

CHARTER FOR CALHOUN CITY COUNTY SCHOOLS

This Charter for Calhoun City County Schools ("Charter") is entered into by the Calhoun City County Schools 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. **Adequate Yearly Progress (AYP):** Adequate Yearly Progress is a measurement based on a series of performance goals that every school, Local Educational Agency, and state must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001 ("NCLB"), subject to any amendment, waiver or reauthorization thereof.
 - b. **Annual Measureable Objectives (AMOs):** In defining Adequate Yearly Progress, each state sets the minimum levels of improvement, based on student performance on state standardized tests that school districts and schools must achieve within time frames specified in law in order to meet the 100% proficiency goal under No Child Left Behind. These levels of improvement are known as Annual Measurable Objectives, and they ensure that all student groups, schools, school districts, and the State as a whole reach the 100% proficiency goal by 2013-2014, subject to any amendment, waiver or reauthorization of NCLB.

- c. **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 2001 as the No Child Left Behind Act.
- d. **College and Career Academy:** A specialized charter school established by a partnership which demonstrates a collaboration between business, industry, and community stakeholders to advance workforce 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 and approved by the State Board of Education in accordance with Article 31 of Chapter 2 of Title 20 or the Georgia Charter Schools Commission in accordance with Article 31A of Chapter 2 of Title 20.
- e. **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. CCRPI currently replaces AYP.
- f. **Criterion-Referenced Competency Tests (CRCT):** The Criterion-Referenced Competency Tests are state-required tests to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades three through eight in the content areas of Reading, English/Language Arts, Mathematics, Science and Social Studies.
- g. **End of Course Test (EOCT):** The EOCT program was created to improve student achievement through effective instruction and assessment of the state curriculum standards in associated EOCT core high school courses. The EOCT program also helps to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The purpose of the EOCT is to provide diagnostic data that can be used to enhance the effectiveness of the schools' instructional programs.
- h. **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.

- i. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - j. No Child Left Behind of 2001 (NCLB): No Child Left Behind is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 – the principal law affecting education from kindergarten through high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system. NCLB is subject to amendment, waiver or reauthorization.
 - k. 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.
 - l. 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 by 50% by 2016-2017.
 - m. Subgroup: A Subgroup under No Child Left Behind is defined as one of the following subsets of students: race/ethnicity (American Indian/Alaskan native, Asian/Pacific Islander, Black, Hispanic, Multiracial, and White); disability; limited English proficiency (LEP); and socioeconomic status. To constitute a Subgroup in Georgia for a school's Adequate Yearly Progress determination, the Subgroup must have at least 40 students or constitute 10% of the assessed student population, whichever is greater, but not to exceed a total number of 75 students. The assessed student population is the total number of children whose test results are used to determine Adequate Yearly Progress.
 - n. Subgroup Performance Target: Individual subgroup performance targets set for each content area, statewide.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 10-year term beginning on July 1, 2016 and expiring on June 30, 2026.

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: N/A
 - 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 established a Georgia nonprofit whose board will 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 autonomous governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
 3. Provide a signed 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 includes the following:
 - Description of the CCA’s autonomy,
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall exercise substantive control over and final 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. The Charter System mission is: "To inspire all students to become life-long learners in the pursuit of excellence"
6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:
 - a. Align all spending priorities with the district's strategic plan to improve student achievement;
 - b. Since the state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level, the district will leverage the reduction in spending constraints to support the core business of teaching and learning;
 - c. Pursue innovative course design that accounts for varied paces of student learning and unique student interests;
 - d. Facilitate new thinking about engaging instructional experiences and environments for students' learning needs today through the increased use of digital resources, embedded courses, innovative instructional models, and advanced learning opportunities;
 - e. Consider the additional value that could be added to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles;
 - f. Compensate all employees at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment;
 - g. Ensure that Calhoun City Schools can meet the unique academic, resource, and support needs of all schools by leveraging flexibility in order to best advance teaching and learning at every school.
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(6.1)(A), 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.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 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 § 20-14-41, 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 Calhoun City County School System. The attendance zone for each Charter System School shall be determined by the Calhoun City 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 the purpose of 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.
 - 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 No Child Left Behind, 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 No Child Left Behind, 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. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- c. 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. 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. 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.
 - n. Other. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers are not allowed for special education services, dual enrollment, Move on When Ready, nor is the use of Lexile scores not tied to core standards or course outcomes allowed.
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 System Charter 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. 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.

31. 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.
32. 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.
33. 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.
34. 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.
35. 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.
36. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
37. 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.
38. 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.
39. 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.*
40. 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, BARROW COUNTY SCHOOLS
BOARD OF EDUCATION



(Date)



Superintendent, BARROW COUNTY SCHOOLS



(Date)

Appendices to Charter for Barrow County Schools

Appendix A

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 ten-year charter term, the Charter System shall “beat the odds” as determined by a formula measuring expected CCRPI.

1. The Beating the Odds analysis is a cross-sectional, random effects regression model that currently uses school-based factors from the CCRPI school-level dataset, GaDOE student record file, and the Governor’s Office of Student Achievement Report Card. Note that the factors may change during the charter term. The factors in the current model include such things as:
 - a. Poverty Level
 - b. Race/Ethnicity
 - c. Students with Disabilities
 - d. English Language Learners
 - e. School Size (FTE)
 - f. School Grade Configuration

Goal 2: During each year of its first ten-year charter term, each Charter System School shall “beat the odds” as determined by a formula measuring expected CCRPI. If each Charter System School fails to beat the odds in Year 1 of the charter, the Charter System shall decrease the number of Charter System Schools not beating the odds during Years 2 and 3 at a rate so that all Charter System Schools will beat the odds in Years 4-10 of the charter term.

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

1. **Measure 1:** Year 1 of the charter term will establish a CCRPI baseline. Barrow County School District’s CCRPI score shall be equal to or better than the State in Year 2, and better than the State in Years 3-10 of the charter contract.
2. **Measure 2:** If Charter System’s 2016-2017 CCRPI score is lower than the State, it shall have until the end of Year 2 of the renewal term to close the gap between the district and the State.
3. **Measure 3:** In Years 3-10 of the charter term, the Charter System’s CCRPI score shall be better than the State.

Renewal decisions for new Charter Systems first converting in 2014 or later will be based in part on whether the Charter System's CCRPI score was equal to or better than the State in Year 2, and better than the State Years 3-5 of the charter contract.

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

Goal 1: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 2: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 3: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the 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: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

APPENDIX B

School Level Governance Decision-Making Matrix				
System Name: Barrow County Schools	Minimum LSGT Authority	How and When Minimum Authority will be Implemented	Additional LSGT Authority*	How and When Additional Authority will be Implemented
Personnel Decisions	LSGTs shall recommend the principal or school leader for selection by the BOE	Since the beginning of the original Charter SGTs in Barrow County have had representation on hiring committees for Principals and make the final recommendation for hiring to the Superintendent and Local Board of Education. 2011	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	By the end of the 2018-2019 school year SGTs will provide feedback on principal performance through survey results provided to the Superintendent.

<p>Financial Decisions and Resource Allocation</p>	<p>LSGTs shall have input into the final recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs</p>	<p>SGT input into priorities is an explicit and critical part of the budgetary process for both local and federal budgets in Barrow County Schools Starting with the third year of the original Charter SGTs were authorized to provide approval for school level purchases over 25,000 dollars pending LBOE final approval in addition to approving budget priorities aligned with school improvement plan, selecting vendors for school resources, and approving fundraising budget.</p>	<p>Examples include: School budget approval, budget priorities aligned with school improvement plan, use of Charter system funds, vendors for school resources, fundraising budget</p>	<p>By the end of the 2017-2018 school year SGTs will approve the school budget. Starting with the 2016-2017 school year, SGTs will receive additional training on school-based budgeting.</p>
<p>Curriculum and Instruction</p>	<p>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</p>	<p>Beginning with the 2014-2015 school year, SGTs provide input into changes of instructional delivery models as long as changes are not in conflict with a system designated instructional delivery model. SGTs also approve the school Professional Learning Plan, and new course offerings pending final BOE approval.</p>	<p>Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation</p>	<p>By the end of the 2016-2017 school year SGTs will review and provide input on selection of instructional materials.</p>
<p>Establishing and monitoring the achievement of school improvement goals</p>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation</p>	<p>Since the beginning of the 2014-2015 school year, SGTs provide input into, and approve the School Improvement Plan.</p>	<p>Examples include: LSGT members serving as members of the school improvement planning team, LSGT approval of any innovations that would traditionally require a waiver of state law</p>	<p>By the end of the 2016-2017 school year, SGT members will participate as members of the school improvement planning teams (along with school leadership). SGTs have the option of reviewing innovations that would require a waiver when they arise.</p>

<p>School Operations</p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and Charter goals</p>	<p>Beginning with the second year of the original Charter SGTs have had input into the district code of conduct, Starting in year three SGTs began providing input into proposed school facility enhancements, system calendar, field trip offerings, partners in education, school teacher of the year, and the approval of the school handbook</p>	<p>Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips, fundraisers, student dress code, student discipline plan</p>	<p>By the end of the 2016-2017 school year, SGTs will provide input into school start times, co-curricular and extra-curricular activities.</p>
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CHARTER FOR CALHOUN CITY COUNTY SCHOOLS

This Charter for Calhoun City County Schools (“Charter”) is entered into by the Calhoun City County Schools 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. **Adequate Yearly Progress (AYP):** Adequate Yearly Progress is a measurement based on a series of performance goals that every school, Local Educational Agency, and state must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001 (“NCLB”), subject to any amendment, waiver or reauthorization thereof.
 - b. **Annual Measureable Objectives (AMOs):** In defining Adequate Yearly Progress, each state sets the minimum levels of improvement, based on student performance on state standardized tests that school districts and schools must achieve within time frames specified in law in order to meet the 100% proficiency goal under No Child Left Behind. These levels of improvement are known as Annual Measurable Objectives, and they ensure that all student groups, schools, school districts, and the State as a whole reach the 100% proficiency goal by 2013-2014, subject to any amendment, waiver or reauthorization of NCLB.

- c. **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 2001 as the No Child Left Behind Act.
- d. **College and Career Academy:** A specialized charter school established by a partnership which demonstrates a collaboration between business, industry, and community stakeholders to advance workforce 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 and approved by the State Board of Education in accordance with Article 31 of Chapter 2 of Title 20 or the Georgia Charter Schools Commission in accordance with Article 31A of Chapter 2 of Title 20.
- e. **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. CCRPI currently replaces AYP.
- f. **Criterion-Referenced Competency Tests (CRCT):** The Criterion-Referenced Competency Tests are state-required tests to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades three through eight in the content areas of Reading, English/Language Arts, Mathematics, Science and Social Studies.
- g. **End of Course Test (EOCT):** The EOCT program was created to improve student achievement through effective instruction and assessment of the state curriculum standards in associated EOCT core high school courses. The EOCT program also helps to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The purpose of the EOCT is to provide diagnostic data that can be used to enhance the effectiveness of the schools' instructional programs.
- h. **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.

- i. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - j. No Child Left Behind of 2001 (NCLB): No Child Left Behind is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 – the principal law affecting education from kindergarten through high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system. NCLB is subject to amendment, waiver or reauthorization.
 - k. 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.
 - l. 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 by 50% by 2016-2017.
 - m. Subgroup: A Subgroup under No Child Left Behind is defined as one of the following subsets of students: race/ethnicity (American Indian/Alaskan native, Asian/Pacific Islander, Black, Hispanic, Multiracial, and White); disability; limited English proficiency (LEP); and socioeconomic status. To constitute a Subgroup in Georgia for a school's Adequate Yearly Progress determination, the Subgroup must have at least 40 students or constitute 10% of the assessed student population, whichever is greater, but not to exceed a total number of 75 students. The assessed student population is the total number of children whose test results are used to determine Adequate Yearly Progress.
 - n. Subgroup Performance Target: Individual subgroup performance targets set for each content area, statewide.
2. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 10-year term beginning on July 1, 2016 and expiring on June 30, 2026.

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: N/A
 - 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 established a Georgia nonprofit whose board will 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 autonomous governing board of the College and Career Academy, using its current by-laws for operation and procedures for electing members;
 3. Provide a signed 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 includes the following:
 - Description of the CCA’s autonomy,
 - Description of the amount of funding the CCA will receive from the District;
 - Acknowledgement that the CCA Governing Board shall exercise substantive control over and final 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. The Charter System mission is: "To inspire all students to become life-long learners in the pursuit of excellence"
6. Essential or Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:
 - a. Align all spending priorities with the district's strategic plan to improve student achievement;
 - b. Since the state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level, the district will leverage the reduction in spending constraints to support the core business of teaching and learning;
 - c. Pursue innovative course design that accounts for varied paces of student learning and unique student interests;
 - d. Facilitate new thinking about engaging instructional experiences and environments for students' learning needs today through the increased use of digital resources, embedded courses, innovative instructional models, and advanced learning opportunities;
 - e. Consider the additional value that could be added to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles;
 - f. Compensate all employees at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment;
 - g. Ensure that Calhoun City Schools can meet the unique academic, resource, and support needs of all schools by leveraging flexibility in order to best advance teaching and learning at every school.
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(6.1)(A), 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.
10. Organizational Goals and Measurable Objectives. In exchange for the flexibility granted in Section 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 § 20-14-41, 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 Calhoun City County School System. The attendance zone for each Charter System School shall be determined by the Calhoun City 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 the purpose of 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.
 - 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 No Child Left Behind, 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 No Child Left Behind, 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. Federal Monitoring Requirements. Each Charter System School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- c. 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. 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. 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.
 - n. Other. The Charter System acknowledges that, although becoming a Charter System provides a district maximum flexibility, waivers are not allowed for special education services, dual enrollment, Move on When Ready, nor is the use of Lexile scores not tied to core standards or course outcomes allowed.
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 System Charter 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. 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.

31. 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.
32. 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.
33. 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.
34. 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.
35. 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.
36. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
37. 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.
38. 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.
39. 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.*
40. 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)

C. Golden

5/31/16

Chairperson, CALHOUN CITY COUNTY SCHOOLS
BOARD OF EDUCATION

(Date)

Michelle Taylor

May 31, 2016

Superintendent, CALHOUN CITY COUNTY SCHOOLS

(Date)

Appendices to Charter for Calhoun City County Schools

Appendix A

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 ten-year charter term, the Charter System shall “beat the odds” as determined by a formula measuring expected CCRPI.

1. The Beating the Odds analysis is a cross-sectional, random effects regression model that currently uses school-based factors from the CCRPI school-level dataset, GaDOE student record file, and the Governor’s Office of Student Achievement Report Card. Note that the factors may change during the charter term. The factors in the current model include such things as:
 - a. Poverty Level
 - b. Race/Ethnicity
 - c. Students with Disabilities
 - d. English Language Learners
 - e. School Size (FTE)
 - f. School Grade Configuration

Goal 2: During each year of its first ten-year charter term, each Charter System School shall “beat the odds” as determined by a formula measuring expected CCRPI. If each Charter System School fails to beat the odds in Year 1 of the charter, the Charter System shall decrease the number of Charter System Schools not beating the odds during Years 2 and 3 at a rate so that all Charter System Schools will beat the odds in Years 4-10 of the charter term.

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

1. **Measure 1:** Year 1 of the charter term will establish a CCRPI baseline. Calhoun City County School District’s CCRPI score shall be equal to or better than the State in Year 2, and better than the State in Years 3-10 of the charter contract.
2. **Measure 2:** If Charter System’s 2016-2017 CCRPI score is lower than the State, it shall have until the end of Year 2 of the renewal term to close the gap between the district and the State.
3. **Measure 3:** In Years 3-10 of the charter term, the Charter System’s CCRPI score shall be better than the State.

Renewal decisions for new Charter Systems first converting in 2014 or later will be based in part on whether the Charter System's CCRPI score was equal to or better than the State in Year 2, and better than the State Years 3-5 of the charter contract.

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

Goal 1: Promote a positive school experience by providing a safe school environment.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, from a baseline established in Year 1 of the charter term, the Charter System shall decrease the percentage of students absent 15 days or more by at least 1% each year.

Measure 2: From a baseline established in Year 1 of the charter term (2016-2017), the charter system will increase parent satisfaction annually by 5% as measured on the annual parent perception survey until parent satisfaction measures 90% at which time the Charter System shall maintain the 90% satisfaction rate.

Measure 3: From a baseline established in Year 1 (2016-2017) the Charter System will increase parent participation annually by 5% up to 90% at which time the Charter System shall maintain the 90% participation rate.

Goal 2: The Charter System will be economically sustainable.

Measure 1: Each year, the charter system will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the charter system maintains adequate cash reserves.

Measure 4: The charter system will meet all Generally Accepted Governmental Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.

Goal 3: The Charter System will foster individual school-level governance.

Measure 1: All School Governing Teams will undergo annual governance training.

Measure 2: All School Governing Teams will meet a minimum of six times during the 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: System will create a spreadsheet listing the decisions being made by each School Governing Team in the areas of personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals and school operations, to be updated quarterly and maintained through the duration of the charter term.

APPENDIX B

School Level Governance Decision-Making				
System Name: Calhoun City	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 review principal vacancy announcements and assist with outlining qualifications	Examples include: Input on principal goals, feedback on principal performance, type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions, distribution methods for incentive funds	LSGTs assist with annual principal evaluations and serve on interview panels
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 assist with the budget planning process through zero-based budget analysis. LSGTs assist with Charter Innovation Grant Awards.	Examples include: School budget approval, budget priorities aligned with school improvement plan, use of charter system funds, vendors for school resources, fundraising budget	LSGTs assist with budget priorities aligned with the school improvement goals and fundraising budget needs
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 provide input and guidance into curriculum and innovative practices	Examples include: approval of instructional delivery innovations that would traditionally require a waiver, approval of instructional programs and materials consistent with innovations, graduation requirements, new course offerings, opportunities for student acceleration/remediation	LSGTs assist with planning for student acceleration and/or remediation, providing input into instructional schedules, and innovative course offerings

<p>Establishing and monitoring the achievement of school improvement</p>	<p>LSGTs shall approve the school improvement plan and provide oversight of its implementation</p>	<p>LSGTs are involved in the approval of SIPs and participate in the plan-do-check-act system improvement model</p>	<p>Examples include: LSGT members serving as members of the school improvement planning team LSGT approval of any innovations that would traditionally require a waiver of state law</p>	<p>LSGTs are involved in all school improvement efforts</p>
<p>School Operations</p>	<p>LSGTs shall have input into school operations that are consistent with school improvement and charter goals</p>	<p>LSGTs have input in school operations including facility improvements, safety, and effective rules/procedures</p>	<p>Examples include: approval of use of instructional time during school day, partners in education, co-curricular and extra-curricular activities, stakeholder surveys, parent involvement, communications strategies, school-level policies, volunteer support, field trips fundraisers, student dress code, student discipline plan</p>	<p>LSGTs provide input and assist with instructional time determinations, partners in education, co and extra-curricular activities, surveys, parent involvement, communications, policies, volunteer support, field trips, fundraisers, dress code, student discipline, and homework</p>
<p>*The LBOE retains its constitutional authority</p>				

APPENDIX C

Directions: College and Career Academies must have decision-making authority in personnel decisions, financial decisions and resource allocation, curriculum and instruction, establishing and monitoring the achievement of school improvement goals, and school operations. The columns in the matrix below describe the authority that must be exercised by a CCA's governing board, management, and school district respectively -- as well as the authority of the four types of CCA partners. Applicants must review the chart and highlight in yellow those cells in which anything is added or modified.

Governance	Roles and Responsibilities						
	CCA part of a charter system contract						
	CCA Nonprofit Governing Board	CCA Management	Local School District *	TCSG	Other Higher Education Partner(s)	Business Partner(s)	Community Partner(s)
Create and adopt a strategic integrated operations plan (including milestones/timelines) that will yield a high quality CCA that manifests the vision and achieves the mission of the school, including a focus on integrating academics and advanced career/technical education programs in the school system	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopt a budget to fund the implementation of the strategic integrated operations plan	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold the CEO accountable for implementing the strategic integrated operations plan on schedule and within budget	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participate in required training of Standards for Effective Governance of Georgia Nonprofit College and Career Academy Charter School Governing Boards established by the State Board of Education and TCSG	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in required Local School Governing Team training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve grievances or conflict complaints following the governing board-approved policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 CCA while considering the spirit of the CCA partnership. In the event that neither the CCA 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 CCA is not compromised nor does it prevent any of the parties from operating according to legal obligations or the individual policies of any party	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiate a solution to any and all conflicts between the local Board and Post-Secondary Partner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meet all five standards of the TCSG CCA Certification Process, including Governance and Leadership, Strategic Planning and Sustainability, Teaching and Assessing for Learning, Economic and Workforce Development, and Compliance with Charter Contract.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCA part of a charter system contract

Personnel Decisions	CCA Nonprofit Governing Board		CCA Management		Local School District *		Other Higher Education Partner(s)		Business Partner(s)		Community Partner(s)	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select, retain, transfer, promote, demote, and/or terminate the CEO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluate the CEO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select, retain, transfer, promote, demote, and/or terminate principal, faculty and all other staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate the principal (LKES), teachers (TKES) and all other staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCA part of a charter system contract

Financial Decisions and Resource Allocation	CCA		Local		Other		Community Partner(s)
	Nonprofit Governing Board	CCA Management	School District *	TCSG	Higher Education Partner(s)	Business Partner(s)	
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish pay scale for substitute teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, and operations costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent) and CCA partners, including funds for payment of CEO; costs related to facility(ies), equipment, and furnishings owned by the district for use by the CCA, including for renovation, maintenance, equipment and furnishings; costs related to the internet connections and networking for the CCA; and any other agreed upon continuing or one-time revenue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Raise additional funds through fundraising efforts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final school budget approval	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish financial policies and standard operating procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain a reserve fund	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine facility uses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure sound fiscal management and monitor budget implementation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCA part of a charter system contract

Curriculum and Instruction	CCA		Local		Other			Community Partner(s)
	Nonprofit Governing Board	CCA Management	School District *	TCSG	Higher Education Partner(s)	Business Partner(s)	Community Partner(s)	
Select instructional delivery model	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Select curriculum, including any changes in curriculum as needed to improve student achievement, with the assistance of the school system to define community economic needs precisely, including connecting the CCA 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select courses and programs to offer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select textbooks, technology, and instructional materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Establish additional graduation requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set course and credit requirements, including technology and physical education skill requirements	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish seat time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine whether certification will be required	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan professional development for staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Determine opportunities for student acceleration/remediation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create or modify Career Pathway curricula	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose dual enrollment options	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose credit recovery options	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilize online learning platforms (e.g., Georgia Virtual School)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish additional mastery level requirements for performance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Select additional formative and/or summative assessments to determine student levels of mastery and growth	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish curriculum maps, pacing charts, and methods for monitoring the curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish lesson plan requirements for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish placement and promotion criteria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set grading and reporting policies, plans, process, schedules, and formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCA part of a charter system contract

Establishing and Monitoring the Achievement of School Improvement Goals	CCA Nonprofit Governing Board		Local School District *		Other Higher Education Partner(s)		Business Partner(s)		Community Partner(s)	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete self-assessment based on Georgia School Performance Standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop actions, strategies, and interventions with principal, teachers and principal (i.e., school improvement plan)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set a timeline for implementing school improvement timeline	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Set a budget for implementing school improvement timeline	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Approve school improvement plan and provide oversight of its implementation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold CEO accountable for school improvement plan implementation and timeline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold principal, faculty and staff accountable for school improvement plan implementation and timeline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate success of school improvement plan and recommend/make revisions as needed	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CCA part of a charter system contract

School Operations	CCA Nonprofit Governing Board		CCA Management		Local School District *		TCSG		Other Higher Education Partner(s)		Business Partner(s)		Community Partner(s)	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish experience, training, and other matters related to substitute teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Select professional development vendors and resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage day-to-day human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HR processing, including employment contracts and benefits administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recommend/Select co-curricular and extracurricular activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

