS SCHOOL SYSTEM APPLICATION SUBMISSION

WHEREAS, the State of Georgia in Article 4, O.C.G.A. § 20-2-84.3 has mandated that each local school system must notify the Georgia Department of Education of its intention to request increased flexibility from state laws and Georgia Department of Education policies and regulations.

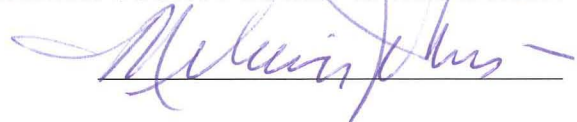
WHEREAS, the DeKalb County School District met this legal obligation by submitting a Letter of Intent to seek Strategic Waivers School System status to the Georgia Department of Education on December 10, 2015.

WHEREAS, the DeKalb County Board of Education and Superintendent, after input from parents, teachers, community members, and other key stakeholders as well as a public hearing on the matter, concluded that the Strategic Waiver School System option would best support DeKalb's students and schools.

THEREFORE, BE IT RESOLVED, that the DeKalb County Board of Education shall authorize the Superintendent to submit a Strategic Waivers School System application to the Georgia Department of Education no later than April 1, 2016.

Adopted this seventh day of March, 2016.

DEKALB COUNTY BOARD OF EDUCATION



Dr. Melvin Johnson, Board Chairperson



Dr. R. Stephen Green, Superintendent

Exhibit 2 – Principals’ Notice of Public Hearing

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INTEROFFICE MEMORANDUM

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To: All DCSD Principals
From: Ms. Laura Stowell, Director of Charter Schools, School Governance and Flexibility
Through: Dr. R. Stephen Green, Superintendent
Subject: Public Hearing on Strategic Waivers School System Application
Date: February 26, 2016

Principals,
Please post the following in your newsletter next week.
If you have any questions, don't hesitate to contact me.
Laura Stowell
Laura_Stowell@dekalbschoolsga.org
678.412.8534 (cell)

Strategic Waivers School System Public Hearing Announcement

Over the past 20 months, the DeKalb County School District worked with parents, students, employees and community members to gather insights and feedback on practices which would yield the best results for students in the future.

To fully implement some of these practices, the District needs to apply to the Georgia Department of Education for specific waivers from state laws, rules, and guidelines, in exchange for greater accountability and higher student performance expectations. This is captured in the Strategic Waivers School System application

A public hearing on the SWSS application will take place prior to the Business Meeting on March 7, 2016, at 1:00 pm at:

DeKalb County School System
1701 Industrial Mountain Blvd.
Stone Mountain, GA 30083

An electronic copy of the SWSS application is available on the DeKalb County School System website (<http://www.dekalb.k12.ga.us>). A hard copy will be available at the security desk of the Administrative Building at the above address. A Q & A sheet is also available on the website.

Exhibit 3 – List of DeKalb County Schools

Note: The application requests that “Needs Improvement” schools be identified. The classification is no longer used. This listing will identify those schools that meet the requirements of a “Priority School” per GADOE listings. Such school are designated with an asterisk (*).

Allgood Elementary School	Columbia Middle School
Arabia Mountain High School	Coralwood Education Center
Ashford Park Elementary School	Cross Keys High School*
Austin Elementary School	DeKalb Academy of Technology and the Environment Charter School
Avondale Elementary School	DeKalb Alternative School
Bob Mathis Elementary School	Dekalb Early College Academy
Briar Vista Elementary School	DeKalb Elementary School of the Arts
Briarlake Elementary School	DeKalb School of the Arts
Brockett Elementary School	DeKalb PATH Academy Charter School
Browns Mill Elementary School	DeKalb Preparatory Academy Charter
Canby Lane Elementary School	Destiny Achievers Academy of Excellence*
Cary Reynolds Elementary School	Dresden Elementary School
Cedar Grove Elementary School	Druid Hills High School
Cedar Grove High School	Druid Hills Middle School
Cedar Grove Middle School	Dunaire Elementary School
Chamblee Charter High School	Dunwoody Elementary School
Chamblee Middle School	Dunwoody High School
Chapel Hill Elementary School	Edward L. Bouie, Sr. Elementary School
Chapel Hill Middle School	Eldridge L. Miller Elementary School
Chesnut Elementary School	Elizabeth Andrews High School
Clarkston High School*	Evansdale Elementary School
Clifton Elementary School	Fairington Elementary School
Columbia Elementary School	Fernbank Elementary School
Columbia High School*	

Flat Rock Elementary School	McNair High School*
Flat Shoals Elementary School	McNair Middle School
Freedom Middle School	Meadowview Elementary School
Gateway to College Academy	Midvale Elementary School
Hambrick Elementary School	Midway Elementary School
Hawthorne Elementary School	Miller Grove High School
Henderson Middle School	Miller Grove Middle School
Henderson Mill Elementary School	Montclair Elementary School
Hightower Elementary School	Montgomery Elementary School
Huntley Hills Elementary School	Murphy Candler Elementary School
Idlewood Elementary School	Museum School Avondale Estates
Indian Creek Elementary School	Narvie Harris Elementary School
International Community School	Oak Grove Elementary School
International Student Center	Oakcliff Elementary School
Jolly Elementary School	Oakview Elementary
Kelley Lake Elementary School	Panola Way Elementary School
Kingsley Elementary School	Peachtree Middle School
Kittredge Magnet School	Pine Ridge Elementary School
Knollwood Elementary School*	Pleasantdale Elementary School
Lakeside High School	Princeton Elementary School
Laurel Ridge Elementary School	Rainbow Elementary School
Leadership Preparatory Academy	Redan Elementary School
Lithonia High School	Redan High School*
Lithonia Middle School	Redan Middle School
Livsey Elementary School	Robert Shaw Theme School
Marbut Elementary School	Rock Chapel Elementary School
Margaret Harris Comprehensive School	Rockbridge Elementary School
Martin Luther King, Jr. High School	Ronald E McNair Discover Learning Academy Elementary School
Mary McLeod Bethune Middle School	Rowland Elementary School
McLendon Elementary School	

Sagamore Hills Elementary School
Salem Middle School
Sequoyah Middle School
Shadow Rock Elementary School
Smoke Rise Elementary School
Snapfinger Elementary School
Southwest DeKalb High School
Stephenson High School
Stephenson Middle School
Stone Mill Elementary School
Stone Mountain Elementary School
Stone Mountain High School
Stone Mountain Middle School
Stoneview Elementary School
The Champion Middle Theme School
The GLOBE Academy Charter School
Toney Elementary School*
Towers High School*
Tucker High School
Tucker Middle School

Vanderlyn Elementary School
Wadsworth Magnet School for High Achievers
Wadsworth Magnet School for High Achievers
Woodridge Elementary School
Woodward Elementary School
Wynbrooke Elementary School

Exhibit 4 – School Plans

See Exhibit E

Exhibit 5 – DeKalb County School District Description

DeKalb County School District (DCSD) is the third largest school system in Georgia. Serving over 102,000 students, the District’s mission is to ensure student success, leading to higher education, work, and life-long learning. While our size allows for an efficient economy of scale and a depth of professional resources, our focus is on the individual student and the communities we serve. We accomplish this through a decentralized administrative structure operating in five regional learning communities. This approach not only moves decision making closer to the schoolhouse, it also allows our communities to work more closely with their local schools. These regional structures are informed by timely, relevant student data and are empowered to alter teaching and curriculum to fit the needs of students. Additionally, DCSD has created the state’s largest network of choice offerings with over 40 choice options, including eleven charter schools. Under the flexibilities granted by the Strategic Waivers School System contract, the DeKalb County School District is able to blend the extensive resources of a large school system with the personalized attention and student focus of a small town schoolhouse.



Exhibit 6 – DCSD Fiscal History

At the closure of and reporting to the State of the operating results for FY2012, it was determined that the DCSD had an operating deficit (General Fund unassigned Fund Balance) of (\$1,462,971). The DCSD submitted its first monthly deficit elimination report to the State during February 2013. By the end of FY2013, the deficit had been eliminated and a positive fund balance had been booked in the amount of \$3,658,000. By the end of FY 2014, the positive fund balance had increased to \$40.4M as audited by the State.

Our internal determination of the General Operating Fund fund balance is presently at \$92M+ for the end of FY 2015. Better budgetary controls and revenue estimation by the Finance Division, in cooperation with the other Divisions, have made the rebuilding of the fund balance possible. The impact of having an adequate fund balance in the general operating fund is that it provides greater flexibility relative to planning to allocate additional resources to the classroom in order to enhance student performance on a short and long-term basis.

Exhibit 7 – DCSD Annual Audit

Please follow the link to the DCSD Annual Audit

<http://www.dekalb.k12.ga.us/finance>

Exhibit 8 – DCSD Accreditation Report

The following link will provide all the reports and major updates for the months listed between AdvancED and the DCSD to include the most recent re-instatement of full accreditation status in February 2016. The District is currently preparing for the next five year renewal process scheduled in 2017.

<http://www.dekalb.k12.ga.us/advanced-sacs-accreditation-review>

- **February 2016**
- **February 2015**
- **December 2014**
- **July 2014**
- **May 2014**
- **January 2014**
- **December 2013**
- **November 2013**
- **September 2013**
- **July 2013**
- **May 2013**
- **April 2013**
- **March 2013**
- **February 2013**
- **December 2012**
- **October 2012**

Exhibit 9 – DCSD Strategic Plan

See Exhibit A

Table 1

Challenges in Prioritized Order	Specific Actions and Explanation	Waivers Required
<p><u>Student Success:</u> leading to increased graduation rates and better preparation for post-graduation success by</p> <ul style="list-style-type: none"> • Improving achievement among low-income students • Improving achievement among students with limited English proficiency • Improving achievement among academically advanced and gifted students 	<p>The DeKalb County School District understands that a one-size-fits-all approach does not adequately serve the needs of its diverse learners and students. DCSD seeks to improve achievement among its diverse learners by re-thinking its curricular approach and scaffolding a differentiation of approaches between schools, communities, and learners based on the unique needs they present.</p> <p>This will be accomplished through:</p> <p><u>Curriculum Innovations</u></p> <ul style="list-style-type: none"> • Restructuring course offerings • Improved and supplemented career pathways • Courses that focus on content mastery in lieu of seat time • Increased blended and virtual learning options • More rigorous internships • More quality choice options <p><u>Instructional Delivery Innovations</u></p> <ul style="list-style-type: none"> • Pacing modifications • Increased exposure to dual enrollment • Flexibility in state mandated EIP, ESOL, TAG and remedial programs • Creation of alternative TAG identification methods • Increased flexibility in classroom structures • More interdisciplinary instructional approaches 	<ul style="list-style-type: none"> • Seat Time/Instructional Minutes <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-151(b) • School Day and School Year for Students and Employees <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-168 (c) • School year <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-151(b) • Textbook flexibility <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2- 1010 • Instructional Materials; <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2- 1012 • Approval Materials; <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2- 1015 • Additional days of instruction <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-184.1 • Increasing Blended Learning <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-319.3 • Online Clearinghouse; <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-319.4 • Virtual Instruction Programs; <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-140.1 • Health/Phys. Education Format <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-777(a) except as prohibited in O.C.G.A. 20-2-282(e) • Educational Programs <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-153 to 20-2-155 • Competencies and Core Curriculum, Online Learning <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-140.1 • Online learning, <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-142 • ELL Program Requirements <ul style="list-style-type: none"> ○ O.C.G.A. § 20-2-156

	<ul style="list-style-type: none"> • More equity in the accessibility of quality choice options <p><u>School Day Organizational Innovations</u></p> <ul style="list-style-type: none"> • Scheduling flexibility • Flexible use of staffing • Flexible acceleration guidelines • Alternatives to suspension • Alternatives to retention <p>By making the curriculum fit the student, rather than the student to the curriculum, DCSD will increase engagement and achievement among its diverse learners as well as increase student engagement and preparation for success post-graduation.</p>	<ul style="list-style-type: none"> • Annual Contract <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-211 • Promotion and Retention Requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-283 • Promotion and Retention Requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-283 • Graduation Requirements <ul style="list-style-type: none"> ◦ SBOE Rule 160-4-2-.48 with the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as the continue their education at the postsecondary level and/or enter the workforce • School Day School Year <ul style="list-style-type: none"> ◦ SBOE 160-5-1-.02 • Middle School Program <ul style="list-style-type: none"> ◦ SBOE Rule 160-4-2-.05 • ELL Program <ul style="list-style-type: none"> ◦ SBOE Rule 160-4-5-.02 • Gifted Program <ul style="list-style-type: none"> ◦ SBOE 160-4-2-.38 • Early Intervention Program <ul style="list-style-type: none"> ◦ SBOE Rule 160-4-2-.17 • Promotion Retention; <ul style="list-style-type: none"> ◦ SBOE Rule 160-4- 2.11 • Awarding Units of Credit <ul style="list-style-type: none"> ◦ SBOE Rule 160-5- 1-.15 • Work Based Learning <ul style="list-style-type: none"> ◦ SBOE Rule 160-4-3-.14
<p><u>Staffing Excellence:</u> Attracting, motivating, and retaining highly effective staff, including:</p> <ul style="list-style-type: none"> • Teachers • Principals • Central Office Staff 	<p>The DeKalb County School District seeks to improve its human resources functionality and operations so that it can attract top talent to the District's employment, and once there, effectively develop its staff and educators to create a strong workforce of dedicated professionals. This will be accomplished through</p>	<ul style="list-style-type: none"> • Salary Schedule requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-212 • Rewarding Experience <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-167 • Funding for Staff; <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-212 • Salary Schedules, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-212.1 • Teacher of the Year Salary Increase, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2- 212.2

	<p>modifications to recruitment, development, assessment and retention of our workforce.</p> <p><u>Recruitment</u></p> <ul style="list-style-type: none"> • Hiring incentives • Non-traditional educator preparation programs • Flexibility in hiring practices • Leadership and Teacher certification flexibility <p><u>Development</u></p> <ul style="list-style-type: none"> • Cross disciplinary and/or school targeted professional development • Endorsement incentives • Structures to capitalize on in-house talent <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Required specific endorsements for specialty school settings • Competency based inter-school staff transfers processes <p><u>Retention</u></p> <ul style="list-style-type: none"> • Revised compensation systems • Staffing assignment flexibility • Flexibility in contract requirements 	<ul style="list-style-type: none"> • Professional Development <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2- 201(c) • Certification requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2- 108 • Superintendent Certification, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-200 • Teacher Certification, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2- 201 • Professional Development, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-204 • Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-183 • Facilities Funds, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-184 • Media Specialist Salaries, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-185 • Administrative Salaries, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-186 • Personnel Required <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-167 • Experience for Salary Purposes <ul style="list-style-type: none"> ◦ SBOE Rule160-5-2-05 • Improving Mentor Teacher Program <ul style="list-style-type: none"> ◦ SBOE Rule 160-3-3-.04-.07 ◦ SBOE Rule 160-3-3.10 • Certified/Permitted/Classified Personnel; <ul style="list-style-type: none"> ◦ SBOE 160-5-1-.22
<p><u>Organizational Effectiveness:</u> Improving the organizational culture and efficiency to increase academic and operational achievement</p> <ul style="list-style-type: none"> • Creating a Central Office that 	<p>DCSD will be able to recruit, develop and retain a workforce well equipped and prepared to raise student achievement throughout the district.</p> <p>The DeKalb County School District is eager to improve its core business of providing a high quality education to its students and recognizes that improvement in its operations, financial management, organizational culture, and external relations is critical to transformation and growth. DCSD will utilize flexibility in spending requirements to improve</p>	<ul style="list-style-type: none"> • Class-size and Reporting requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-182 • Direct Classroom Expenditures and Expenditure Controls <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-171 • QBE Financing <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-161 except as to the extent it relates to funding

<p>supports schools and high quality instruction</p> <ul style="list-style-type: none"> • Creating efficient and effective practices and processes 	<p>operational efficiency and will build a Central Office that places schools and students as the top priorities.</p> <p><u>Operations</u></p> <ul style="list-style-type: none"> • Autonomy for Regional Superintendents in the areas of human capital, curriculum, technology, facility/transportation management, and financial management • Re-design of Central office departments <p><u>Financial Management</u></p> <ul style="list-style-type: none"> • Transparent Finances at District, regional and school levels. • Decentralized Business Services, • More efficient Purchasing, <p><u>Organizational Culture</u></p> <ul style="list-style-type: none"> • Leadership Development • Re-envisioned Human Capital structures 	<ul style="list-style-type: none"> • Program Enrollment & Appropriation <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-160 except as to the extent it relates to funding • Miscellaneous spending requirements <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-167 • Funding Requirements, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-168 • School Year Spending Requirements; <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-184.1 • Additional Instruction Days; <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-186 • Organization of Schools; Middle School programs; Schedules <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-290
<p><u>Stakeholder Engagement:</u> capitalizing on the resources and insights of our stakeholders to benefit students</p> <ul style="list-style-type: none"> • Improving District partnership with its community and families • Increasing District collaboration with external partners 	<p>DCSD values the insights of those stakeholders we serve and seeks to better collaborate with them to the benefit of students and schools. To foster open and transparent collaboration, DCSD needs to create new avenues for that collaboration which are focused on student needs and opportunities for excellence.</p> <ul style="list-style-type: none"> • Improving monitoring and implementation of Local School Advisory Councils • Additional community engagement structures to support regional and district-wide initiatives 	<ul style="list-style-type: none"> • Role of School Councils, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-85 • Operations of School Councils, <ul style="list-style-type: none"> ◦ O.C.G.A. § 20-2-86