

CHARTER FOR UNION COUNTY SCHOOLS

This Charter for Union County Schools (“Charter”) is entered into by the Union County Board of Education (“Local Board”) and the State Board of Education (“State Board”) (collectively referred to as “the parties”).

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. § 20-2-2060 et seq., the Charter Schools Act of 1998 (“Charter Schools Act”);

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. § 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. § 20-2-2062 (“Charter System”) in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Definitions. The terms below will be interpreted in accordance with the following definitions, unless and until federal or state law, or the state accountability system, is amended otherwise:
 - a. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act (ESSA).
 - b. College and Career Academy: A specialized school established as a charter school or pursuant to a contract for a strategic waivers school system or charter system, which formalizes a partnership that demonstrates a collaboration between business, industry, and community stakeholders to advance work force development between one or more local boards of education, a private individual, a private organization, or a state or local public entity in cooperation with one or more postsecondary institutions.
 - c. College and Career Ready Performance Index (CCRPI): A comprehensive school improvement, accountability, and communication platform for all educational

stakeholders that will promote college and career readiness for all Georgia public school students.

- d. Georgia Department of Education (GaDOE or Department): The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - f. State Board of Education (SBOE or State Board): The State Board of Education is the constitutional authority, which defines education policy for public K – 12 education agencies in Georgia.
 - g. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 2019 and expiring on June 30, 2024.
3. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System under this Charter.
4. Charter System Schools.
- a. Except as expressly indicated herein, all schools with a CCRPI designation, including new schools opening during the term of this charter, within the approved Charter System shall be Charter System Schools.
 - b. The Charter System shall notify the Department of any new Charter System Schools prior to obtaining a School Code.
 - c. Locally approved start-up charter schools, conversion charter schools with separate charters and schools with admissions criteria, including but not limited to alternative education centers and magnet schools, shall be excluded from the Charter System.
 - d. The following schools are not part of the Charter System: None.

e. Any College and Career Academy (“CCA”) opened by or any existing CCA included in the Charter System under the terms of this Charter must meet the definition of a College and Career Academy as defined in Section 1 above, the Charter System must notify the Department’s District Flexibility and Charter Schools Division and the Technical College System of Georgia of the opening, and the College and Career Academy must meet the following requirements related to College and Career Academies:

1. Provide proof that the CCA governing board will continue to serve as the Local School Governance Team (LSGT) for the CCA;
2. If an existing CCA is included in the Charter System, then the current CCA’s governing board would continue as the governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
3. Provide a signed Georgia College and Career Academy Partners Roles and Responsibilities Chart, as set forth in Appendix D, and, if preferred, an optional Memorandum of Understanding (MOU) between the College and Career Academy governing board, the charter system, and the CCA’s higher education and business partners, that provides the following:
 - Description of the CCA’s independence;
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall, in partnership with the District, exercise substantive control over and decision-making authority regarding personnel decisions, financial decisions, curriculum and instruction resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations; and
 - Description of any services and supports to be provided to the CCA by the local district.
4. The district’s charter system contract shall include the College and Career Academy as an Essential or Innovative Feature.

5. Mission Statement. Success for ALL!

6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:

- a) **Flexible Service Models** - to serve students based on their individual needs rather than the state-identified label;
- b) **Integrated STEM Partnerships** – a unique approach to increase student exploration, application and evaluation in STEM concepts utilizing a vertical approach in elementary, middle, and high school. The Charter System will merge multiple STEM models by developing content knowledge, utilizing research mentors locally and regionally, and providing field research opportunities for students in a rural school district; and
- c) **Increased Postsecondary Partnerships** - expand postsecondary partnerships to include academic and vocational opportunities for all students based on the needs of the student population and the regional economic community;
- d) **Global Engagement through the Spanish Language (K-12)** – to develop students linguistically greatly beyond a typical two-year course sequence in high school;
- e) **Leadership Development Program** - to develop the professionalism and employability of students; and
- f) **CTAE and Student Success Center Partnership** – to allow students from the Student Success Center to attend CTAE courses at Union County High School.

~~g)~~ **College and Career Academy**

7. **Maximum Flexibility Allowed by Law.** In exchange for the Charter System’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 9 below, the State Board shall grant the maximum flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the maximum flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education (“Department”). Notwithstanding this maximum flexibility, the Charter System and each Charter System School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 18 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
8. **Accreditation.** The district’s accreditation pursuant to O.C.G.A. Section 20-3-519(6)(A)(i) shall be maintained for the duration of the charter term.
9. **Performance-Based Goals and Measurable Objectives.** In exchange for the flexibility granted in Section 7 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in **Appendix A** attached to this Charter. **Performance-based goals and measurable objectives for the proposed College and Career Academy are set forth in Appendix C attached to this Charter.**
10. **Organizational Goals and Measurable Objectives.** In exchange for the flexibility granted in Section

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7 above, the Charter System agrees to meet or exceed the organizational goals and measurable objectives that are designed to result in improvement of organizational efficiency and school-level governance as set forth in **Appendix A** attached to this Charter.

11. Assessment and Accountability. Notwithstanding Sections 7 and 9 above, each Charter System School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-49, O.C.G.A. § 20-2-73, and the use of Teacher and Leader Effectiveness Systems, including Student Learning Objectives. The Charter System Schools are also subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
12. Annual Report. The Charter System shall submit an annual report by November 1 of each year to the Georgia Department of Education that complies with all requirements set forth in O.C.G.A. § 20-2-2067.1(c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 9 above and all state-mandated assessment and accountability scores from the previous year.
13. Open Enrollment and Admissions. The Charter System shall enroll students in its Charter System Schools per the terms of this Charter and in accordance with State Board rules. Each Charter System School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066. Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone for the Union County School System. The attendance zone for each Charter System School shall be determined by the Union County School System.
 - b. Admissions. Charter System Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including but not limited to, requests for letters of recommendation, essays, resumes, or information regarding a student's school or community activities, grades, test scores, attendance record, or disciplinary history. Charter System Schools may use applications for verifying students' residence within the Charter System School's attendance zone. Charter System Schools may gather supplemental information from students after enrollment is determined.
 - c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the Charter System School, the Charter System School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process. Charter System Schools shall not conduct more than one lottery per grade per admissions cycle.

14. Withdrawal Without Penalty. The Charter System and each Charter System School shall comply with the provisions of O.C.G.A. § 20-2-2066(d).

15. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter System and each Charter System School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.
- b. English Language Learners. The Charter System and each Charter System School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
- c. Supplemental Education. The Charter System and each Charter System School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.
- d. Remediation. The Charter System and each Charter System School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.

16. Governance Structure.

- a. Governing Body. Each Charter System School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school-level decision making. The Governing Councils shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. For the purposes of the Appendix attached to this charter, the Governing Councils shall be designated as the School Governance Teams (SGTs).
- b. School-Level Governance. The Governing Councils shall maximize school-level governance, which is defined as decision-making authority in personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations.
- c. Control and Management by Local Board. The Governing Council at each Charter System School shall be subject to the control and management of the Local Board.

- d. Function. It shall be the function of the Governing Councils to maximize school-level governance, uphold the Charter System’s mission and vision, set policy for each Charter System School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Sections 9 and 10 are met.
- e. Decision-Making Authority. The decision-making authority of the principal of each Charter System School, the School Governing Council of each Charter System School, and the Local Board in personnel decisions, including hiring school principals and teachers; financial decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.
- f. Annual Training. The Local Board shall adopt an annual training program that includes, at a minimum, an explanation of charter system culture and expectations. All Local Board members, all Governing Council members, the Superintendent, key Local District staff, and principals of Charter System Schools shall be trained.
- g. Public Meetings. The Governing Councils are subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of each Charter System School.
- h. Public Records. The Governing Councils are subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.*, and any subsequent amendment thereof. The Governing Councils shall maintain their adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.
- i. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Councils and Charter System School employees shall abide by such conflicts of interest policy.
- j. Public Status. The Local Board assures that each Charter System School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the Charter System Schools shall not be home based.
- k. Governance Council Compensation. The Charter System shall not compensate Governance Council members in excess of reasonable expenses incurred in connection with actual attendance at council meetings or with performance of duties associated therewith.

17. Fiscal Control.

- ~~a.~~ Annual Audit. The Charter System shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts or an independent CPA licensed in Georgia as required by law.
- ~~b.~~ a. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- ~~e.~~ b. Charter School Program Grant Funds Eligibility. In the event the Charter System seeks grant funds under the federal Charter School Program, the Charter System must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- ~~d.~~ c. Insurance. Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. Prior to execution of this Charter, the Charter System shall secure adequate insurance coverage and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.
- ~~e.~~ d. Responsibility for Debts. The Charter System is solely responsible for all debts incurred by the Charter System and its governing body. Except as agreed hereto, the State Board shall not be contractually bound to the Charter System or to any third party with whom the Charter System has a contract or from whom the Charter System has purchased goods or services.

18. Compliance with Other Laws, Rules, and Regulations. The Charter System and each Charter System School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each Charter System School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
- b. Asbestos Remediation. The Charter System and each Charter System School shall comply with the terms of any applicable asbestos remediation plan.

- c. Unlawful Conduct. The Charter System and each Charter System School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter System and each Charter System School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- e. State Board Rules. The Charter System and each Charter System School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 7 above.
- f. Prohibition on Discrimination. The Charter System and each Charter System School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, academic ability, the need for special educational services or any other characteristic protected by local, state or federal law.
- g. Reporting Requirements. The Charter System and each Charter System School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.
- h. Tuition. The Charter System and each Charter System School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
- i. Brief Period of Quiet Reflection. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
- j. Individual Graduation Plans. The Charter System and each Charter System School shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.
- k. Family Educational Rights and Privacy Act. The Charter System and each Charter System School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a Charter System School closes, it shall transmit all official student records in the manner prescribed by the State Board.
- l. QBE Formula Earnings. The Charter System acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.

m. Funding. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers cannot be used to generate additional funding.

19. Compliance with Rules, Practices, Policies, and Procedures of the Department. The Charter System shall operate in accordance with the rules, practices, policies, and procedures established by the Department under the authority granted by O.C.G.A. § 20-2-2063 *et seq.*

20. Employment Matters. Employees at each Charter System School shall not be considered employees of the State Board or Department.

a. Background Checks. Each Charter System School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the Charter System School.

b. Teachers Retirement System. All teachers at each Charter System School shall be members of the Georgia Teachers Retirement System (TRS) and subject to its requirements unless otherwise provided by law.

21. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student at each Charter System School.

22. Facilities.

a. Should the Charter System choose to participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet with all applicable Law, Rules, and Regulations.

b. Should the Charter System choose to not participate in capital outlay pursuant to O.C.G.A. §§ 20-2-260 through 20-2-262, the Charter System shall meet the following requirements:

i. Approval of Site and/or Facility. The Charter System shall obtain proper approval for all sites and/or facilities prior to committing to any certificate of lease or ownership, prior to commencing any construction and prior to student occupation. The Charter System shall contact the Georgia Department of Education's Facilities Services Division regarding the following:

1. Site Approval. No less than nine (9) months prior to proposed occupation, the Charter System shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter System will be issued a site code. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence, nor allow student occupation prior to site approval.
 2. Architectural Review. The Charter System shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter System during the charter term. The Charter System shall not commit to any certificate of lease or ownership, allow any construction to commence nor allow student occupation prior to architectural review.
 3. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. The Charter System shall properly obtain a school code prior to occupancy of the site and/or facility.
- ii. Prior to the beginning of the charter term, the Charter System shall obtain documentation from the Facilities Services Unit that the Department is in possession of the following documents for each Charter System School:
1. Documentation of Ownership or Lease Agreement. The Charter System shall obtain documentation of ownership or the lease agreement for each Charter System School.
 2. Certificate of Occupancy. The Charter System shall obtain a Certificate of Occupancy for each Charter System School.
 3. Emergency Safety Plan. The Charter System shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency for each Charter System School.
- c. The Charter System further agrees that the list of requirements with regard to Facilities contained herein may not be exhaustive to the extent that they impact student health and safety and therefore the Charter System should approach the Facilities Services Unit prior to committing to any certificate of lease or ownership, allowing any construction to commence or allowing student occupation of a facility.

23. Grant Programs. To the extent that the Charter System wishes to participate in a state or federal grant program, the Charter System hereby acknowledges that the requirements of the grant program may not be waivable.
24. Transportation. The Charter System and each Charter System School shall comply with all applicable laws governing transportation of students.
25. Food Services. The Charter System and each Charter System School shall comply with all applicable laws governing food service for students.
26. Agreements with Local Board. This Charter shall not preclude any Charter System School from entering into an agreement with the Local Board, provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
27. Termination of Charter.
- a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.
 - b. Requests for Termination. The termination of this Charter may be requested by any School Governing Council following the procedures set forth in O.C.G.A. § 20-2- 2068 (b) and the accompanying State Board Rule.
 - c. Termination Grounds. In accordance with Sections 27(a) and (b), the State Board may terminate this Charter based on any of the following grounds:
 - i. The Charter System’s failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - ii. The Charter System’s failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 9 above;
 - iii. The Charter System’s failure to meet generally accepted standards of fiscal management;
 - iv. The Charter System’s violation of applicable federal, state, or local laws, or court orders;

- v. The Charter System's failure to comply with any provision of O.C.G.A. § 20-2-2065;
- vi. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or
- vii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination.

28. Suspension.

- a. Pre-Opening Suspension. In the event the Charter System fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of any Charter System School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.
- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

29. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
- b. Non-Renewal. Any grounds for termination stated in Section 27(c) above may also be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a Charter System School has not sufficiently increased student achievement or is no longer in the public interest.
- c. Probationary Term. In the event the State Board determines that the Charter System

has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.

30. Interventions and Sanctions. In accordance with O.C.G.A. § 20-14-41 and O.C.G.A. § 20-14-45 through § 20-14-49, the State Board shall impose one or more of the following interventions or sanctions for the Charter System and Charter System Schools that receive an unacceptable rating on student achievement, achievement gap closure, student progress, or any combination thereof:

- a. Issue public notice of the deficiency to the Local Board;
- b. Order a hearing to be conducted at the Charter System School by the Local Board with the participation of the Governing Council for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the Governor's Office of Student Achievement, and the interventions that may be imposed under the Code sections if the performance does not improve within a designated period of time, and for the purpose of soliciting public comment on the initial steps being taken to improve performance;
- c. Order the preparation of an intensive school improvement plan that addresses each academic excellence indicator for which the Charter System School's performance is unacceptable, the submission of the plan to the State Board for approval, and implementation of the plan;
- d. Appoint a third-party specialist to conduct a comprehensive on-site evaluation of each low-performing Charter System School and, in cooperation with a turnaround coach and a regional educational service agency, recommend appropriate actions and assist in the development and monitor the implementation of an intensive school improvement plan focused on student achievement;
- e. Conduct individual assessments of students identified as low-performing and provide them with various services and supports as needed, and screen all students to diagnose factors for low performance;
- f. Create local collaborations to identify state and community resources that are available or that could be built upon, reallocated, or repurposed to address personal and community conditions impacting a Charter System School's performance;
- g. Appoint a school master or management team to oversee and direct the duties of the principal of a Charter System School that has received an unacceptable rating for two consecutive years or more;
- h. For a Charter System School that has received an unacceptable rating for three

consecutive years or more after implementing an intensive school improvement plan and upon consultation with the Local Board (after an opportunity for a hearing):

- i. Remove school personnel;
 - ii. Allow for the implementation of a state charter school or a special school, as defined in O.C.G.A. § 20-2-2062;
 - iii. Mandate the complete reconstitution of the school;
 - iv. Mandate that parents have the option to relocate their students to another public school chosen by the parents within the district;
 - v. Mandate the operation of the school by a private nonprofit third-party operator selected and contracted by the Local Board;
 - vi. Mandate the operation of the school by a successful school system and pursuant to funding criteria established by the State Board;
 - vii. Continue the implementation of the school's intensive student achievement improvement plan; or
 - viii. Mandate a complete restructuring of the school's governance arrangement and internal organization; or
 - ix. Any other interventions or requirements deemed appropriate for the school by the Chief Turnaround Officer and the State Board; or
- i. For a Charter System School that has received an unacceptable rating for two consecutive years or more, upon consultation with the Local Board, in accordance with State Board rules, and in addition to any other interventions imposed, the State Board shall mandate public school choice, specified maximum class sizes, and site-based expenditure controls.

31. Temporary Extension. At the discretion of the Department and the local Superintendent, a Charter System may be extended for a grace period not exceeding sixty (60) days.

32. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.

33. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the Department.

34. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.

35. Delegation. The parties agree and acknowledge that the functions and powers of each party may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
36. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
37. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
38. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
39. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton.
40. Contradicting or Conflicting Provisions. If any provision of the Charter is determined to contradict or conflict with any other provision of the Charter, the contradiction or conflict shall be resolved in favor of the broad flexibility guaranteed pursuant to O.C.G.A. § 20-2-2065 *et seq.*
41. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

Chairperson, STATE BOARD OF EDUCATION	(Date)
Chairperson, UNION COUNTY BOARD OF EDUCATION	(Date)
Superintendent, UNION COUNTY SCHOOLS	(Date)

Appendices to Charter for Union County Schools

Appendix A – Accountability Appendix to Charter for Union County Schools

The State Board shall hold the Charter System accountable for the full performance of each of the academic goals listed below.

Goal 1: During each year of its charter term, the percentage of Charter System Schools that achieve at least one of the following five measures shall increase by at least 10% of the gap between 100% and the previous year's percentage of Charter System Schools that achieve at least one of the following five measures.

- a. Increase the CCRPI Content Mastery score each year.
- b. Increase the CCRPI Progress score each year.
- c. Achieve a positive Value-Added Impact Score.
- d. Beat the Odds.
- e. Increase CCRPI by 4% of the gap between 100 and the previous year's CCRPI.

Goal 2: During each year of its charter term, the total number of Charter System Schools that achieve a School Climate Star Rating of 4 or 5 stars will increase by 5% of the gap between 100% and the previous year's percentage of schools with a School Climate Star Rating of 4 or 5 stars.

Goal 3: The Charter System will operate in a fiscally sound manner as measured by not being designated a financial high-risk system as determined by the Department of Audits and Accounts (DOAA) and GaDOE.

Goal 4: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Team members will complete annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times each school year.

Measure 3: All School Governing Teams will have representation from a variety of stakeholders, such as teachers, parents and community leaders.

Measure 4: The charter system will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel, finances and resource allocation, curriculum and instruction, and establishing and monitoring the achievement of school improvement goals and school operations. This spreadsheet must be updated quarterly and maintained through the duration of the charter term. In addition to submitting the spreadsheet with its Annual Report, the district shall also submit it upon GaDOE's request.

Consequences

1. The Charter System will implement the following consequences at all Charter System Schools not meeting Goal 1:

- a. A Charter System School that did not meet Goal 1 in either 2017-18 or 2018-19 will implement a targeted school improvement plan (by August 2019 or 2020 respectively) that addresses its specific achievement deficiencies. The targeted school improvement plan will be approved and monitored by the district throughout the academic year.
- b. In a Charter System School that did not meet Goal 1 for three consecutive years during the charter term, the Charter System will apply direct school management support and intensive teacher development support as outlined in a jointly developed school improvement plan between the school leadership and district leadership staff. Implementation will begin in the school year beginning in the following calendar year.
- c. In a Charter System School that did not meet Goal 1 for four consecutive years during the charter term, the Charter System will apply consequences from O.C.G.A. § 20-14-41 as approved by the State Board of Education.

2. The Charter System will implement the following consequences at all Charter System Schools not meeting Goal 2:

- a. A Charter System School that did not meet Goal 2 in either 2017-18 or 2018-19 will implement a targeted school climate plan (by August 2019 or 2020 respectively) that addresses the specific school climate deficiencies. The targeted school climate plan will be approved and monitored by the district throughout the academic year. If the school is subject to a targeted school improvement plan for failure to meet Goal 1, the targeted school climate plan will be embedded within the targeted school improvement plan.
- b. In a Charter System School that did not meet Goal 2 for three consecutive years during the charter term, the Charter System will apply direct school management support and intensive school climate support as outlined in a jointly developed school climate plan (or targeted school improvement plan if the school also failed Goal 1) between the school leadership and district leadership staff. Implementation will begin in the school year beginning in the following calendar year.
- c. In a Charter System School that did not meet Goal 2 for four consecutive years during the charter term, the Charter System will apply consequences from O.C.G.A. § 20-14-41 as approved by the State Board of Education.

3. The Charter System will implement the following consequences if it does not meet Goal 3.

- a. The Charter System will submit to DOAA and/or GaDOE for approval a written corrective action plan
- b. The Charter System will implement the approved corrective action plan.
- c. The Charter System will participate in annual trainings offered or required by DOAA

and/or GaDOE to address the risk.

4. The Charter System will implement the following consequences at all Charter System Schools not meeting Goal 4.

- a. A Charter System School that did not meet Goal 4 in either 2017-18 or 2018-19 will implement a targeted school governance team plan (by August 2019 or 2020 respectively) that addresses the specific school governance team deficiencies. The targeted school governance team plan will be approved and monitored by the district throughout the academic year. If the school is subject to a targeted school improvement plan for failure to meet Goal 1, the targeted school governance team plan will be embedded within the targeted school improvement plan.
- b. In a Charter System School that did not meet Goal 4 for three consecutive years during the charter term, the Charter System will apply direct school management support and intensive school climate support as outlined in a jointly developed school governance team plan (or targeted school improvement plan if the school also failed Goal 1) between the school leadership and district leadership staff. Implementation will begin in the school year beginning in the following calendar year.
- c. In a Charter System School that did not meet Goal 4 for four consecutive years during the charter term, the Charter System will apply consequences from O.C.G.A. § 20-14-41 as approved by the State Board of Education.

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Appendix B: School-Level Governance Decision-Making Matrix

School Level Governance Decision-Making Matrix				
System Name:	Minimum LSGT Authority	<i>How and When</i> Minimum Authority will be Implemented	Additional LSGT Authority*	<i>How and When</i> Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	LSGTs will be given the opportunity to provide input into the process and selection of the school principal. They will also be given an opportunity to assist in the interview process.	Input into the recommendations for number and type of personnel.	LSGTs will be consulted when student numbers dictate personnel shifts or when alternative certifications are utilized for course instructors.
Financial Decisions and Resource Allocation	LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs	LSGTs are provided the opportunity to review the school's quarterly financial statements.	Input into the budget, provide strategic planning guidance and support, and assist in the development of the district's mission and vision	LSGTs are also granted oversight of specific portions of ESPLOST dollars allocated to its member school.
Curriculum and Instruction	LSGTs shall have input into the selection of the curriculum and accompanying materials consistent with the district's Essential and Innovative Features as included in the charter contract	LSGTs are consulted when alternative certifications are utilized for course instructors or curricular opportunities are being considered.	Input into the selection of curriculum and accompanying materials consistent with the district's mission and vision.	LSGTs are consulted when curricular changes or large-scale assessments are being implemented.
Establishing and monitoring the achievement of school improvement goals	LSGTs shall approve the school improvement plan and provide oversight of its implementation	LSGTs assist in creating and monitoring the school's strategic planning.	Approval of school improvement goals and oversight of the school improvement plan.	LSGTs are represented during the district's strategic planning and annual review.
School Operations	LSGTs shall have input into school operations that are consistent with school improvement and charter goals	LSGTs are consulted each year to review and assist in the student handbook revision process.	Provide input into the district's operations that are in alignment with the district's improvement plan and charter goals	LSGTs are provided the opportunity to assist in the district calendar creation each year.

*The LBOE retains its constitutional authority

Appendix C: Accountability Appendix for College and Career Academies

Performance-based Goals and Measurable Objectives

In exchange for the flexibility granted in Section 7, above, the College and Career Academy agrees to meet or exceed the following performance-based goals and measurable objectives that are designed to result in improvement of student achievement:

a. Academic Goals

i. Goal 1: The CCA will meet or exceed the following academic goals specific to charter schools that are college and career academies.

1. The CCA will increase by 3% per year the number of college credits earned via dual enrollment unless state funding for dual enrollment is reduced or eliminated.
2. The CCA will increase by 3% per year during the contract term at least one of the following measures related to work-based learning when reviewing all measures annually:
 - a. Number of students in work-based programs
OR
 - b. Number of employer sites participating in work-based learning programs
OR
 - c. Number of blocks of work-based learning successfully completed by students
OR
 - d. Number of students in work-based learning that is aligned with their pathway.
3. The CCA will increase by 3% per year the number of apprenticeship students participating in dual enrollment unless state funding for dual enrollment is reduced or eliminated.
4. The CCA will increase by 3% per year the number of SB2 (2015) (Post-Secondary Graduation Opportunity) students participating in work-based learning.
5. The CCA graduation rate, as measured in the Perkins funding accountability, will exceed that of the district and/or state, as measured in a manner prescribed by state regulation, by 3% per year, while the district and/or state rate is 95% or less, and will equal/exceed that rate when the district and/or state rate is greater than 95%.
6. The CCA will increase by 3% per year the number of students who earn a Technical Certificate or the number of students in Technical Certificate programs who earn more than one Technical Certificate unless the state funding

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for dual enrollment is reduced or eliminated.

7. The CCA will increase by 3% per year the number of students who are employed in a job directly related to Technical Certificates received, or who are enrolled in additional post-secondary education, or both, within six months of graduation from high school if state data is available to measure performance on this goal.
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Appendix D: Partner Roles & Responsibilities

Georgia College and Career Academy Partners Roles and Responsibilities Chart		for a CCA						
within a Charter System								
<p>Introduction: The strategic partners that together create a Georgia College and Career Academy will also make decisions together regarding the Academy's provision of the work force development needed by the community, including what Career Pathways, Dual Enrollment, and post-secondary certifications will be offered, the Academy personnel that will provide instruction and leadership, and the Academy's use of the revenues it is provided by its strategic partners (including the GCCA's governing board, GCCA management, the school district, the local technical college partners, and other post-secondary, business, and community partners).</p>								
<p>Instructions:</p> <p>1. The rows in the matrix below describe the decisions that will be made by a College and Career Academy's strategic partners. GCCA applicants must place a checkmark in cells to show the agreement reached with their strategic partners on the respective roles and responsibilities of each partner as it relates to each of the decisions listed. The checkmarks included in the template are a starting point for discussion among the strategic partners. Please highlight any cells from which a checkmark is deleted and to which a checkmark is added.</p> <p>2. Describe the composition of your College and Career Academy Governing Board and attach the Board's By-Laws to your submission to the Georgia Department of Education of this College and Career Academy Partners Roles and Responsibilities Chart as part of your performance contract application or amendment.</p>								
Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.	GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
		GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Ensure the GCCA has a written mission statement that is focused on workforce development and student success and represents stakeholder needs as defined in the Performance Contract.	S1-A1	✓	✓	✓	✓	✓	✓	✓
Comply with Performance Contract requirements, including tracking of annual performance goals, flexibility waiver utilization, governing board training (including any required LSGT training for GCCAs within a charter system), and (where applicable) fiscal management and administration, and credentials of the chief financial officer.	S1-A2	✓	✓	✓				
Ensure the majority of the GCCA's governing board members represent business and industry.	S1-A3	✓	✓	✓			✓	
Implement a consistent process to ensure that its activities avoid conflicts of interests	S1-A4	✓	✓	✓				
Work in concert with applicable established school processes and procedures consistent with the Performance Contract	S1-A5	✓	✓	✓				
Adopt and change by-laws as needed to support the Performance Contract and to define processes required of the GCCA Board	S1-A6	✓	✓					
Participate in annual training and take responsibility for governance, position development, and visionary focus and may have fiduciary responsibilities.	S1-A7	✓	✓	✓				
Support the autonomy of school leadership to carry out its responsibilities for meeting achievement and instructional goals without micro-managing	S1-A8	✓	✓					

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<p>16 Standard 1: Governance and Leadership - Operates under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.</p>		GCCA included within a charter system contract							
		GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
18	Encourage a culture of collaborative learning with business partners, CTAE, core academics, and postsecondary institutions by creating expectations and opportunities for collaboration with and across disciplines	S1-A9	✓	✓	✓	✓	✓	✓	✓
19	Conduct on a regular basis an in-depth review of program expenditures to ensure effective use of resources and materials	S1-A10		✓	✓				
20	Collaborate with postsecondary institutions to ensure that students receive college credits	S1-A11		✓	✓	✓	✓		
21	Ensure the CEO has knowledge and training related to work force and economic development	S1-A12	✓	✓	✓			✓	
22	Ensure the GCCA Roles and Responsibilities Chart reflects any Memoranda of Understanding (MOU) and other agreements among the GCCA, district, the local technical college partner, and other higher education, business, and community partners -- and that all partners fully execute their roles and fulfill their responsibilities	S1-A13	✓	✓	✓	✓	✓	✓	
23	In the event that the parties disagree, the parties will pursue a resolution that considers that the district's BOE retains control and management over the GCCA while considering the spirit of the GCCA partnership. In the event that neither the GCCA governing board can resolve an issue, the final resolution will come from the District's BOE Chair and the resolution of the conflict will ensure that the mission of the GCCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party	S1-A14	✓	✓	✓				
24	Select, evaluate, retain, transfer, promote, demote, and/or terminate the CEO	S1-A15	✓		✓				
25	Select, evaluate, retain, transfer, promote, demote, and/or terminate principal, faculty and all other staff	S1-A16		✓	✓				
26	Utilize flexibility, including the teacher certification waiver where needed, to provide the best instructors possible	S1-A17		✓	✓				
27	Align budget priorities with the strategic integrated work force development operations plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs	S1-A18	✓	✓	✓				
28	Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated)	S1-A19			✓				

29 Standard 1: Governance and Leadership - Operates 30 under shared governance and leadership that support the Academy's performance contract, maintain liaison with business and industry partners, and fully utilize flexibility to support student performance and school effectiveness.		GCCA included within a charter system contract						
		GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)
31	Personnel Decisions							
32	Ensure the CEO is fully supported in the ongoing efforts at work force development	S1-A20	✓		✓			
33	Evaluate the principal (LKES), teachers (TKES) and all other staff	S1-A21		✓	✓			
34	Manage day-to-day human resources	S1-A22		✓	✓			
35	Manage HR processing, including employment contracts and benefits administration	S1-A23			✓			
36	Financial Decisions and Resource Allocation							
37	Adopt a budget to fund the implementation of the strategic integrated work force development operations plan	S1-A24	✓	✓	✓			
38	Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	S1-A25	✓	✓	✓	✓	✓	
39	Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	S1-A26	✓	✓	✓			
40	Establish financial policies and standard operating procedures	S1-A27	✓		✓			
41	Maintain a reserve fund	S1-A28	✓	✓	✓			
42	Ensure sound fiscal management and monitor budget implementation	S1-A29	✓	✓	✓			
43	Ensure GCCA receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and GCCA partners,	S1-A30		✓	✓			
44	Hold the CEO accountable for implementing the strategic integrated work force development operations plan on schedule and within budget	S1-A31	✓					
45	Operational Decisions							
46	Provide input into school operations that is consistent with Strategic Integrated Work Force Development Operations Plan and performance	S1-A32	✓	✓	✓	✓	✓	✓
47	Establish school partnerships for CCA growth	S1-A33		✓	✓	✓	✓	✓
48	Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	S1-A34		✓				
49	Manage transportation decisions, including authority to contract for transportation service	S1-A35		✓	✓			
50	Manage the facility or facilities that are owned and operated by the school system for use of the GCCA	S1-A36		✓	✓			
51	Maximize the use of the facility among all Academy partners	S1-A37		✓	✓			
52								

53 Standard 2: Strategic Planning and Sustainability - Maintains and communicates a purpose and direction that fully utilizes flexibility to support a commitment to high expectations for learning as well as shared values and beliefs about teaching and learning.	GCCA included within a charter system contract							
	GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
55 Adopt a strategic plan that addresses specific interim and long-term goals, regularly reviews progress against its goals, identifies strategies to improve its results, and holds itself accountable for implementing improvement strategies and determining impact.	S2-A1	✓	✓	✓	✓	✓	✓	✓
56 Provide pathway options that meet employment needs of the region and state and take into account students' interests	S2-A2	✓		✓	✓	✓		
57 Adopt policies, processes, and procedures to guide GCCA efforts to hire, place, and retain qualified professional and support staff	S2-A3	✓	✓	✓				
58 Publicize programs addressing high priority career fields and encourage students to enroll in these programs	S2-A4		✓				✓	✓
59 Monitor comprehensive information about student learning and conditions that support learning.	S2-A5		✓					
60 Regularly communicate student and school performance data to all stakeholders, including data on GCCA students vs. general population students	S2-A6		✓	✓				
61 Implement a process to receive input from students to increase institutional effectiveness	S2-A7		✓					
62 Ensure the GCCA actively participates in the Georgia College and Career Academy Network (GCCAN)	S2-A8	✓	✓					
63 Create dual enrollment agreements and maximizes dual credit/articulated opportunities with post-secondary partners.	S2-A9	✓	✓	✓	✓	✓		
64 Establish a process to ensure a high degree of collaboration between the GCCA governing board and the local board of education	S2-A10	✓	✓	✓				
65 Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	S2-A11	✓	✓	✓	✓	✓	✓	✓

66	Standard 3: Teaching and Assessing for Learning - Ensure curriculum, instructional design, and assessment practices fully utilize flexibility to support and ensure teacher effectiveness and student learning	GCCA included within a charter system contract							
		GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
68	Establish and maintain a culture with innovative practices that ensures students are college and career ready with coursework aligned to these	S3-A1	✓	✓	✓	✓	✓		
69	Instruct and evaluate students on work ethics and employability skills through its programs of study, including application of academic knowledge and skills, Use data that goes beyond standardized test scores to identify student learning needs	S3-A2		✓	✓	✓	✓	✓	
70	Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations	S3-A3	✓	✓	✓				
71	Ensure the GCCA has evidence of its strong commitment to instructional practices that includes active student engagement, a focus on depth of	S3-A4		✓		✓	✓		
72	Establish shared accountability for student learning between the school and all stakeholders	S3-A5	✓	✓	✓	✓	✓		
73	Collaborate with stakeholders to improve teaching and learning	S3-A6	✓	✓	✓	✓	✓	✓	✓
74	Ensure all professional growth opportunities are targeted to specific instructor needs	S3-A7	✓	✓	✓	✓	✓	✓	✓
75	Ensure high quality and rigorous course descriptions and course syllabi, aligned with YCSG and Career Pathways standards where applicable and with industry standards	S3-A8	✓	✓				✓	
76	Ensures access to support to address the physical, social, financial and emotional needs of students in the school	S3-A9	✓	✓		✓	✓		
77	Implement a process to provide career development planning for students	S3-A10	✓	✓	✓				
78	Ensure close coordination with students' home high schools, and with technical colleges to address other student needs such as counseling, assessment, referral, and educational planning	S3-A11	✓	✓	✓	✓	✓		
79	Adopt and implement a plan to increase student enrollment and success in courses that offer dual and concurrent enrollment credits	S3-A12	✓	✓	✓	✓	✓		
80	Ensure all requirements for delivery of services for English Learner (EL), special education (SPED), gifted, and remedial programs are met	S3-A13	✓	✓	✓	✓	✓		
81	Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills	S3-A14		✓	✓			✓	
82	Establish assessments to determine the success of the work force development provided by the Academy	S3-A15		✓	✓			✓	
83	Establish methods for monitoring the implementation with fidelity of the work force development curriculum and activities	S3-A16	✓	✓	✓	✓	✓	✓	
84	Select instructional delivery models, including Work Based Learning and online learning platforms (e.g., Georgia Virtual School)	S3-A17			✓				
85	Create and maintain a school culture that mirrors the culture of the work force in the community	S3-A18	✓	✓	✓	✓	✓	✓	✓
86	Establish schools climate goals and manage plan to ensure goals are met	S3-A19	✓	✓	✓				
87		S3-A20	✓	✓	✓				

88	Standard 4: Economic and Work Force Development – Develop Career Pathways, Dual Enrollment, and Post-Secondary Certifications which fully utilize flexibility to support an alignment to the economic and work force needs of the community and are driven and evaluated by its business partners.	GCCA Certification Standards and Assurances	GCCA included within a charter system contract						
			GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
90	Involve community stakeholders in development of the GCCA. (The development of the GCCA is an on-going process.)	S4-A1	✓	✓	✓	✓	✓	✓	✓
91	Actively solicit community and stakeholder input	S4-A2	✓	✓	✓				
92	Ensure stakeholders provide fund-raising support or donated equipment and in-kind services to the GCCA	S4-A3	✓	✓	✓	✓	✓	✓	✓
93	Promote work-based learning activities and uses data to continuously improve the program	S4-A4	✓	✓	✓			✓	
94	Collaborate with employers to develop work-based learning opportunities for students and GCCA faculty and staff	S4-A5		✓				✓	✓
95	Utilize data collected from business partners to assure appropriate technical, work ethic, and employability skills are embedded in the curriculum	S4-A6		✓		✓	✓	✓	
96	Participate in economic development of the region and state to assure that a trained workforce is available	S4-A7	✓	✓	✓	✓	✓	✓	✓
97	The GCCA actively participates in economic development of the region and state to assure that a trained workforce is available	S4-A8	✓	✓					
98	Ensure the GCCA attracts and welcomes visitors as a function of its role in economic development	S4-A9	✓	✓					
99	Ensure the GCCA governing board and management collaborate to develop career pathways, dual enrollment, and postsecondary certifications which fully utilize flexibility to support an alignment to the economic and workforce needs of the community and are driven and evaluated by its business	S4-A10	✓	✓	✓				
100	Ensures that an industry presence is reflected throughout in all aspects of the GCCA	S4-A11	✓	✓				✓	
101	Select technology, instructional materials, and other resources aligned with community workforce development needs	S4-A12	✓	✓	✓	✓	✓	✓	
102	Ensure staff remains current in its ability to meet work force development needs through high quality professional development and externships	S4-A13	✓	✓		✓	✓	✓	
103	Recommend/Select curricula aligned to the Pathways, Dual Enrollment, and Post-Secondary Certifications, including any changes in curriculum as needed to improve student achievement, with the assistance of the school system to define community work force needs precisely, including connecting the GCCA with local businesses and assisting in the collection and analysis of jobs-related information that can be used in developing and/or refining the curriculum	S4-A14		✓	✓	✓	✓	✓	
104	Create and adopt a strategic integrated work force development operations plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCCA that manifests the vision and achieves the mission of the school, including a focus on preparing students to meet work force needs while integrating academics and advanced career/technical education programs in the school system	S4-A15	✓	✓	✓	✓	✓	✓	
105	Ensure Pathways are aligned with dual enrollment and postsecondary options	S4-A16		✓	✓	✓	✓		

Standard 5: Performance Contract The GCCA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by fulfilling state and federal accountability requirements. Specifically, GCCAs must meet applicable state performance targets. Likewise, GCCAs must fully utilize flexibility to support meet innovations, fiscal, and governing board requirements established in its performance contract.		GCCA included within a charter system contract							
		GCCA Certification Standards and Assurances	GCCA Governing Board	GCCA Management	Local School District*	Local Technical College Partner	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
108	Meets its State Performance Goals, including:	S5-A1	✓	✓	✓	✓	✓		
109	- Increase in the percentage of students earning college credits via dual enrollment by X% by the end of its contract term.		✓	✓	✓	✓	✓		
110	- Increase in the number of students in work-based learning programs by X% during each year of its contract term.		✓	✓	✓	✓	✓		
111	- Graduation rate exceeds that of the district and/or state by X% during each year of its contract term after a baseline is established in Year 1 of the performance contract.		✓	✓	✓	✓	✓		
112	- Increase in the percentage of students who earn technical certificates by X% by the end of the contract term after a baseline is established in Year 1 of the performance contract.		✓	✓	✓	✓	✓		
113	- Increase in the percentage of students who are employed in a job directly related to technical certificates received or enrolled in post-secondary education within six months of	S5-A1 - continued	✓	✓	✓	✓	✓	✓	✓
114	Ensure the GCCA implements the innovations outlined in its performance contract	S5-A2		✓	✓				
115	Ensure the GCCA maintains its fiscal integrity, as applicable, including:	S5-A3		✓	✓				
116	- Working Capital Ratio (current assets divided by current liabilities) is at least 1.0				✓	✓			
117	- Covers short term financial obligations				✓	✓			
118	- Unrestricted cash days: unrestricted cash/ (total expenses/365) is at least 45 days and one-year trend is positive				✓	✓			
119	- Maintains adequate cash on hand				✓	✓			
120	- Enrollment variance: (actual FTE- projected FTE)/ projected FTE is no more than 8%				✓	✓			
121	- Adequately predicts FTE to allow budgeting				✓	✓			
122	- Does not default on its loans			n/a	n/a	n/a	n/a	n/a	n/a
123	- Efficiency Margin (Change in net assets/ total revenue) is above 0.0				✓	✓			
124	- Debt to Asset Ratio: (Total liabilities/ total assets) is below 95%				✓	✓			
125	- Presents no evidence of fraud				✓	✓			
126	- Submits annual audit report on time, conducted by a third party, and in accordance with GAGAS				✓	✓			
127	- Ensure the school meets all financial reporting guidelines including those related to grants			✓	✓				
128	Ensure the GCCA implements governing board autonomy with integrity, which includes:	S5-A4							
129	- Makes decisions at the school governing board level as indicated in the GCCA Partners Roles		✓	✓	✓				
130	- Utilizes the autonomy of the governing board as it is guaranteed by law regarding								
131	- Governing board follows governance best practices, which are also incorporated into the								
132	- Complies with Governing Board Training Requirements								
133	- Adhere to Open and Public Meetings and Records laws								
134	- Ensure Governing Board Members and employees sign and comply with conflict of interest								
135	Provide input into school operations that are consistent with its Strategic Workforce Development Operations plan and performance contract goals, including establishing human resources policies, procedures, and handbooks.	S5-A5	✓	✓	✓	✓	✓	✓	
136	Meets Beating the Odds and CCRPI accountability goals as applicable.	S5-A6	✓	✓	✓				
137	Manage day-to-day human resources including HR processing, employment contracts, and benefits.	S5-A7		✓	✓				
138	Manage transportation decisions, including authority to contract for transportation service.	S5-A8		✓	✓				
139	Manages the facility or facilities that are owned and operated by the school system for use of the GCCA.	S5-A9		✓	✓				
140	Maximizes the use of the facility among all Academy partners.	S5-A10	✓	✓	✓	✓	✓	✓	
141	Establishes and maintains a school culture that mirrors the culture of the workforce in the community.	S5-A11	✓	✓	✓	✓	✓	✓	
142	Establishes school climate goals and ensures these goals are met.	S5-A12	✓	✓	✓				
143	*The LBOE retains its constitutional authority								

144

145 Approved by the Technical College System of Georgia's Office of College and Career Transitions on _____

146 Signed by:

147 _____

148 Director of the OCCT

149

150 Approved at a regular meeting of the _____ College and Career Academy Governing Board held on _____

151 Signed by:

152 _____

153 GCCA Governing Board Chairperson

154

155 CEO of the GCCA

156

157 Approved at a regular meeting of the _____ Board of Education held on _____

158 Signed by:

159 _____

160 Board of Education Chairperson

161

162 Superintendent

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