

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY

This Charter for Floyd County College and Career Academy (“Charter”) is entered by and between Floyd County College & Career Academy, Inc. (“Petitioner”), the Floyd County Board of Education (“Local Board”) and the State Board of Education (“State Board”) (collectively referred to as “the parties”).

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

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

WHEREAS, pursuant to O.C.G.A. § 20-2-2064.1, the State Board grants this Charter to permit Petitioner to operate the Floyd County College and Career Academy (“the Charter School”) 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. 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.
 - b. Elementary and Secondary Education Act as Amended (ESEA as Amended): The federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2015 as the Every Student Succeeds Act (ESSA).
 - c. Education Service Provider (ESP): A for-profit or non-profit organization that contracts with new or existing charter schools to provide services including, but not

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limited to curriculum design, professional development, student assessments, financial and operational management, facilities management, and human resources management, such as Education Management Organizations (EMOs), Charter Management Organizations (CMOs), Education Service Organizations (ESOs), and others.

- d. Georgia Department of Education (GaDOE or Department): The Georgia Department of Education is the state agency charged with the fiscal and administrative management of certain aspects of K – 12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.
 - e. Georgia Milestones Assessment System (Georgia Milestones): The Georgia Milestone Assessment System is a state-required assessment system to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia Milestones is a consistent testing program that will be administered across grades three through twelve in the content areas of Reading, English/Language Arts, Mathematics, Science and Social Studies and Writing.
 - f. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
 - g. 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.
2. Charter Term. The State Board grants this Charter to Petitioner to operate the Charter School for a five-year term beginning on July 1, 2018 and expiring on June 30, 2023.
 3. Grade Range and Enrollment. The Charter School shall serve grades 9-12. The Charter School's total enrollment shall not exceed 860 students during the term of the charter unless after reaching 860 students the Charter School requests review by the Local Board and the Department. If the Local Board and the Department determine that the Charter School has met all compliance requirements and charter contract goals based on the most recent year of academic data available, the Charter School's total enrollment may expand by an increment of no more than 15% annually, subject to annual review by the Local Board and the Department.
 4. Mission Statement. The mission of the Charter School is to ensure a viable 21st century workforce for Floyd County.

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5. Essential or Innovative Features. The essential or innovative features of the Charter School shall include increasing the End of Pathway Assessment (EOPA) pass rates, establishing a full dual enrollment criminal justice pathway with Georgia Northwestern Technical College, partnering with the Georgia Institute of Technology, engaging in project-based learning, and exploring opportunities related to employing non-traditional certified technical instructors.
6. Maximum Flexibility Allowed By Law. In exchange for the Charter School's agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 8 below, the State Board shall grant the maximum flexibility allowed by law to the Charter School. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter School shall be entitled to the maximum flexibility allowed by 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 a local board of education, the State Board of Education (State Board), or the Georgia Department of Education (Department). Notwithstanding this maximum flexibility, the Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 16 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
7. Accreditation. If the Charter School serves grades 8-12, the Charter School shall seek accreditation from an approved accrediting agency pursuant to O.C.G.A. § 20-3-519(6.1)(A) within the first three years of the initial Charter term or prior to the graduation of the Charter School's first graduating class and shall retain accredited status thereafter. If applicable, a Charter School may use system accreditation to satisfy this requirement.
8. Performance-based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 6 above, the Charter School agrees to meet or exceed the following performance-based goals and measurable objectives that are designed to result in improvement of student achievement:
 - a. Academic Goals.
 - i. Goal 1: During each year of its Charter term, the Charter School shall "beat the odds" as determined by a formula measuring expected student growth.
 - The Beating the Odds analysis predicts a range within which each school's CCRPI is statistically expected to fall – given the school's size, grade cluster, student demographics (including race/ethnicity, disability, English Learners, and poverty), and student mobility.

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- If the Charter School's actual CCRPI is above the predicted range, then it Beat the Odds.
- ii. Goal 2: The Charter School will demonstrate proficiency and/or improvement on the CCRPI.
1. Measure 1: Using Year 1 of the charter term to establish a CCRPI baseline, the Charter School's CCRPI score shall be equal to or better than both the State and local district in Year 2, and better than both the State and local district in Years 3-5 of the charter contract.
 2. Measure 2: If the Charter School's CCRPI score is lower than either or both the local district and the State, the Charter School shall have until the end of Year 2 of the charter term to close the gap between the Charter School and whichever score is higher, the local district or the State.
 3. Measure 3: In Years 3-5 of the charter term, the Charter School's CCRPI score shall be better than both the State and local district.
- iii. Goal 3: The Charter School will meet or exceed the following academic goals specific to charter schools that are college and career academies.
1. Measure 1: The Charter School will increase the percentage of students earning college credits via dual enrollment by 5% by the end of its charter term.
 2. Measure 2: The Charter School will increase the number of students in work-based learning programs by 3% during each year of its charter term.
 3. Measure 3: The Charter School's graduation rate will exceed that of the district and/or state by 5% during each year of its charter term after a baseline is established in year 1 of the charter.
 4. Measure 4: The Charter School will increase the percentage of students who earn technical certificates by 3% by the end of the charter term after a baseline is established in Year 1 of the charter.
 5. Measure 5: The Charter School will increase the percentage of students who are employed in a job directly related to technical

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certificates received or enrolled in post-secondary education within six months of graduation from high school by 2% by the end of the charter term after a baseline is established in Year 1 of the charter.

6. Measure 6: The Charter School will increase End of Pathway student success rate by 3% by the end of the renewal charter term after a baseline is established in Year 1 of the renewal charter contract.

b. Organizational Goals.

- i. Goal 1: The Charter School will be economically sustainable.

1. Measure 1: Each year, the Charter Schools will operate in a fiscally sound manner as measured by an external audit that is submitted to the Department by November 1.
2. Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.
3. Measure 3: Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves.
4. Measure 4: The Charter School will meet all Generally Accepted Government Accounting Standards (GAGAS) as demonstrated by external, annual audit reports.
5. Measure 5: The Charter School will meet all financial reporting deadlines set by the Department and their local school district as it relates to the district meeting the Department's deadlines.

- ii. Goal 2: The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A § 20-2-2072 and SBOE Rule 160-4-9-.06.

1. Measure 1: All Governing Board members shall participate in five (5) hours of annual training, with two (2) additional hours of training for newly-approved governing board members during the

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first year after their approval. The training must include certain topics and be conducted by The Technical College System of Georgia's (TCSG) Office of College and Career Transitions (OCCT) and/or a State Board of Education (SBOE) approved provider. In addition, charter school governing boards must adopt a *Code of Ethics* and a *Conflict of Interest Policy*.

- iii. Goal 3: The Charter School shall promote a positive school experience that engages students, parents, and teachers.
 1. Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 6 days or more shall not exceed 10% and shall improve by at least 2 percentage points annually until the percentage of students absent 6 days or more is below 5%.
 2. Measure 2: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.
 3. Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.
 4. Measure 4: Each year, the Charter School will receive a 4-star rating or higher on the Georgia Department of Education's School Climate Star Ratings annual report.
9. Assessment and Accountability. Notwithstanding Sections 6 and 8 above, the Charter 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 41. The Charter School is further subject to all federal accountability requirements under the Elementary and Secondary Education Act, subject to any amendment, waiver or reauthorization thereof.

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10. Annual Report. The Charter School 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 School's progress towards the goals and objectives stated in Section 8 above and all state-mandated assessment and accountability scores from the previous year. The Charter School shall make available to the community copies of an annual report which shall indicate student performance for the previous year.
11. Open Enrollment and Admissions. The Charter 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. The attendance zone for the Charter School shall be open to all students residing in Floyd County.
 - b. Application. To be eligible for enrollment at the Charter School, students residing in the attendance zone must submit a timely application to the Charter School in accordance with the deadline set by the Charter School. The Charter School may use applications only for the purpose of verifying the student's residence within the school's attendance zone and grade level. The Charter School 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. The Charter School may gather other relevant information from students after enrollment is determined, in addition to optional information that may be provided for purposes of a weighted lottery.
 - c. Random Lottery. If the number of timely applicants received by the Charter School exceeds the capacity of a program, class, grade level, or building, the Charter School shall ensure that such applicants have an equal chance of being admitted through a random selection process in accordance with O.C.G.A. § 20-2-2066(a)(1)(A), except for educationally disadvantaged students who may be provided an increased chance of admission through a weighted lottery. The Charter School shall not conduct more than one lottery, per grade, per admissions cycle.
 - d. Statutory Enrollment Priorities. The Charter School will not exercise any enrollment priorities in accordance with O.C.G.A. § 20-2-2066(a)(1)(A).

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12. Withdrawal without Penalty. The Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students. The Charter School agrees that a student may withdraw without penalty from the Charter School at any time and enroll in another public school in the local school system in which such student resides.

13. State and Federally Mandated Educational Services.

- a. Students with Disabilities. The Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act. Special education teachers must have a bachelor's degree and must either be certified in special education or hold a special education license in Georgia.
- b. English Language Learners. The Charter School shall comply with all applicable federal laws and regulations relating to the provision of educational services to English Language Learners.
- c. Supplemental Education. The Charter 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 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.

14. Governance Structure.

- a. Governing Board. The Charter School shall utilize an autonomous governing body in the form of a Governing Board, which shall operate in accordance with its bylaws and Appendix A (Locally-Approved Charter School Partners Roles and Responsibilities Chart) of this agreement and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law.
- b. Function. It shall be the function of the Governing Board to uphold the Charter School's mission and vision, to set policy for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the performance goals enumerated in Section 8 above, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

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- c. Autonomy. The Governing Board shall exercise substantive control over such areas as personnel decisions, financial decisions, curriculum and instruction, resource allocation, establishing and monitoring the achievement of school improvement goals, and school operations, which are listed by way of example and not by limitation.
- d. Annual Training. The Governing Board shall receive initial training and annual training thereafter. Pursuant to O.C.G.A. § 20-2-2072 and relevant State Board rules, the training shall include, but not be limited to, the constitutional and statutory requirements relating to public records and meetings, and the requirements of applicable statutes and rules and regulations for a college and career academy.
- e. Public Meetings. The Governing Board is 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 Board shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the Charter School.
- f. Public Records. The Governing Board is 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 Board shall maintain its adopted policies, budgets, meeting agendas, and minutes, and shall make such documents available for public inspection. The Charter School shall make the minutes of all Governing Board meetings available on its website within ten (10) business days after Governing Board approval and for the duration of the Charter.
- g. Conflicts of Interest. The Governing Board shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Board and all individuals employed at the Charter School shall abide by such conflicts of interest policy. Upon request, the Charter School shall provide conflict of interest forms to the local district or Department demonstrating that governing board members are in compliance with the conflicts of interest policy.
- h. Public Status. Petitioner assures that the Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. Petitioner further assures that the Charter School shall not be home based.

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- i. Director Compensation. Petitioner shall not compensate members of the Charter School's Governing Board in excess of reasonable expenses incurred in connection with actual attendance at board meetings or with performance of duties associated therewith.
- j. Contractual Interference. No party to this Charter may interfere with the legal right(s) and/or obligation(s) of another party to execute the provisions of this Charter.

15. Fiscal Control.

- a. Financial Reporting Requirements. The Charter School shall follow the financial requirements of the Charter Schools Section of the Department's Financial Management for Georgia Local Units of Administration Manual. The Charter School shall submit all information required by the State Accounting Office for inclusion in the State of Georgia Comprehensive Annual Financial Report.
- b. Annual Audit. The Charter School shall have an annual financial audit.
 - i. The financial audit shall be conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit its annual financial audit to the State of Georgia by November 1st each year.
 - ii. A separate audit shall not be required for a school if the Charter School is included in the local school system audit conducted pursuant to Code Section 50-6-6, but the Charter School will submit the system's audit to the State of Georgia by November 1st each year.
 - iii. If a conversion school charter is held by a nonprofit, the Charter School shall have an annual financial audit pursuant to subsection (i) of this paragraph.
- c. Compliance with approved budget included in locally-approved charter application. The Local Board shall fund the Charter School no less favorably than other local schools located within the school system unless otherwise provided by law. The base per-pupil funding amount in the petition budget is the school system's good-faith estimate for the charter term. Based on these estimates, the Local Board shall fund the Charter School at no less than a per-pupil base rate of: **\$7,956.00** as long as the school system receives state and local revenues upon which the approved school budget is based.

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- d. Chief Financial Officer. The Charter School shall designate a Chief Financial Officer, who shall possess the following minimum qualifications:
 - i. A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four (4) years experience in a field related to business or finance; or
 - ii. Documented experience of ten (10) or more years in the field of business and financial management.
 - e. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
 - f. Charter School Program Eligibility. In the event the Charter School seeks grant funds under the Federal Charter School Program, the Charter School must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
 - g. Insurance. Prior to opening, the Charter School shall secure adequate insurance coverage and the Charter School shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia. The Charter School shall obtain and attach hereto a Certificate of Insurance which shall name the Local Board of Education and the State Board of Education as additional insureds.
 - h. Surplus Funds. Any surplus funds remaining at the close of each fiscal year will be used to enhance the Charter School's academic program. Under no circumstances shall any surplus be distributed to the Charter School's employee(s), board member(s), educational service provider or educational management organization. Nothing in this section shall be construed to prevent the Charter School from setting aside surplus funds in a reserve account or budgeting and awarding performance bonuses as part of their annual operating expenses.
 - i. Responsibility for Debts. The Charter School is solely responsible for all debts incurred by the Charter School and its Governing Board. Except as agreed hereto, the Local Board and the State Board shall not be contractually bound to the Charter School or to any third party with whom the Charter School has a contract or from whom the Charter School has purchased goods or services.
16. Compliance with Other Laws, Rules, and Regulations. The Charter 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. §

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20-2-2065, including the following, which are listed by way of example and not by way of limitation.

- a. Civil Rights, Insurance, Health, Safety, and Conflicting Interests. The Charter 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 School shall comply with the terms of any applicable asbestos remediation plan.
- c. Unlawful Conduct. The Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
- d. Student Conduct and Discipline. The Charter 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 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 6 above.
- f. Prohibition on Discrimination. The Charter 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 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 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 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 school shall comply with O.C.G.A. § 20-2-327 related to Individual Graduation Plans.

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- k. Family Educational Rights and Privacy Act. The Charter School is subject to all provisions of the Federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event the Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
- l. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.

17. Education Service Providers.

- a. If the Charter School does not contract with an Education Service Provider at the time of execution of this charter but later elects to contract with an Education Service Provider, such decision will require a charter amendment prior to execution of an agreement with an Education Service Provider.
- b. If the Charter School contracts with an Education Service Provider at the time of execution of this charter, the Charter School shall provide reasonable notice to the Local Board and the State Board before agreeing to any material changes or amendments to any contract with an Education Service Provider. Reasonable notice shall mean the Charter School gives the Local Board and State Board at least thirty (30) days advanced notice and shall furnish the parties with a copy of the proposed changes and/or amendments.

18. Compliance with the Rules, Practices, Policies, and Procedures of the Department. The Charter School 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.*

19. Employment Matters. Individuals employed at the Charter School shall not be considered employees of the State Board or the Department.

- a. Background Checks. The Charter School shall adopt background check procedures and shall ensure that all prospective staff members or any individual that will have substantial contact with students undergo a fingerprinting and background check prior to beginning work at the Charter School or having contact with students.
- b. Teachers' Retirement System. All qualified teachers at the Charter School shall be members of the Teachers Retirement System of Georgia ("TRS") and subject to its requirements. The Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements.

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- c. Teacher and Leader Evaluation. The Charter School shall implement the Teacher Keys Effectiveness System (TKES) and Leader Keys effectiveness System (LKES) in accordance with O.C.G.A §20-2-210(b)(1) and State Board Rule 160-5-1.37. The Charter School shall have at least two individuals credentialed in using TKES. If the most senior Charter School leader must be evaluated using LKES because he or she performs the duties of a principal as defined by State Board Rule 160-5-1-.37, a member of the governing board, who is credentialed in using LKES, shall serve as his or her evaluator.
20. Record Inspection. Subject to state and federal laws, the State Board, the Department and their 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 of the Charter School.
21. Facilities.
- a. Approval of Site and/or Facility. The Charter School 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 School shall contact the Georgia Department of Education's Facilities Services Division regarding the following:
 - i. Site Approval. Immediately upon approval, the Charter School shall contact the Facilities Services Division and obtain site approval. Once site approval has been granted, the Charter School will be issued a site code. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to site approval.
 - ii. Architectural Review. The Charter School shall submit and have approved by the Facilities Services Division all architectural plans for any facility that will house the Charter School during the Charter term. The Charter School shall not commit to any certificate of lease or ownership, commence any construction, nor allow student occupation prior to architectural review.
 - iii. School Code Approval. After securing both site approval and architectural review approval a school code shall be obtained. A locally-approved Charter School shall contact their school system's facilities department and make a request for a school code. The Charter School shall properly obtain a school code prior to occupancy of the site and/or facility.

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- b. Prior to opening the Charter School and prior to students occupying any proposed facility, the Charter School shall obtain and submit the following documents to the Department:
- i. Documentation of Ownership or Lease Agreement. The Charter School shall obtain documentation of ownership or the lease agreement for the facility that will house the Charter School.
 - ii. Certificate of Occupancy. The Charter School shall obtain a Certificate of Occupancy for the facility in which the Charter School shall be located.
 - iii. Emergency Safety Plan. The Charter School 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.
22. Transportation. To the extent the Charter School offers a transportation program for its students, the Charter School shall ensure that the program complies with all applicable laws governing transportation of students.
23. Food Services. To the extent the Charter School offers a food service program, the Charter School shall ensure that the program complies with all applicable laws governing food service for students.
24. 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 a majority of the parents or guardians of the students enrolled in the Charter School, a majority of the faculty and instructional staff employed at the Charter School, the Local Board or the State Board following the procedures identified in Section 24(a).
 - c. Termination Grounds. In accordance with Sections 24(a) and (b), the Charter School may be terminated based on any of the following grounds:
 - i. Breach of Charter. In the event the Charter School fails to comply with any material provision set forth in this Charter, they shall be notified by certified

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mail and be given thirty (30) days from receipt of notice to cure the breach. The nature and outcome of the breach shall be recorded in a memo and placed in the Charter School's file;

- ii. The Charter School's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - iii. The Charter School's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 8 above;
 - iv. The Charter School's failure to meet generally accepted standards of fiscal management;
 - v. The Charter School's violation of applicable federal, state, or local laws, or court orders;
 - vi. The existence of competent substantial evidence that the continued operation of the Charter School would be contrary to the best interests of the students or the community;
 - vii. The Charter School's failure to comply with any provision of the Charter Schools Act;
 - viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger; or
 - ix. The Charter School's failure to disclose material information regarding violations or potential violations of any material term of this Charter or applicable federal, state, or local laws or court orders.
- d. Distribution of Funds and Assets. In the event the Charter School ceases operation for any reason, the Charter School and its Governing Board will be responsible for concluding the business and affairs of the Charter School and will cooperate with the Local Board and State Board to the extent necessary to provide an orderly return of the students to their local school. Any public surplus remaining at the time the Charter School ceases operation shall be remitted to the Local Board and/or State Board, whichever is appropriate, within 30 days of ceasing operations. Any furniture and equipment purchased with public funds shall be delivered to the Local Board and/or State Board, whichever is appropriate, within 30 days of ceasing operations.

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Neither the Local Board nor the State Board shall be responsible for the Charter School's unpaid debts in the event the Charter School does not have sufficient funds to pay all of its debts at the time it ceases operation.

25. Pre-Opening Suspension. In the event the Charter School fails to comply with any material provision set forth in this Charter that requires compliance prior to the opening of the Charter School, the opening may be suspended until a time after all requirements have been fulfilled by the Charter School as determined by the local district and Department. Suspension shall not result in an extension of the Charter term set forth above in Section 2.
26. Renewal, Non-Renewal, and Probationary Term.
 - 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 24(c) above also may be grounds for non-renewal. In addition, the State Board or Local 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 or Local Board deems that the Charter School has not sufficiently increased student achievement or is no longer in the public interest.
 - c. Probationary Term. In the event the State Board or Local Board determines that the Charter School has failed to comply with any provision of this Charter, the State Board and Local Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the State Board and Local Board.
27. Temporary Extension. At the discretion of the local district and the Department, a Charter may be extended for a grace period not exceeding sixty (60) days.
28. Amendments to the Charter. Any material term of this Charter, to be determined by the local district and the Department, may be amended in writing upon the approval of the Local Board, the State Board and a majority of the Governing Board of the Charter School. Any proposed amendment shall be made in accordance with State Board Rule 160-4-9-.06 *et seq.*
29. Administrative Clarifications. Any clarification to a non-material term of this Charter, to be determined by the School District and Department, shall be submitted in writing to the local

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY

district and the Department for review. Any non-material term of this Charter may be clarified upon written approval of the School District and the Department.

30. Mandatory Training. The Department reserves the right to require the Charter School to attend any training related to the responsibilities of a Charter School.

31. Indemnification.

a. The Petitioner and the Charter School agree to indemnify, defend and hold harmless the Local Board, the School District, the Department and the State Board, their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the Charter School's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of Indemnitee owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the Charter School or Petitioner, their employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to their performance of this Charter regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

b. The Charter School and Petitioner shall be excused from their indemnification obligations above: (a) If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of the Indemnitee seeking indemnification; or (b) If the Indemnitee fails to (i) provide written notice of the third party claim or suit within a reasonable time, (ii) cooperate with reasonable requests of the Charter School or Petitioner related to the indemnification; or (iii) assist the Charter School or Petitioner with the defense of such claim or suit.

c. The Charter School's and Petitioners obligations to indemnify any Indemnitee shall survive the completion, expiration, or termination of this Agreement for any reason.

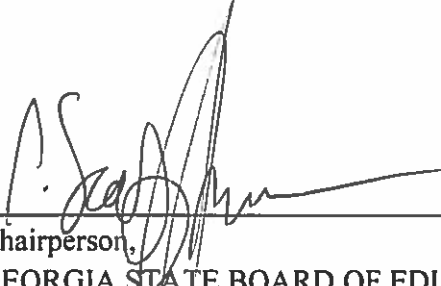
32. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the Local Board, the State Board, or the Department except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY

will not, extend the faith and credit of the Local Board, the State Board, or the Department to any third party.

33. Delegation. The parties acknowledge and agree 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 parties.
34. Application of Amended Law. This Charter is subject to applicable federal and state laws, rules and regulations and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
35. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.
36. Severability. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
37. 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.*
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.* and §§ 20-2-2080 *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 County.
39. Entire Agreement. This Charter sets forth the entire agreement between the Petitioner, 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 Petitioner, the Local Board and the State Board are superseded by this Charter. The Charter shall not preclude the Charter School from entering into or maintaining any agreement with the Local Board provided no such agreement supersedes, overrides or conflicts with any provision of this Charter. The petition submitted to the Local Board and the State Board serves only as the formal application for the Charter School and does not constitute a contract between the Local Board, the State Board and the Petitioner. This Charter supersedes and overrides any provisions contained in the petition that conflict with this Charter.

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY



Chairperson,
GEORGIA STATE BOARD OF EDUCATION

6/17/2018

(Date)

Dr. Todd Jones, CCA Board Chair

Authorized Representative,
FLOYD COUNTY COLLEGE & CAREER ACADEMY,
INC.

6/22/18

(Date)



Chairperson,
FLOYD COUNTY BOARD OF EDUCATION

6-28-18

(Date)

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY

APPENDIX A - LOCALLY-APPROVED CHARTER SCHOOL PARTNERS ROLES AND RESPONSIBILITIES CHART

Georgia College and Career Academy Partners Roles and Responsibilities Chart																
Standard 1: Governance and leadership - Operates under shared governance and leadership that support the Academy's performance	-7A Performance Indicators	G.C.A. with a Stand-alone Charter Contract					G.C.A. included within a Charter School Contract					G.C.A. included within a S.W.A.S. Contract				
		School Governance	Charter Management	Level of School	Level of Charter	Level of Partner	Governance	G.C.A. Management	Level of School	Level of Charter	Level of Partner	Governance	G.C.A. Management	Level of School	Level of Charter	Level of Partner
		School Governance	Charter Management	Level of School	Level of Charter	Level of Partner	Governance	G.C.A. Management	Level of School	Level of Charter	Level of Partner	Governance	G.C.A. Management	Level of School	Level of Charter	Level of Partner
Ensure the GCCA has a written Mission Statement that is focused on academic development and student success and represents distinctive needs as defined in the Performance Contract.	11-A1															
Comply with Performance Contract requirements, including tracking of annual performance goals, faculty senior utilization, governing board training (including any required LSCAT training for GCCAs within a charter system), and follow operational fiscal management and administration, and compliance of the chief financial officer.	11-A2															
Ensure the majority of the GCCA's governing board members represent business and industry.	11-A3															
Implement a consistent process to ensure that its activities avoid conflicts of interests.	11-A4															
Work in concert with applicable established school processes and procedures consistent with the Performance Contract.	11-A5															
Adopt and change bylaws as needed to support the Performance Contract and to define processes required of the GCCA board.	11-A6															
Establish a shared working and task responsibility for governance, financial development, and advisory issues and may have advisory responsibility for membership to carry out its responsibilities for meeting achievement and instructional goals without direct involvement.	11-A7															
Challenge a culture of collaborative learning with business partners, CTAE, core academic, and developmental institutions by creating opportunities and opportunities for collaboration with and across disciplines.	11-A8															
Conduct an annual audit or bi-annual review of program expenditures to ensure effective use of resources and materials.	11-A9															
Collaborate with postsecondary institutions to ensure that students receive college credits.	11-A10															
Ensure the CEO has knowledge and training related to credit forms and economic development.	11-A11															
Ensure the GCCA State and Responsibilities Chart reflects any Memoranda of Understanding, MOUs, and other agreements among the GCCA, district, the host technical college partner, and other higher education, business, and community partners - and that all partners fully execute their obligations in the event that the parties disagree, the parties will pursue a resolution that considers that the district's role includes control and management over the GCCA while considering the spirit of the GCCA partnership. In the event that neither the GCCA governing board nor the host technical college partner, the final resolution will come from the District's CEO and the resolution of the conflict will ensure that the mission of the GCCA is not compromised and that it provides any of the parties from operating according to legal obligations of the respective parties of any party.	11-A12															
Recruit, initiate, select, transfer, promote, demote, and/or terminate the CEO.	11-A13															
Recruit, initiate, select, transfer, promote, demote, and/or terminate principal, faculty and all other staff.	11-A14															

CHARTER FOR FLOYD COUNTY COLLEGE AND CAREER ACADEMY

Standard 1: Strategic Planning and Sustainability - Maintain and communicate a purpose and direction that fully utilizes flexibility to support a commitment to high		OCCA with a stand-alone charter system										OCCA included within a charter system contract										OCCA included within a CWS contract										
		Charter School Approval	Charter School Approval	Local School District	Local School District	Other Higher Education	Charter School	Charter School	Local School District	Local School District	Other Higher Education	Charter School	Charter School	Local School District	Local School District	Other Higher Education	Charter School	Charter School	Local School District	Local School District	Other Higher Education	Charter School	Charter School	Local School District	Local School District	Other Higher Education	Charter School	Charter School				
<p>utilize flexibility, including the transfer of facilities under various conditions, to provide the best utilization possible.</p> <p>Align budget activities with the strategic plan, including personnel, curriculum, assets, equipment, transportation, and operations costs.</p> <p>Establish compensation model including salary ranges, forms of performance-based bonuses, payments, and personnel and professional leave, health, dental, disability, and other benefit plans offered (other than T-16, when a requirement).</p>		11-001																														
<p>Personnel Decisions</p> <p>Ensure the CAO is fully supported in the ongoing efforts to work force development.</p> <p>Ensure the principal (s), teachers (T-16) and all other staff.</p> <p>Manage day-to-day human resources.</p> <p>Manage all personnel, including employment contracts and benefits administration.</p>		11-002																														
<p>Financial Decisions</p> <p>Adopt a budget to fund the implementation of the strategic plan, including work force development operations plan.</p> <p>Determine number and type of personnel positions budgeted, including qualifications, rates, and job descriptions.</p> <p>Ensure the district uses expenditures for all state and local funds used in personnel, financial funds.</p> <p>Establish financial policies and standard operating procedures.</p> <p>Manage a reserve fund.</p> <p>Manage school fiscal management and monitor budget expenditures.</p> <p>Ensure total revenue disbursements and other funding to which it is entitled by agreement with the local district (in fiscal year) and local education agencies, including funds for payment of LDC, costs related to facility (rent, equipment, and furnishings) owned by the district for use by the OCCA, including for recruitment, maintenance, replacement and furnishings, costs related to the program operations and networking by the OCCA, and any other agreed upon contributions to the district.</p> <p>Ensure the CAO is responsible for implementing the strategic plan on behalf of and within budget.</p>		11-003																														
<p>Operational Decisions</p> <p>Provide input into school operations that is consistent with the strategic plan, including work force development operations plan and performance contract goals, including adjusting human resources policies, procedures, and standards.</p> <p>Establish school performance for LCA growth.</p> <p>Develop communication strategies, including marketing, parent involvement, and other support.</p> <p>Manage transportation decisions, including safety and security.</p> <p>Manage the use of the facility serving all Academy purposes.</p>		11-004																														
<p>Standard 2: Strategic Planning and Sustainability - Maintain and communicate a purpose and direction that fully utilizes flexibility to support a commitment to high</p> <p>Adopt a strategic plan that addresses specific goals and long-term goals, regularly reviews progress against its goals, identifies strategies to improve its results, and holds itself accountable for implementing improvement strategies and determining impact.</p> <p>Provide pathway systems that meet employment needs of the region and state and local industry workforce demands.</p> <p>Adopt policies, procedures, and processes to guide OCCA efforts to hire, plan, and retain qualified professional and support staff.</p> <p>Provide programs addressing high priority career, and workforce goals in areas of focus.</p> <p>Provide comprehensive services that ensure learning and conditions that support high-quality career and workforce education.</p> <p>Implement a process to receive input from students to improve institutional effectiveness.</p> <p>Ensure the OCCA actively participates in the local College and Career Academy Network (CCCAN).</p> <p>Create dual enrollment agreements and additional dual enrollment opportunities with participating partners.</p> <p>Establish a process to ensure a high degree of collaboration between the local governing body and the local board of education.</p> <p>Adopt and implement a marketing plan that is evidence of its reach, breadth and retention of all students.</p>		12-01																														
		12-02																														
		12-03																														
		12-04																														
		12-05																														
		12-06																														
		12-07																														
		12-08																														
		12-09																														
		12-10																														
		12-11																														
<p>Standard 3: Teaching and</p>			OCCA with a stand-alone charter contract										OCCA included within a charter system contract										OCCA included within a CWS contract									

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Assessing for learning - Ensure curriculum, instructional design, and assessment practices fully utilize flexibility	WCSA Compliance Assessment	School System Board	Local School Board	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)	WCSA Compliance Board	WCSA Management Team	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)	WCSA Compliance Board	WCSA Management Team	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)																						
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																							Compliance	Board	Management	District	Partners	Partners	Partners	Partners	Partners	Partners	District	Partners	Partners	Partners	Partners	Partners	Partners	Partners	District	Partners	Partners	Partners
Develop and maintain a culture with common practices that ensure students are college and career ready with coursework aligned to those requirements																																												
Align the program content, activities, and employability skills through its program of study, including application of content, knowledge and skills, problem solving, work behaviors, critical thinking, teamwork, communication, creativity and innovation, and assessment of the global marketplace																																												
Use data that goes beyond standardized test scores to identify student learning needs																																												
Encourage student participation in career and technical student organizations (CTSOs) and other professional organizations																																												
Ensure the OCCA has evidence of its strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the importance of authentic career experiences for student learning between the school and its stakeholders																																												
Collaborate with stakeholders to improve teaching and learning																																												
Ensure all professional growth opportunities are targeted to specific instructor needs																																												
Ensure high quality and rigorous course descriptions and course credits, aligned with T324 and Lewis Institute standards where applicable and with industry standards in all cases																																												
Ensure access to support to address the physical, social, financial and academic needs of students in the school																																												
Implement a system to provide career development training for students																																												
Ensure close interaction with students' home high schools, and with regional colleges to address other student needs such as counseling, assessment, referral, and educational planning																																												
Adopt and implement a plan to increase student enrollment and ensure courses that offer dual and concurrent enrollment credits																																												
Ensure all requirements for delivery of courses for English learner (EL), special education (SPED), gifted, and remedial programs are met																																												
Establish curriculum and activities that promote the success of students in the work force, including soft skills and employability skills																																												
Establish mechanisms to determine the success of the work force development provided by the Academy																																												
Establish methods for monitoring the implementation with fidelity of the work force development curriculum and activities																																												
Select instructional delivery modes, including work-based learning and online learning platforms (e.g., Georgia Virtual School)																																												
Create and maintain a school culture that reflects the culture of the work force in the community																																												
Establish a robust climate plan and strategic plan to ensure goals are met																																												
Standard 4: Economic and Work Force Development - Develop Career Pathways, Dual Enrollment, and Post-Secondary Certifications which fully utilize flexibility to support an alignment to the																																												
	WCSA Compliance Assessment	OCCA with a stand-alone charter contract						OCCA included within a district system contract						OCCA included within a TWC3 contract																														
		School System Board	Local School Board	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)	WCSA Compliance Board	WCSA Management Team	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)	WCSA Compliance Board	WCSA Management Team	Local School District	Local College Partners	Other Higher Education Partners	Partners (1)	Partners (2)																						
Ensure community stakeholders in development of the OCCA. (The development of the OCCA is an ongoing process.)																																												
Actively solicit community and stakeholder input																																												
Ensure stakeholders provide meaningful support as donated equipment and in-kind services to the OCCA																																												
Provide work-based learning activities and ensure to continuously improve the program																																												
Collaborate with employers to ensure work-based learning opportunities for students and OCCA faculty and staff																																												
Ensure that the OCCA is not a pipeline to a dead-end job																																												
Ensure appropriate national, soft skills, and employability skills are embedded in the program's curriculum and delivered to all regions and sites to ensure that a trained workforce is available																																												
The OCCA actively participates in economic development of the region and state to ensure that a trained workforce is available																																												
Ensure the OCCA actively and effectively utilizes a portion of its role in economic development																																												

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<p>Ensure the GCAA governing board and management collaborate to develop career pathways, dual enrollment, and postsecondary opportunities which fully utilize flexibility in support of alignment to the outcomes and workforce needs of the community and are driven by student needs and interests.</p>	14-410	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Ensure that an industry program is offered throughout in all aspects of the GCAA</p>	14-411	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Identify technology, experiential outcomes, and other resources aligned with community workforce development needs</p>	14-412	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Ensure staff remains current in its ability to meet work force development needs through high quality professional development and leadership</p>	14-413	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Assessment/Assess controls aligned to the Pathways, Dual Enrollment, and Post-Secondary Certificates, including any changes to curriculum as needed to improve student achievement, with the assistance of the school system to define rigorously each term-level program, including connecting the GCAA with local businesses and existing in the education and outside of job-related information that can be used in developing a career pathway for students</p>	14-414	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Create and adopt a strategic integrated work force development initiative plan (including performance goals and measures, and milestones and timelines) that will yield a high quality GCAA that reinforces the vision and advances the mission of the school, including a focus on preparing students to meet work force needs while maximizing academic achievement</p>	14-415	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Ensure Pathways are aligned with dual enrollment and postsecondary options through comprehensive pathways</p>	14-416	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Standard 5: Performance Contract The GCAA fully utilizes flexibility provided by a performance contract and can meet annual state academic accountability goals by utilizing state and federal</p>																												
<p>Levels in this Performance Goals, including:</p>																												
<p>- Increase in the percentage of students earning college credits via dual enrollment by 5% by the end of the contract term.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>- Increase in the number of students in work-based learning programs by 10% during each year of the contract term.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>- Evaluation rate exceeds that of the district either state by 1% during each year of the contract term after a baseline is established in year 1 of the performance contract.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>- Increase in the percentage of students who earn technical certificates by 2% by the end of the contract term after a baseline is established in year 1 of the performance contract.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>- Increase in the percentage of students who are employed in a job directly related to technical certificate received or enrolled in post-secondary education within six months of graduation from high school by 3% by the end of the contract term after a baseline is established in year 1 of the performance contract.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Ensure the GCAA aligns with the timeline outlined in its performance contract.</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Ensure the GCAA maintains its focus on high-quality, equitable, including:</p>	14-A1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																

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Adhere to open and Public Meetings and Access to Records																								
Administer governing board members and employees logs and comply with conflict of interest																								
Provide equal and equal operations that are consistent with its Strategic Vision and develop over operations plan and performance strategic goals, including establishing human resources policies, procedures, and standards.	15-05																							
Manage budgeting the 1001 and CLM accountability goals as applicable	15-06																							
Manage the faculty human resources including job processing, employment contracts, and benefits.	15-07																							
Manage transportation decisions, including authority to contract for transportation services	15-08																							
Manage the Facility or Facilities that are owned and operated by the subject system for use of the FCAA	15-09																							
Maximize the use of the facility among all Academy partners.	15-100																							
Establish and maintain a career center that serves the culture of the workforce in the community.	15-011																							
Establish school climate goals and ensure those goals are met.	15-02																							

*The ISCIP reports for accountability

You have reached the end of Job & Personal Items and Responsibilities
 Please proceed to Job 3. Instructions and continue answering the remaining items.