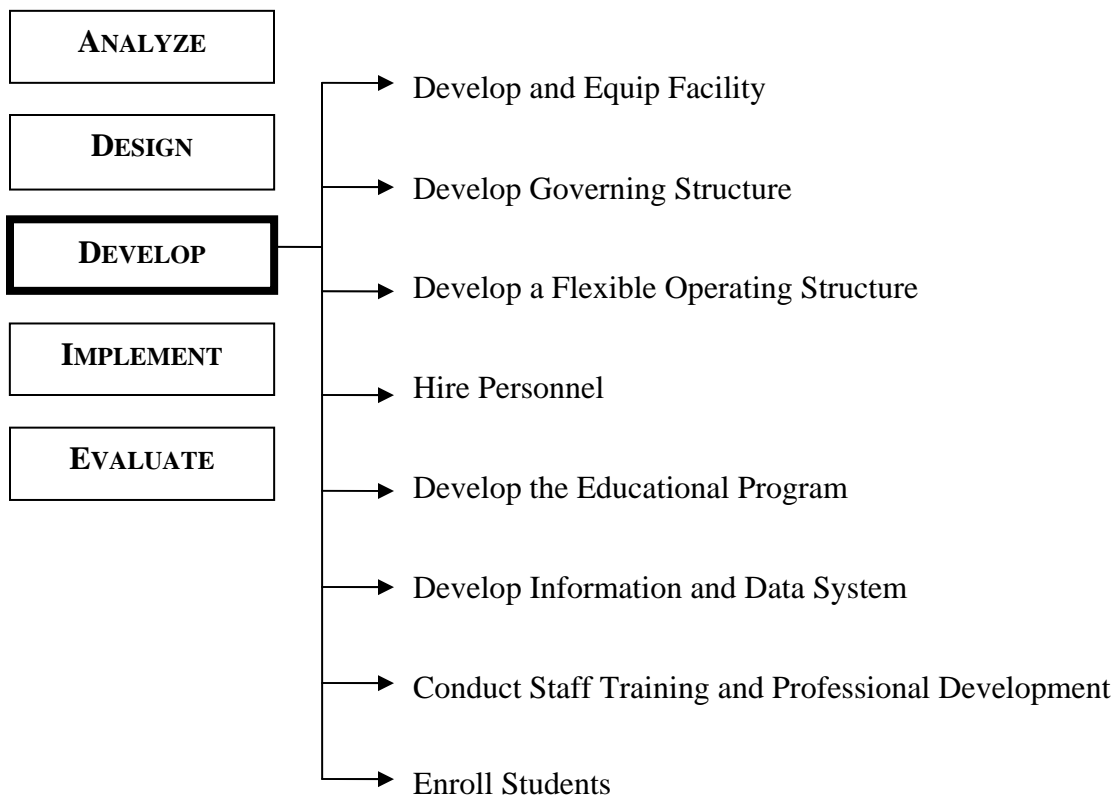


DEVELOP

Develop is the third step of the ADDIE process. This step involves establishment of the necessary systems and infrastructures and acquiring the resources to attain your desired outcomes. Your community will need to acquire charter school status if determined necessary, raise funds, build or renovate and equip a facility, create a board of directors, hire and train staff, develop courses and needed agreements in conjunction with postsecondary institutions, and enroll students. This step alone may take one to two years. Again, be patient. It is worth putting in the time at the development stage to avoid problems later.



A. DEVELOP AND EQUIP FACILITY

The completion of an appropriate physical facility for your center is likely to be the key determinant of when it can open. Acquiring the necessary financing, construction, and even renovation can take considerably more time than initially allocated.

Guideline: *BUILD OR RENOVATE FACILITY*

Funding for construction or renovation should have been identified by this stage. (See Seek Funding in Chapter 6: Design for suggestions on facility financing.)

- Obtain construction financing, whether from the state, tax revenues, or a private loan. Follow the appropriate process used by the school system or college to hire designers, architects, and building contractors.
- An existing building designated for use as the basis of the center's facility is unlikely to meet all the facility specifications that you have developed, even if it is a former school building. An architect and designer will need to draw up renovation and expansion plans that meet the needs of the planned enrollment and programs to be offered.
- Constructing a new facility provides a great deal of opportunity to create exactly the space that is needed. Steering committee members and school system staff will need to work closely with designers and architects hired to ensure that the center's needs will be met.
- Determine if there are ways in which community members or volunteer labor can be helpful in the process. Organize a work day to clean up the site, prepare for renovation, or paint. Not only is volunteer labor helpful to the budget, but community involvement creates supporters and advocates for the future.
- Even if the building will not be ready for some time, it may be possible to begin a limited number dual enrollment career and technical education programs. Students could travel to the technical college campus, where the necessary teaching labs are available. The slower roll-out will function as a pilot in which dual enrollment agreements can be finalized and schedules adjusted.

Whitfield County constructed a 21st century learning environment. For example, food service kitchens were designed to be used for instructional purposes and a working childcare center was included. The large, open central core of the building is appropriate for holding large events.

Walton County organized a community work day, inviting volunteers from business and community partners and student organizations, to clean, remove trash, sort goods, and empty the old high school building before renovation began. The successful volunteer day spurred new partners to get involved in building renovation.

With completion of their facility a year away, the Douglas County partnership decided to offer a small number of dual enrollment programs—in health occupations, computer-aided drafting, and business education—to high school students in the interim.

Guideline: ACQUIRE EQUIPMENT, FURNISHINGS, AND SUPPLIES

Equipment for a center focused on the 21st century workforce must be up-to-date and equivalent to that used in the workplace. The search for funding during the Design phase should have resulted in some equipment commitments. Employers looking to the center to address their workforce needs have a vested interest in seeing that students are trained on the same equipment as that used in the workplace and so may make donations. Other sources of equipment, furnishings, and supplies include the school district, the technical college, the state Department of Education, and federal career and technical education funds. (See the Seek Funding section in Chapter 6: Design.)

- Equipment needs to be to industry standards and up-to-date with what is being used in the workplace to make education and training relevant. This means that it will likely need to be updated regularly in the future.
- Charter schools can apply for a one-time implementation grant from the State of Georgia, worth \$400,000 for start-ups. This is an important source of funding for supplies and furnishings. It may help with equipment needs, but is unlikely to cover the full cost of what is needed.
- Continue to approach and engage employers about the equipment needs of the center. They should be on the committees developing curricula and specifying the equipment needed for each program. Engaging them in the design process makes it easier to ask them for an in-kind equipment donation or funding to purchase appropriate equipment.
- The school district’s career and technical education funds, such as federal Perkins money, will be another source for equipping the center. It is possible that some existing equipment can be moved from a base high school to the new center if programs are being consolidated.
- The college should be able to provide the equipment for some of the dual enrollment programs being offered.

In Whitfield County, partners shared responsibility for equipping the dual enrollment program labs—Dalton State College equipped the electronics lab, the school district equipped the industrial maintenance lab, and the hospital furnished the healthcare lab.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Quality appropriate facilities in place and equipment in place before school is operational.		Use of traditional school facilities and technical equipment without input from business community.

B. DEVELOP GOVERNING STRUCTURE

In developing the governing structure for the center, a permanent entity such as a board of directors is needed to replace the steering committee that oversaw start-up. While the steering committee ideally represented many different stakeholders, the board must have very specific membership guidelines to ensure representative participation of each stakeholder. The board should be in place well before the center is operational and before any personnel decisions are made.

Guideline: *OUTLINE GOVERNING STRUCTURE*

You will need to designate a governing and oversight body for your center, most likely a board of directors, and determine how this board relates to the institutional partners of the joint venture.

- It will be helpful to determine how the center's board of directors relates to the board of directors of the technical college and the local board of education. While it will most likely be accountable to both of these bodies it needs some autonomy in its operation. To be most effective, it needs autonomy from both of these bodies. See the Central Educational Center Organizational Chart in Chapter 2: The CEC Experience for an example of a lateral relationship between these three boards.

Guideline: *DECIDE UPON THE ROLE OF THE BOARD OF DIRECTORS*

The board needs the power to set policy. It should have financial oversight of the center and will also function as the governing body for the non-profit organization created. The board will participate in hiring the center's CEO and will provide oversight to this individual. It can also function in an advisory capacity to the CEO. It should be engaged in personnel decisions for the center.

Guideline: *DETERMINE THE MAKE-UP OF THE BOARD*

The size and composition of the board are important decisions which must be described in the charter school agreement you will develop.

- The board will need to be large enough to represent all the important stakeholders, but if it is too large, decision-making will be challenging. A board with 15 to 20 members is likely to avoid both of these issues.
- If the center is to truly meet employer needs, it is recommended that the board of directors be at least fifty percent business representatives.

The CEC Board of Directors meets every other month to conduct strategic planning and reflect on progress. The board considers and advises on issues such as student attendance, busing schedules, tracking outcomes, resource acquisition and distribution, communications and marketing.

- Charter schools require that parents be involved in governance and they are important stakeholders, so must be given a number of seats. Charter regulations in Georgia no longer require that parents make up a majority of the board, and this is not recommended.

- Education representatives should not make up the majority of the board of directors, but both education partners need to be well-represented at multiple levels. The superintendent and technical college president should appoint their own representatives and center faculty from both

CEC's 17-member board of directors consists of:

- Six parents (two parents from each of the existing high schools)
- Six business representatives
 - one representing the chamber of commerce
 - one representing business-at-large
 - one representing large business (>100 employees)
 - one representing small business (<100 employees)
 - one representing the healthcare industry
 - one representing high-tech industries
- Five education representatives
 - one representing secondary faculty
 - one representing postsecondary faculty
 - one representing Coweta County School System
 - one representing West Central Technical College
 - one representing school counselors in Coweta County Schools

institutions should serve. A representative of the base high schools is another key stakeholder with an important perspective.

- The steering committee should also develop policy on the length of the terms that board members will serve along with term limits for board members. The by-laws should specify the number and titles of the officers of the board.

Guideline: *SELECT BOARD MEMBERS*

The steering committee will be engaged in selecting the initial membership of the board of directors, but should also develop a set of by-laws whereby each category of member will be nominated and approved in the future, among other things.

- Some members of the steering committee are likely to serve on the board as representatives of the various constituencies. This can bring helpful continuity in the transition from the planning group to the governing board.
- It is important to engage all stakeholders in nominating board members that represent their interests. For example, the chamber of commerce can nominate business representatives, the superintendent of schools and the technical college president should nominate their representatives, and secondary and postsecondary faculty can nominate their representatives. School counselors may be the best prepared to nominate parent representatives.
- Once the board is in place, it can elect its officers and, as a body, finalize by-laws and any other necessary operating agreements.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Appropriate governing structure in place before school is operational.		Parents too heavily represented at the expense of business on board of directors. Absence of true policy-making power for board.

C. DEVELOP A FLEXIBLE OPERATIONAL STRUCTURE

Discussions during the design phase should have determined how your center will acquire the necessary flexibilities in staffing, scheduling, and funding to operate as it needs to. Charter school status is optimal for this purpose and, ideally, you will have built community support for this option. If so, you are ready to apply for charter status. If that is not a possibility, it will be important to use this time to negotiate other sorts of flexibilities with the local school system and develop written agreements as to how they will be implemented.

Guideline: ACQUIRE CHARTER SCHOOL STATUS

It is time to go through the formal application process to receive charter school status. In Georgia, the charter and all of the documentation that must accompany it will be need to be submitted to your local board of education, which has 60 days to approve or deny the petition. If it is approved, it is sent to the state board of education for final approval. You should have already acquired 501(c)(3) status for your center and familiarized yourself with the resources available on the Georgia Department of Education website. If you are from another state, contact your Department of Education to learn the relevant application process.

- Draft a charter school agreement, using the Model Charter School Petition template found on the Georgia Department of Education’s website (http://public.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterApplication) or one from your state. The objectives you have already written will be the core of your charter. In addition, you will need to describe the educational program including discipline and the granting of units and credentials, indicate how parents were involved in the development of the charter petition, and address the issues of governance, operations, personnel, facilities, and finances. See the most recent charter agreement submitted by CEC included at the end of this chapter as an example.
- Be sure to access the following documents on the Georgia Department of Education website:
 - Application Process
 - Checklist for Charter School Petitions
 - Charter Petition Cover Sheets
 If you are from another state, look for guidance on your state Department of Education website.
- Make sure that you continue in conversation with the superintendent and members of the local board of education during this entire process of charter development as their support is crucial.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Charter school status (optional).		Not granted charter.

D. HIRE PERSONNEL

It is important that most, if not all, of the personnel of the new center be in place during the development stage, well in advance of its opening. Ample time is needed for orientation to a very different learning environment, training in new instructional methods, developing work-based learning, and engaging in course development.

Guideline: *SELECT THE CEO*

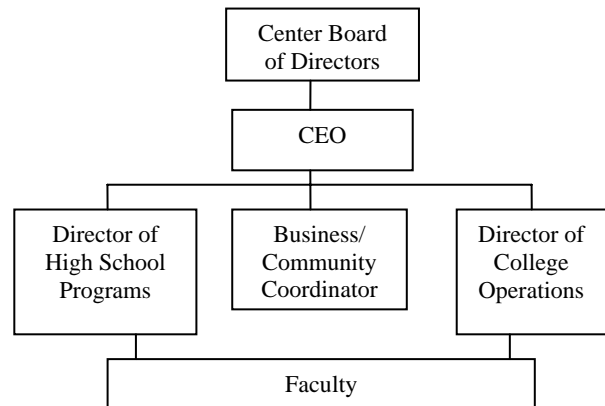
The CEO should be the first person hired. A natural candidate with strong business credentials may already be involved in the joint venture and have emerged as a leader. It is still important to use the job description established in the design phase and interview the candidate. If a natural leader has not emerged, the position should be advertised.

- The board of directors must be heavily involved in this task. If candidates have not emerged out of the design and development process to date, board members should approach potential candidates, asking them to apply.
- The board should conduct interviews with the candidates and recommend their choice to the school district and technical college for approval.
- The CEO will need to be formally hired by his or her employer of record, perhaps the school district, the local board of education, or the newly-created non-profit organization.

Guideline: *HIRE OTHER ADMINISTRATORS*

Other administrators will have more direct oversight than the CEO over the faculty at the new center. They should be brought on board in time to be part of those selection and hiring decisions. In particular, in partnership with the CEO, the college will need to appoint a director of operations to oversee the new campus and the school district will need to hire a principal to serve as director of high school operations. The director of business/community relations, who may also be a certified principal or assistant principal, should also be brought on at this stage to finalize the leadership team.

- The CEO may want to consult with the board of directors on hiring decisions for other administrators.



Guideline: *HIRE APPROPRIATE FACULTY*

Secondary faculty will be school district employees while postsecondary faculty will be hired by the technical college. It is likely that a number of faculty members will come from the existing high schools.

No net new high school teaching positions were created in the Coweta County School System when CEC opened. Since that time, new positions have been added as enrollment in career and technical education programs has increased.

- The positions will need to be advertised in the usual manner for the school district and the technical college. Instructors who have been involved in the curriculum development process for the new center are good candidates for taking up teaching positions. Recruiting within the school system for career and technical education instructors whose programs are being centralized, as well as academic instructors, who must be certified, is a good starting place.

- Spending time to make sure that potential faculty members are familiar with the goals of the new center and how it will operate is crucial to the recruitment process. It will likely not be enough just to advertise the positions without providing opportunities for potential candidates to learn more. Hold orientation events for anyone considering working at the new center. A comprehensive outreach effort serves many purposes including finding the best teachers for the new center, showing all teachers that they have an opportunity to be involved if desired, and broadly sharing information on the center itself.

Six meetings were held at Dalton State College for people who might want to work at the Whitfield Career Academy in December and January before opening. At each meeting, an orientation to the concept and all its components was provided. At one meeting educators were paired with business people and asked to come up with a lesson integrating both academic and technical instruction.

- It is important that existing high school faculty, particularly those who teach in the career and technical education classes being moved to the center, express a desire to teach at the center and go through the application and interview process like other candidates.
- Charter school status allows greater flexibility in the hiring process, including career and technical education faculty that have not taught in the K-12 system before. Students recognize and respond to real world experience in the field in which they are studying. Candidates from the world of business and industry who do not necessarily have teaching credentials should be solicited for positions for which the charter provides a waiver from certification.
- Technical college faculty will need to be interviewed by the administrative team in the same manner as high school instructors. They need to be excited about spending much of their teaching time with high school students.

In Coweta County, West Central Technical College hired CEC instructors on a full-day basis. The same faculty members teach high school dual enrollment courses during the day and adult classes at night.

- A rigorous interview process for faculty is important. The interview team should include all members of the center’s administrative team, as well as other teachers that have already been hired. Steering committee members from industry who worked on curriculum development should be involved in the review of applications and the recommendation of candidates as they will know best the skills, background knowledge and teaching styles that are needed to deliver the curriculum. Students can also assist in making difficult candidate choices.
- Ask for 360 degree references from successful candidates—from those taught, those worked for, and those worked with.
- Make sure to explain to candidates that they will need to commit to participating in professional development and training before the start of the new school year.

In Walton County, the administrators had two essentially equal candidates for one teaching position. They put them both before a class of students and asked which the students would choose.

“In hiring teachers, look for those who are expert in the technical field rather than best at traditional things like classroom management. Find someone passionate. Even a ‘dry’ presenter with passion should spark interest in their subject. It’s important that the teacher’s been through the process of getting you into the field.”
CEC students and graduates

Hiring criteria for teachers might include:

- Persuasive evidence of being a successful educator, i.e. student learning (This could be in formal K-12 or college education settings, but could also be demonstrated in adult education experiences in workplace training, the military, or volunteer roles in the community. In this definition, a student is a learner, no matter his/her age or context.)
- “Real world” experience related to the subject being taught
- Evidence of teaching and assessing work ethic in students
- Evidence of inspiring trust in students and other teachers
- Effective communication with students, peers and business
- Experience and ability in advising students on career issues
- Knows relevant industry and is able to anticipate changes and trends
- Teaches for student proficiency (mastery of competencies)
- Evidence of partnering with business and industry
- Experience collaborating with colleagues in teaching
- Goal of gaining nationwide respect for teaching work
- Initiates action to bring about continuous improvement
- Passion to pioneer in a new environment
- Genuine caring for young people
- Willingness to go above and beyond the usual—i.e. summer orientation activities

Guideline: *HIRE OTHER STAFF*

All necessary staff including a counselor and work-based learning coordinators should be sought during this development period. When recruitment presentations are made, all staff roles should be advertised.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Qualified, appropriate CEO, faculty, and staff in place before school is operational.		Assumption that leadership, faculty and staff can be hired immediately before opening.

E. DEVELOP THE EDUCATIONAL PROGRAM

Having personnel in place allows the educational program—including secondary and postsecondary career and technical education courses, work-based learning, work ethic instruction and assessment, and logistics—to be developed by those who will be responsible for offering and administering it. Instructors can develop the specific courses they will teach and work-based learning opportunities. Program advisory committees should also be established at this stage and they can provide some support to instructors in this process. Administrators will take responsibility for developing formal dual enrollment agreements and making organizational and policy decisions about dual enrollment, work ethic assessment, scheduling, and transportation.

Guideline: *FORMALIZE DUAL ENROLLMENT OPPORTUNITIES*

Having determined the dual enrollment programs and certifications to be offered, along with course articulations, in the design phase, formal agreements between the college and the school system need to be written. The dual enrollment agreement will need to cover all necessary elements such as scheduling, eligibility, the application and admissions process, grading, and costs to be covered.

- While the programs to be offered by the college have been determined, it is beneficial to determine how many high school students can enroll in each in a given semester, based on laboratory space available and any mandated faculty-student ratios.
- Determine the eligibility criteria for dual enrollment. For the most part, these are likely to be the same as that for adult entrants to the college, with the exception of the requirement to be a high school graduate. The school system may decide to apply other criteria, such as a minimum grade point average or an age requirement.
- In Georgia, students will need to pass the technical college entrance exam (the paper ASSET test or the computerized COMPASS). Consider creating a COMPASS testing facility, to be used by anyone in the county, as part of the new center. You will need to establish a retest policy for high school students. See the section on Dual Enrollment in Chapter 2: The CEC Experience for more information on the application process at CEC.
- Talk through all the logistics and organizational arrangements necessary for dual enrollment to take place. If the secondary and postsecondary institutions are co-located, transportation will not be an issue. Other issues to discuss and address in the written agreements include:

At CEC, dual enrollment is open to students who are at least 16 years of age, as this is the minimum age to qualify for the Georgia HOPE grant which pays their college tuition. A minimum GPA requirement was dropped in favor of reliance on college entrance test score and the discretion of the high school counselor. High school students are allowed to retake the college entrance exam every quarter if they don't pass.

- Costs: who will pay for high school student tuition, fees, and books, particularly those students not eligible for state funds.
- Enrollments: what is the minimum enrollment for a course to be offered; what is the policy for dropping a class after it has begun.
- Scheduling: dual enrollment classes will need to be offered on a high school semester schedule rather than the college's quarter schedule, and students will need to be able to complete entire certificate programs in one semester or two quarters. (See the section on Dual Enrollment in Chapter 2: The CEC Experience for more information on dual enrollment scheduling at CEC.)
- Grading and awarding of credits: whether students will receive letter or pass/fail grades, whether college grades will count towards high school GPA, and how quarter hours will be converted to Carnegie units.
- Parent communication: how will parents be informed of the scheduling and operational differences for their children enrolled in college courses.
- Graduation: how will students receiving college certifications be recognized.

In Coweta County, the dual enrollment classes offered at CEC are put in the West Central Technical College (WCTC) schedule of classes with the special quarter dates highlighted. High school students are given priority until a specific deadline. WCTC waived its \$25 application fee and \$35 per quarter technology fee for dually enrolled students. The college holds a ceremony the week before high school graduation in which all students who passed their dual enrollment classes that year receive their certificates.

- Determine if adults will be able to enroll in the same daytime college courses as high school students. As long as students have priority for the available places, there are benefits to having young people in the same classes as adult students. High school students often exhibit increased maturity around older peers and gain confidence from interacting with adults, which will be beneficial in the workplace.

Guideline: *CREATE PROGRAM ADVISORY COMMITTEES*

Program advisory committees should be created at this stage for each career and technical program being offered at the center. These committees, made up of business and employer representatives, will advise instructors on trends and needs in their industries, assisting in curriculum redevelopment, communicating changes in equipment needs, establishing work-based learning opportunities, and developing performance-based assessments.

- Committee members may be selected from employer representatives on the curriculum design subcommittees or from existing advisory committees serving technical programs at the base high school which are being consolidated to the new center. Others representative of local employers in the area can be invited to serve.
- Expectations as to the committees' role and frequency of meeting should be clearly defined. Advisory committees are usually led by instructors.

Guideline: *DEVELOP INDIVIDUAL COURSES*

Once faculty have been hired, they can participate in identifying the individual courses to be offered and developing their content.

- The classes to be offered should be listed in the district’s schedule in time for enrollment, usually four or five months before the fall semester begins. (See guideline below on Develop center schedule.)
- In addition to lesson plans, faculty will want to develop student projects and plan for performance-based instruction and assessment. (See section on Conduct Staff Orientation and Training for more information on this.)

Guideline: *DEVELOP WORK ETHIC ASSESSMENT*

More specific plans should be made for making work ethic an essential part of all instruction and a part of the culture of the center. A rubric for work ethic assessment will need to be developed. CEC’s work ethic evaluation and exceptions forms, a modified version of the technical college’s assessment rubric, are attached to the end of this section as examples. A decision should also be made on how work ethic grades will be recorded and reported and whether or how they will impact course grades.

At CEC, work ethic grades are separate from class grades, but show up on report cards. CEC produced a pamphlet to ask business leaders to request a transcript from prospective employees and look at the work ethic grade. At the Whitfield Career Academy, twenty-five percent of students’ class grades are based on work ethic and students receive a progress report showing work ethic achievement.

Guideline: *DEVELOP WORK-BASED LEARNING OPPORTUNITIES*

Work-based learning is a key part of the educational program of your new center. Whether you offer job shadowing, internships, or apprenticeships, it will be an intensive time commitment to establish and maintain sufficient work-based learning slots for all students who choose to participate. Work-based learning directors will need to be in place at this stage to cultivate business partnerships and make sure that work-based learning opportunities offer learning-rich environments for students. Such an environment is authentic in that it is the “real world,” allows students to learn and practice transferable skills, provides ongoing feedback from and interaction with adults, and offers a chance for students to demonstrate their skills and competencies.

- Much outreach will need to be done to ensure that there are enough placements in workplaces relevant to each of the programs being offered at the center. Work-based learning directors will need to call and meet with many local employers to explain the program. Beginning with job shadowing and unpaid internships allows skeptical employers to see the high caliber of the students. There are many reasons for employers to be involved in work-based learning, not the least of which is helping to train a ready workforce for their business or industry. Other benefits that accrue to businesses partnering with high schools include increased public awareness, a reputation of helping their community, and greater employee satisfaction.

- All work-based learning for the district should be consolidated to the new center. It can be annoying to employers to receive several calls from different high school coordinators trying to set up work-based learning opportunities. It is therefore important to have one central department for recruitment of work-based learning sites. The center's work-based learning directors can divide the responsibility by program areas.
- The technical college instructors will be responsible for setting up any necessary clinical rotation sites, such as in health occupations programs.
- Some businesses don't allow people under 18 years old to work there. Sometimes there can be a waiver for students.
- Develop formal agreements with the work-based learning sites. These can specify how many students can be placed there, the length and nature of the opportunities offered, and the expectations for the workplace supervisor, the student, and work-based learning director from the center.
- Work-based learning placements should be true learning experiences. On-site supervisors should be prepared to receive and follow a learning plan for each student placed there and give young people meaningful work. The supervisor will also need to evaluate the student's performance.
- Make applying for work-based learning as simple as possible for the students. One common application, covering all work-based learning programs, will be easier than separate applications for each program.

Guideline: *DEVELOP CENTER SCHEDULE*

A daily schedule for the center needs to be developed so that transportation and other district-wide support will be in place for opening.

- A block schedule may be the easiest way to organize classes at the center, due to the extended class hours needed to fit college classes into student schedules and due to the need for longer technical lab courses.
- For coordinating across the district, it may be easiest for the new center to produce a list of anticipated offerings for the base high school counselors to begin scheduling students. Later, the center's counselor can use this information to develop a tentative schedule for the center. The center will likely need to schedule academic core classes immediately before or after technical classes so that students can spend two consecutive blocks at the center.
- The center's daily schedule could start a little later than that of the base high schools and end a little earlier, if students take buses from home to their base high schools and vice versa. Make a number of bus trips from each of the base high schools to the new center

and back at different times of the day to get a realistic idea of the transportation time needed.

- Ensure that there is a lunch period of sufficient length for students to move between the center and their base high schools as well as eat. This time slot will also function as common planning time for center faculty and it is essential that instructors have an extended period to collaborate on teaching ideas, share lesson plans, discuss student needs, network, and receive professional development.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Relevant courses developed based on curriculum design and articulation and dual-enrollment agreements signed.		Absence of performance-based objectives for each course. (Presence of "knowledge-based" objectives.) Low level of real world simulation for courses.
Class schedule providing common planning time for faculty and the ability to complete postsecondary certifications within one semester.		Traditional school schedule. Lack of large block of time in which all faculty are free of teaching responsibilities.
Formal agreements between school and work-based business partnerships.		Few new work-based learning settings. Lack of collaboration.



WORK ETHIC EVALUATION FORM

Team Member NAME _____ SS# _____ Semester _____

COURSE TITLE _____ DIRECTOR _____

Grading Scale	Mid-Quarter				End-of Quarter				
	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	Exceeds Expectations	Meets Expectations	Needs Improvement	Unacceptable	
3 - 24-30 Exceeds Expectations									
2 - 20-23 Meets Expectations									
1 - 17-19 Needs Improvement									
0 - 0-16 Unacceptable									
Work Ethic Trait	Point Score				Point Score				
	3	2	1	0	3	2	1	0	
Attendance: Attends class; arrives/leaves on time; notifies Director in advance of planned absences.									
Character: Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.									
Teamwork: Respects the rights of others; respects confidentiality; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; demonstrates mannerly behavior.									
Appearance: Displays appropriate dress, grooming, hygiene, and etiquette.									
Attitude: Demonstrates a positive attitude; appears self-confident; has realistic expectation of self.									
Productivity: Follows safety practices; conserves materials; keeps work area neat and clean; follows directions and procedures; makes up assignments punctually; participates.									
Organizational Skills: Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.									
Communication: display appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.									
Cooperation: Displays leadership skills; appropriately handles criticism, conflicts, and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.									
Respect: Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.									
SUBTOTAL									
TOTAL SCORE	[]				[]				
TEAM MEMBER'S GRADE	[]				[]				
	MID-SEMESTER GRADE:				FINAL GRADE:				

Explanation of Work Ethic Grades	
Exceeds Expectations:	Work ethic performance is exemplary. Team member has consistently demonstrated characteristics that will stand out in the work environment.
Meets Expectations:	All work ethic standards are met. The quality of team member's work ethic performance is that of a good employee in the normal work environment.
Needs Improvement:	Some standards are not met. Additional training in employability skills is recommended.
Unacceptable:	Work ethic performance was below average. Additional training in employability skills is a must if the team member is to survive in the work environment.



WORK ETHIC EVALUATION Exception Form

TEAM MEMBER NAME _____ SS# _____ Semester _____

POINTS ADDED OR DELETED PER WORK ETHIC TRAIT:

Exceeds Expectations (+1)	Needs Improvement (-1)	Unacceptable (-2)		
___ Attendance	___ Character	___ Teamwork	___ Appearance	___ Attitude
___ Productivity	___ Organizational Skills	___ Communication	___ Cooperation	___ Respect

PROBLEM OR COMMENDATION:

TEAM MEMBER RESPONSE:

IMPROVEMENT PLAN:

Date for Review Session: _____

(Review may be scheduled for mid-quarter, or at any other designated time.)

_____/_____
Director Team Member

OUTCOME OF REVIEW SESSION:

Points to be added or deleted, if any, from the Work Ethic Evaluation Form:

Exceeds Expectations (+1)	Needs Improvement (-1)	Unacceptable (-2)		
___ Attendance	___ Character	___ Teamwork	___ Appearance	___ Attitude
___ Productivity	___ Organizational Skills	___ Communication	___ Cooperation	___ Respect

_____/_____/_____
Director Date Team Member Date

F. DEVELOP INFORMATION AND DATA SYSTEM

Center administrators will need to take the lead on putting an information and data system in place before students are registered to attend the center. They can build upon the indicators designed by the steering committee and will want to engage their faculty in the development process.

Guideline: *DEVELOP AN EVALUATION PLAN*

Administrators should develop a final set of goals and indicators, based on those outlined by the steering committee. Once all the indicators are identified, an evaluation plan, listing all the data that needs to be collected, can be written.

- Make sure that the plan is detailed, specifying precisely what data will be collected and when. It should also explain who will collect the data. For example, while course grades and graduation test results will come from the school district, satisfaction surveys will need to be administered at the center.

Guideline: *DEVELOP A DATA STORAGE SYSTEM*

A database for the center will be needed. The school district has a data system, as does the technical college, but it may make the most sense for the center to establish one that is independent of both the secondary school and technical college systems. Any independent system will need to be able to link to or import data from both of these systems.

- Involve the data professionals from the school district and the college in the decision of how to store data on center students. In particular, school district employees can advise on whether the district office will be able to meet the center's data reporting needs, perhaps through creating a special section or query within the larger system database that isolates the center students and adds additional indicators. Data such as work ethic grades and dual enrollment status is not typically recorded in the district system. The district's data specialists can also determine whether they have time to do special data runs to create reports for the center.
- If the district is not able to easily respond to the center's data needs, consider installing an independent database. The data professionals from the district and the college can advise on the choice of database to ensure that data will easily transfer between systems. Look for a corporate partner willing to provide the database software and some of the programming needed to set it up.
- One valuable reason to have an independent database at the center is for long-term storage of student records. Once individuals graduate, information on their high school career may be deleted from the school district's records over time. The center may want access to that data indefinitely, as evaluators conduct follow-up of graduates and wish to make connections to their high school experiences.

Guideline: *DEVELOP DATA-SHARING AND REPORTING SYSTEMS*

Much of the data that the center will need is already collected and housed at the district level or with the college. Center administrators will want to clarify how data from the district data office will be shared. The center will need a process for accessing the data on its students and either transferring the information to its own database or getting timely and specific reports from the district office.

- Someone at the center will need to be given responsibility for data collection beyond that done by the district (such as satisfaction surveys), storage, and reporting, no matter where the data is housed. Most likely a member of the administrative team should take this role. Instructors will need to be briefed on their responsibilities for data reporting and collection as well.
- Data sharing should include the transfer of a student’s complete record so that a student’s academic performance before taking classes at the center can be compared to later grades.

Guideline: *CONSIDER HIRING AN EVALUATOR*

The center may benefit from bringing an outside evaluator or researcher on board. If such a person is to be used, bringing them in the early stages is very important so that they can help plan the information and data systems of the new venture. This will facilitate data collection and analysis. Colleges and universities are good sources of evaluators. Private evaluators or firms are also available.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Protocols, database, and data collection process to assess satisfaction and student performance.		No appropriate database or data collection instruments in place. Reliance on school system to collect data needed.

G. CONDUCT STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

Professional development is important for staff at any school. With the innovations planned, it will be crucial for the new center. In addition to ongoing support and opportunities, an orientation session and most likely some training in performance-based instruction for the secondary faculty will need to be scheduled before the center opens. Even veteran teachers will need to be acclimated to new ways of operating. Both secondary and postsecondary instructors will need to become accustomed to the culture of the new center which will be different than either of their usual environments.

Guideline: *PROVIDE ORIENTATION*

An orientation session is an opportunity to bring the entire faculty and staff together to meet one another and begin to coalesce as a team, develop a common vision and philosophy for the center, present center logistics and policies, and share management and leadership practices.

- An orientation should begin with the educational philosophy and history of developing the center.
- Building a common vision for the team will be made easier by carefully selecting staff who agree with the vision before coming to the center. Articulating that vision and coming to consensus on how it will be implemented will be an important part of orientation. All staff must have the opportunity to provide input to this process.
- The culture of the center will be very important to its operation and very different from that of traditional education. The CEO and other members of the administrative team will likely rely on the center's culture to enable them to manage its staff and operations. It will need to be a culture in which faculty, staff, and students feel empowered and take leadership and initiative. The management team should describe the culture they hope to create with staff and discuss how it will impact their style of administration.
- The orientation is a good time to go over center logistics and explain what will be expected of faculty, including collaboration, curriculum integration, and participation in common planning time.

Guideline: *CONDUCT TRAINING WITH FACULTY*

Because instructional methods and curriculum or course development at the new center will be different from that in traditional schools, instructors will need training in these areas. At least a week should be scheduled in the summer, before the start of school. If at all possible, postsecondary faculty should join the secondary faculty for this time.

- A number of aspects of instruction will likely be somewhat unfamiliar to faculty, particularly those teaching core academic courses. The trainers will need to spend time going over dual enrollment programs, work ethic instruction, curriculum integration,

project-based learning, work-based learning, and performance-based assessment. (See Chapter 3: Essential Elements of CEC for more information on each of these.)

- Training in instructional science and performance-based instruction, which describes how things should be taught in order to maximize retention and application, will need to be a focus of training as it is not familiar material to educators. Joe Harless' *The Eden Conspiracy* will be helpful in providing an orientation to instructional science.
- Faculty from academic and technical areas, as well as secondary and post-secondary, should also spend time in planning how to integrate the information and skills learned in each class. Technical teachers should be working closely with their program advisory groups to dissect the standards and competencies to be taught in their courses.

School administrators in Douglas County developed 100-hour course providing 10 professional learning credits for teachers, administrators, and counselors in preparation for opening the new center. Topics to be offered include:

- Team building—building a professional learning community
- Seamless education—tech prep/postsecondary options
- Higher expectations—High Schools that Work concepts
- Project-based learning—analyzing student work, rubrics
- Live work vs. textbook knowledge
- Integration of academics and technical education
- Career paths—helping students plan a career path
- Recruitment of students—earning potential, career path, benefits for all
- Collaboration of regular and special education
- Grading—J curve vs. S curve

- It may be useful to have faculty, counselors, or administrators from one of the centers mentioned in this guide speak to your faculty and staff as they are well positioned to allay fears and answer questions about how it may actually work.

Guideline: *DEVELOP ONGOING PROFESSIONAL DEVELOPMENT OPPORTUNITIES*

Professional development should be an ongoing process with extended formal training at least annually. Professional development should be relevant and appropriate, geared to actual needs of teachers and the center.

- Common planning time will provide opportunities for professional learning and development, sharing best practices, faculty collaboration across disciplines or levels, assessment and evaluation, staff meetings, and the development of action research. A list of possible books to assist with professional development is provided on the next page.
- While some professional development opportunities will be

CEC faculty have the opportunity to join professional learning communities—groups of faculty that read a book and meet one day a week during common planning time to discuss how it applies to their school.

created by the director of high school programs, this is an area in which faculty should be encouraged and empowered to take leadership.

Recommended Reading List for Administrators and Faculty

Developing Professional Learning Communities:

Eaker, Robert, Richard Dufur, and Rebecca Burnette. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. National Educational Service.

Competency Attainment vs. Grading:

Canady, Robert Lynn and Michael D. Rettig (eds.). (1996). *Teaching in the Block: Strategies for Engaging Active Learners*. Larchmont, NY: Eye on Education, Inc.

Marzano, Robert J. (2000). *Transforming Classroom Grading*. Association for Supervision and Curriculum Development.

Curriculum Development:

Wiggins, Grant and Jay McTighe. (2005). *Understanding by Design*. Association for Supervision and Curriculum Development.

Improving Instruction:

Parnell, Dale P. (1995). *Why Do I Have to Learn This? Teaching Children the Way They Learn*. Waco, TX: CORD Communications.

School Culture and Best Practice:

Collins, Jim. (2001). *Good to Great: Why Some Companies Make the Leap...and Others Don't*. NY: HarperBusiness.

Marzano, Robert J. (2003). *What Works in Schools: Translating Research into Action*. Association for Supervision and Curriculum Development.

<u>ADDIE Accomplishment</u>	<u>Met?</u>	<u>Red Flags</u>
Faculty has thorough understanding of school culture and operation and skills in performance-based instruction (x number of training hours).		Insufficient time spent orienting faculty and staff to the vision, culture and operation of the school. Lack of provision for extensive faculty training in the design and delivery of performance-based instruction. Poor performance of faculty during faculty training and/or overt rejection of performance-based philosophy of education.

H. ENROLL STUDENTS

Recruitment of students will need to begin months before the center will open, as they will need to register for classes in the winter or spring before it opens. High school students, their parents, and their high school teachers and counselors will need to have a thorough understanding of what the new center is and the value of its offerings.

Guideline: *MARKET THE NEW CENTER TO STUDENTS AND PARENTS*

- Define a consistent message for your marketing that can be used with all audiences and by everyone representing the new center. Early college opportunities is one theme that may have broad appeal.
- Before you can effectively reach students, their teachers and counselors will need to be educated about the purpose of the new center and the sort of students it will enroll. Attending faculty meetings at the base high schools is one opportunity to reach this audience. The extent to which teachers at the base high schools get information on the center is likely to be reflected in student enrollment numbers from their schools.
- Being included on the agenda of open houses at the base high school is one opportunity to share the vision of the new center with the school community, students, and their parents.
- Use multiple methods to communicate the opportunities that the school offers to students. A mailing will ensure that information is received by every student and household. Presentations in high school classes will be important to engage students face-to-face, answer questions, and convince them of the benefits of attending.
- Frame the messages in ways that appeal to young people, using movies, songs, or television shows that they like. Invite a representative from the college to assist in marketing dual enrollment opportunities. Have other students speak to student groups or provide tours of the new facility. Explain any special benefits that center students will enjoy—such as leaving campus to go where they choose for lunch.
- Hold parent meetings on the new center in the evenings at the base high schools to help them understand the opportunity. Explain the message of what the school is and what it will

Every high school student in Whitfield County received a postcard announcing the opening of the Whitfield Career Academy (WCA), which described the programs to be offered and provided an application deadline. The WCA CEO made presentations in high school classes and at open houses. High school ambassadors—one senior from each high school wearing a letterman's jacket—led tours of the new WCA facility and spoke about it to other students.

In Walton County, the CEO developed a PowerPoint for marketing to students with the assistance of a teenager. It included clips from the popular movie Napoleon Dynamite and explained how the new center would offer a free car and free laptops through a drawing for those earning college certifications.

do for their son or daughter. Data on job opportunities and income potential for those with technical training may be helpful with this audience. These meetings will also allow you to learn what concerns parents have about their children attending the center and address them.

Guideline: *FINALIZE STUDENT SCHEDULING*

While offerings and a tentative schedule will have been developed before registration, the task of making the center's schedule work for the individual students that will be taking classes there will be challenging and time-consuming.

- Counselors and/or administrators from the base high schools and the new center will need to work closely with one another and be in nearly constant communication.
- The students who will be attending the new center may need to be hand-scheduled by the counselors. A process and order for finalizing the schedule of each school should be developed.
- Policies for determining priority for student enrollments in particular courses will need to be created.

For technical programs at CEC in which more students wish to enroll than there are places available, an equal number of places are given to students from each of the three base high schools. Seniors are usually given priority for these classes and a list of others to be given priority the next semester is retained.

Sample Charter Agreement

CHARTER SCHOOL AGREEMENT

THIS AGREEMENT AND CHARTER (“Agreement”) executed this 11th day of November, 2003, to be effective July 1, 2004, by and between the Coweta County Board of Education (hereinafter "Local Board"), the State Board of Education (hereinafter “State Board”) and Central Educational Center (CEC) (hereinafter “Charter School”). The Charter School will continue operations that began in the year 2000 following a Charter approval in 1999. The Charter School represents a cooperative partnership among local business and industry, the Coweta County School System and West Central Technical College. Such other partners may be added, during the term of this Agreement, upon approval by the Board of Directors (the Directors).

In consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereby agree as follows:

1. Charter Approval: Subject to the final approval of the State Board of Education and to any other condition contained herein, the Charter School is hereby granted a public school charter in accordance with the Charter Schools Act of 1998, as is in effect as of July 1, 2004 and the terms and conditions of this Agreement, to operate a charter school as described herein.
2. Term of the Agreement: This Agreement shall commence on July 1, 2004 and shall expire at midnight, June 30, 2009, unless terminated pursuant to the terms hereof. This charter may be renewed for one additional term of five years if agreed to in writing by all parties.
3. Control and Management: The Charter School shall be subject to the control and management of the Local Board in a manner consistent with the Charter Schools Act of 1998 as that Act may be amended and the Constitution of the State of Georgia.
4. Public School: The Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia, which is not home based and which shall be primarily located in the facility at 160 Martin Luther King, Drive, Newnan, Georgia and at such other satellite locations within Coweta County as shall be approved by the Local Board listed herein. The Charter School shall be an extension of the then-existing high school programs in Coweta County (for the purpose of gaining full FTE funding) and so, while a start-up, under the law as it currently exists, the Charter School will incorporate as a not-for-profit corporation as required by the State Board (see Articles of Incorporation in Exhibit XIII).
 - a. The primary contact for the Charter School, in relation to this petition, shall be:
CEO
Address: 160 Martin Luther King, Jr., Drive, Newnan, Georgia 30263
Phone: 678.423.2000

5. Educational Program: The Charter School shall:

a. The Charter School shall be organized as an extension of the programs of the then-existing high schools in Coweta County, as an extension of West Central Technical College (a participating partner under agreement with the Local Board), with a focus toward integrating academics and advanced career/technical education programs. Coweta County students in grades 8-12 (ages 13-20) are the primary students to be served with an emphasis on Coweta County students in grades 9-12. (In the event that the Local Board approves satellite locations, students served may include students from other local school systems upon agreement between the Local Board and Boards of Education from other local systems.) The Charter School's mission will be taken from research done in the local community and commissioned by the local business community. That mission, "Ensure a viable 21st century workforce" is described more fully in the Charter School's Strategic Plan attached to this petition as Exhibit I. Students with special needs and disabilities will be served by the Coweta County School System, as directed by the Local Board, with appropriate services provided at the Charter School in keeping with the Charter School's Mission and the resources provided by the Local Board.

For students with disabilities, the Charter School will provide state and federally mandated services as follows: Related Vocational Instruction services shall be provided to assist students with Individualized Educational Programs (IEP), upon review by a committee including credentialed professionals from Coweta County Schools and representatives from the Charter School, to excel in the Charter School.

b. The focus of the curriculum shall be the integration of academics and advanced technical/career education. Students shall be advised toward a "major" (See Career Planning Guide, Exhibit V) and secondary and post-secondary programs shall be seamlessly linked. Instructional methods shall have a bias toward "project-based" instruction. The secondary curriculum shall lead to both post-secondary curriculum choices and to work-based learning opportunities. Various research has been conducted (qualitative and quantitative) on such focused curriculum. Those research reports including the Charter School's initial years of operation (2000-2003) are included as Exhibit II.

c. The Charter School's performance-based goals will be the following:

- i. The Charter School will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins's accountability measures in Years 1-5 of this Agreement.
- ii. The Charter School will cause Coweta County Schools to produce graduates whose high school diplomas have dual seals. The number of dual seal diplomas will be substantially the same as are the number of college prep diplomas in Years 1-5 of this Agreement.
- iii. The Charter School will cause the percentage of Coweta County students dual-enrolled in technical college programs to increase in Years 1-5 of this Agreement.

- iv. The Charter School will increase the number of Coweta County students in work-based learning programs by 25% during the period of this Agreement.

d. During the years 1997-2000, parents, members of the community and other interested parties were directly and substantially involved in developing the original petition. During the years 2000-2003, parents, members of the community and other interested parties were directly and substantially involved in developing this petition. Highlights of this involvement include the following.

- i. A needs assessment (mail) survey (the survey) was administered to gauge the community's desire for the inclusion of particular programs in the Charter School curriculum. Results were used to determine what career technical education programs to include. (1997)
- ii. A community-based group, the "Steering Committee" was formed and applied the results of the survey to develop the original organization and design of the Charter School. That Steering Committee was succeeded by the Charter School's Board of Directors (the Directors), the governing body of the Charter School, who are composed of 17 community members including:
 - A. 9 parents to represent each of the three high schools in Coweta County (3 parents from each of the three high schools);
 - B. 4 business community representatives including representatives from each of
 - the Newnan-Coweta Chamber of Commerce
 - business-at-large
 - large business (more than 100 employees)
 - small business (less than 100 employees);
 - C. 2 representatives from the Charter School faculty with one from each of
 - Charter School secondary faculty
 - Charter School post-secondary faculty;
 - D. 1 representative from the Coweta County School System; and,
 - E. 1 representative from West Central Technical College.

The current board members are listed in Exhibit XIII.

- iii. Business leaders and parents, along with faculty members and students, have been involved in establishing the Charter School's discipline policies. A copy of the current policies is included as Exhibit III.
- iv. Business leaders and parents, along with faculty members and students, have been involved in establishing the Charter School's innovative work-based learning programs. A copy of the most recent annual report of work-based learning programs is attached as Exhibit VIII.

- v. Business leaders have been involved in developing advisory committees that assist career technical programs in continuous improvement actions. The list of advisory committees currently existing is attached as Exhibit IV.
- vi. The Directors have commissioned the development of a Strategic Plan, previously referred to as Exhibit I. The Directors gathered input from parents, faculty, business leaders and students in the development of the Strategic Plan. In addition, the Directors caused the gauging of the feasibility of the Strategic Plan in a Feasibility Study (also included in Exhibit I) in which some 40 community leaders were specifically interviewed.

e. Parents, members of the community and other interested parties will be involved in the school as follows:

A similar protocol for involvement shall be used in the next five year period for the Charter School. Changes and additions will include Directors composition and gathering of more data from students and faculty.

- i. The Board will be composed of, as soon as is practical following the commencement of this Agreement

Six parents (two parents from each of the existing high schools)

Six business representatives

- one representing the Newnan-Coweta Chamber of Commerce
- one representing business-at-large
- one representing large business (greater than 100 employees)
- one representing small business (less than 100 employees)
- one representing the healthcare industry
- one representing high-tech industries

Five education representatives

- one representing Secondary Faculty
- one representing Post-Secondary Faculty
- one representing Coweta County School System
- one representing West Central Technical College
- one representing School Counselors in Coweta County Schools

Students will be surveyed in secondary and post-secondary using a protocol developed by the post-secondary system.

f. Address rules and procedures concerning student discipline and dismissal, including the school's code of conduct.

The Charter School's rules and procedures concerning student discipline have been attached as Exhibit III. These rules and procedures have been established in light of the original Needs Assessment and its focus on "Work Ethic." The community has asked the Charter School to make this a primary focus, alongside curriculum, and the Charter School has responded. Since the Charter School is an extension of Coweta County high schools, as previously described, there is no "dismissal" but merely a prohibition against enjoying the use of the Charter School. Such prohibitions have rarely been used during the 2000-2003 operating years.

g. The credits or units, and the completion credential, to be earned are as follows:

The Charter will not grant units or completion credentials. Those will be awarded as Carnegie Units and as High School Diplomas by the Coweta County high schools in which each student is enrolled. In addition, students shall be awarded technical college certificates, diplomas and or associate degrees based on standards established by the Department of Technical and Adult Education.

6. Grades and Schedule: The Charter School shall provide instruction to pupils in grades 8 through 12, according to the schedule attached hereto for informational purposes only as Exhibit VI. The range in ages of students of the Charter School shall be 13 through 20.
7. Attendance Zone: The attendance zone for the Charter School shall be as follows: Students enrolled in Coweta County Schools shall be entitled to attend. As well, if the Local Board reaches agreements with other local boards, representing local school systems, the attendance zone may be expanded to account for satellite locations established.
8. Enrollment and Attendance Information: Pursuant to the preferences set forth above in Paragraph 7, the Charter School shall enroll any student (including students with disabilities and ESOL students) who resides in the designated attendance zone and who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such case, all such applicants shall have an equal chance of being admitted through a random selection process unless otherwise prohibited by law; provided, however, that the Charter School shall give enrollment preference to students who reside in the attendance zone pursuant to the preferences set forth above in Paragraph 7.

The rules and procedures concerning admission of students, including the process for the random selection, will be as follows:

The Charter School shall follow the admission policies of the Coweta County School System. Students shall enroll in the Charter School by enrolling in a Coweta County school. Random selection will be based on providing preference to those previously enrolled, and to those whose graduation is jeopardized because their high school programs of study will be incomplete without being admitted to attendance. The Charter School shall not have its own separate enrollment.

9. Non Discrimination: The Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or for special educational services. Furthermore, the Charter School shall not discriminate on any basis that would be illegal if used by a school system.
10. Student Withdrawal: A student may withdraw without penalty from the Charter School. This does not withdraw that student from enrollment in a local school in the Coweta County School System. Also, a student may withdraw without penalty from the Charter School and enroll in a school in the system in which the student resides, pursuant to the rules and regulations of that school system.
11. School Evaluation Procedures: The most recent Annual Report is included as Exhibit VII. A similarly styled report, based on describing performance against the Indicators described previously in this Agreement, shall be developed and made available to the community.
12. Transportation: The Coweta County School System shall provide bus service between the high schools in Coweta County and the Charter School for the Charter School. Charter School students shall have access to this service.
13. Food Service: The Coweta County School System shall provide food service at the Charter School and at all high schools in Coweta County. Charter School students shall have access to such food service either at the high schools, at the Charter School, or at their choice of either location.
14. Governance and Operation: The Charter School shall utilize a policymaking board, which shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records). The role, function, and composition of the board shall be as follows:
 - A. Six parents (two parents from each of the existing high schools)
 - B. Six business representatives
 - i. one representing the Newnan-Coweta Chamber of Commerce
 - ii. one representing business-at-large
 - iii. one representing large business (greater than 100 employees)
 - iv. one representing small business (less than 100 employees)
 - v. one representing the healthcare industry
 - vi. one representing high-tech industries
 - C. Five education representatives
 - i. one representing Secondary Faculty
 - ii. one representing Post-Secondary Faculty
 - iii. one representing Coweta County School System
 - iv. one representing West Central Technical College
 - v. one representing School Counselors in Coweta County Schools

The Board of Directors will be the governing body of the Charter School subject to the control and management of the Local Board, subject to the management of the West

Central Technical College Board of Directors and subject to the spirit of the partnership among local business and industry, the Coweta County School System and West Central Technical College. The Directors shall meet at least six times annually in regularly scheduled session. The Directors shall, at such meetings, and in such other sessions as may be called from time to time, focus on the achievement of the measurements indicated in this Agreement. As well, the Directors shall focus on the achievement of Strategic Plan objectives. The CEO shall be responsible for recommending to the Local Board personnel decisions as related to school system employees and shall report such decisions to the Directors. The Local Board with the approval of the Directors shall be responsible for the selection of the CEO. The Local Board with the approval of the Directors shall be responsible for the annual evaluation and re-employment of the CEO.

The process for selecting members to serve on this board shall be as follows:

The Charter School Counselor shall be responsible to nominate parents to the Board of Directors. Nominations shall be approved by the CEO, the Superintendent and then by a majority vote of the Directors.

The Newnan-Coweta Chamber of Commerce shall be responsible to nominate business representatives to the Board of Directors. Nominations shall be approved by the CEO, the Superintendent and then by a majority vote of the Directors.

The secondary faculty of the Charter School shall be responsible to nominate a representative to the Board of Directors. Nominations shall be approved by the Director of the High School Program, by the CEO and then by a majority vote of the Directors.

The post-secondary faculty of the Charter School shall be responsible to nominate a representative to the Board of Directors. Nominations shall be approved by the Director of College operations, by the CEO and then by a majority vote of the Directors.

The Superintendent of the Coweta County School System shall be responsible to nominate a representative to the Board of Directors. The Superintendent shall present the nomination to the CEO, who must approve and present to the Board of Directors for approval by a majority vote.

The Coweta County School System shall be responsible to nominate a school counselor, from among schools in the Coweta County School System, to the Board of Directors. Such nomination shall be made to the Director of High School Program for approval. Upon such approval, the CEO shall approve the nomination and present to the Board of Directors for approval by a majority vote.

The President of West Central Technical College shall be responsible to nominate a representative to the Board of Directors. The CEO shall approve the nomination and present to the Board of Directors for approval by a majority vote.

Directors shall be nominated in October for approval at a November meeting. Directors shall serve two-year terms. The term limit for parents shall extend for four years as long as the parents have children who attend the Charter School. The term limit for business representatives shall extend for six years. The term limit for educators shall extend for four years.

Because the Directors have been established for some period of time, a mechanism to stagger Board terms has already been established. There is no longer a need for terms longer than two years.

Officers of the Directors shall be elected at the January meeting during which new Board members are joining the Board. Officers shall serve for a one-year term and can succeed themselves for one additional year. Following a year not serving as an officer, a previously elected officer can be re-nominated to serve in an officer role.

There shall be a Chair, a Vice-Chair, and a Recording Secretary elected among officers of the Directors.

At the first meeting of the Directors, following the commencement period of this Agreement, the Directors shall adopt updated By-laws that shall describe the duties of the officers and such other particulars as deemed relevant by the Directors as long as such By-laws are consistent with this Agreement. Among other things, the By-laws shall describe cause for removing a Director, a process for accepting the resignation of a Director, and ways to replace such Directors. In all cases, the above-described nominating process shall be utilized, as possible, in replacing Directors who have been removed or resigned.

15. Personnel: The CEO is directly accountable to the Board of Directors for the performance of the Charter School. The CEO's primary role shall be the continuous improvement of the partnership that creates the Charter School and of the programs included as a part of the Charter School.

The Coweta County School System will assist the CEO in the recruitment of secondary teachers. Hiring, compensation, evaluation, and termination of system employees is a function of the Local Board as recommended by the CEO and the Superintendent. The CEO shall be advised of personnel decisions made by West Central Technical College and shall have discussions with the College about such decisions as practical.

The CEO shall have the assistance of, as direct reports, the following positions.

A Director of High School Programs who shall be directly responsible for secondary personnel, scheduling of classes, and such other duties as may from time to time be assigned by the CEO in consultation with the Coweta County School System;

A Business-Community Coordinator/Director who shall be directly responsible for describing the Charter School to the business community, gathering the support of the business community, and such other duties as may from time to time be assigned by the CEO in consultation with the Coweta County School System.

The CEO shall also be supported by a Director of College Operations who reports directly to West Central Technical College.

Secondary teachers shall be employed on the payroll of the Coweta County School System with such salaries and benefits as may be provided to any comparable School System teachers. The Coweta County School System will assist in the recruitment, hiring, compensation, evaluation and termination of such teachers. Certification may not be a requirement for career technical teaching positions as long as appropriate work experience shall be substituted. Where appropriate work experience is substituted, the State shall reimburse the Coweta County School System for such work experience as if the teacher had at least a Bachelor Degree (if less than a Bachelor Degree is held by the teacher) plus appropriate years of work experience (up to the maximum years of experience upon which the State typically reimburses the Coweta County School System for teachers). Where an advanced degree is held by the non-certificated teacher, the State shall reimburse the Coweta County School System for such degree plus appropriate years of work experience. The State shall reimburse the Coweta County School System for the administrative positions known as Director of High School Programs and Business Community Coordinator/Director as would be the reimbursement for High School Principal roles.

Personnel employed by West Central Technical College, and working at the Charter School, shall meet the requirements of the Department of Technical and Adult Education for employment. West Central Technical College shall be responsible for recruitment, hiring, compensation, evaluation and termination of such teachers.

All personnel employed by the Charter School (as employees of the Coweta County School System) shall be fingerprinted and have a criminal record check prior to employment as required by Georgia law.

16. Facility: The main facilities for the Charter School shall be located in that facility known as Central Educational Center and located at 160 Martin Luther King, Jr., Drive, Newnan, Georgia. This facility has been owned and operated by the Coweta County School System since its initial construction in the 1950's. As Exhibit IX included are evidence of ownership, and evidence that the facility is in compliance with codes providing for its occupancy. This facility may be altered or expanded by the Coweta County School System. Such alteration or expansion shall be in compliance with then existing occupancy rules and codes. Upon approval by the Coweta County School System, satellite facilities may be utilized for the operation of the Charter School when such facilities are in compliance with then existing occupancy rules and codes.
17. Financial Policies, Procedures and Controls: The financial policies, procedures and controls for the Charter School shall be provided by the Coweta County School System and by West Central Technical College. The Charter School shall be operated, within such financial policies, procedures and controls as a satellite location for the School System and for the College. Funds shall be distributed to the Charter School on a pro-rata basis based on the share of time a student attends the Charter School during the School day.

The Charter School has only been assigned such assets as are needed to operate according to its current Charter Agreement. Such assets are owned by the Coweta County School System or by West Central Technical College for the specific benefit of the Charter School.

Exhibit X provides for a budget for the full term of this Agreement.

Financial audits will be conducted as such audits are conducted from time to time by either and both of the Coweta County School System and West Central Technical College.

18. Budget: The Charter School shall operate according to the budget attached hereto as Exhibit X and as such budget may from time to time be revised. Such budget includes secondary program dollars provided by the Coweta County School System

The Budget must be for the full term of the proposed charter.

19. The Annual Funding Amount and Per-Pupil Allocation: The State Board will allow the Charter School to report its FTE as an extension of high schools in Coweta County for the purpose of gaining full FTE funding. Funding amounts and per-pupil allocations shall be the same as those provided to all Coweta County high school students and shall be allocated to the Charter School based on the pro-rata share of the school day the student attends the Charter School.
20. Payment: The Coweta County School System will handle all payroll for secondary employees and so the Charter School, will, of necessity, be paid from both State and Local Boards as is any other Coweta County school.
21. Tuition and Fees: The Charter School shall not charge tuition or fees to any student except as may be authorized for local boards by O.C.G.A. § 20-2-133. Reasonable fees may be charged for after-school programs.
22. Outside Funding: The Charter School may accept charitable donations on behalf of the Charter School. Such charitable donations shall not change the financial obligations discussed in Paragraphs 19 and 20 above.
23. Purchase Agreement: The Local Board and the Charter School may enter into a purchase agreement or agreements providing for the purchase by the Charter School from the Local Board of certain goods, services and materials in connection with the operation of the Charter School.
24. Maintenance of Corporate Status and Good Standing: The Charter School will be organized and will be operated as a nonprofit corporation under the laws of Georgia. The Charter School shall at all times maintain itself as a Georgia not-for-profit corporation capable of exercising the functions of the Charter School under the laws of the State of Georgia, shall remain in good standing under the laws of the State of Georgia, and shall make all required filings in a timely manner with the Georgia Secretary of State. The Charter School's Articles of Incorporation (see Exhibit XIII), a Certificate of Incorporation evidencing its incorporation as a nonprofit, its Bylaws and amendments or modification thereto will be forwarded to all approving parties as Exhibits to this Agreement prior to the Commencement date.

25. Waiver Requests: (See also Exhibit XI – Waiver Requests and Exhibit XII – Full Waiver). Except for The Charter Schools Act of 1998 and O.C.G.A. 20-2-211(e)(fingerprinting and criminal background check), the Charter School shall be exempt from all Local Board of Education and State Board of Education Policies, Regulations, and Procedures and from provisions of Title 20 of the Official Code of Georgia Annotated that are in conflict with the provisions of this agreement.
26. Compliance with Laws and Regulations: The Charter School shall comply with all federal, state and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct. Furthermore, the Charter School shall be subject to all laws relating to unlawful conduct in or near a public school; the provisions of Part 3 of Article 2 of Charter 14 of this title; and all reporting requirement of O.C.G.A. § 20-2-320.
27. Insurance: Without waiving any protections afforded public school employees under the doctrine of sovereign immunity or as otherwise provided by law, the Charter School shall be insured as follows:
- The Coweta County School System shall provide all such insurance provided for any school in the Coweta County School System. In addition, Directors of the Charter School shall be made a part of liability insurance provided to members of the Local Board.
28. Disclaimer of Liability: The CEC Board of Directors will operate as a subordinate body of the Coweta County School Board. As such it will adopt the Liability and Bonding procedures in place for the School Board. Insurance policies will be extended to provide for like coverage.
- The Coweta County School system will extend liability coverage to school system employees as it does for all other schools within its system.
- The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Local Board or State Board to any third party except as properly authorized to do so.
29. Amendments: This Agreement may be amended upon the approval of the Local Board, the State Board, and a majority of the policymaking body of the Charter School and upon fulfilling any other obligation as set forth in the Charter School Act of 1998.
30. Severability: In the event that any provision of this Agreement or the application hereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

31. 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, the State Board and the policymaking body of the Charter School.
32. Appendices Incorporated by Reference: The exhibits attached to this Agreement and Charter are incorporated herein by reference and made a part hereof, unless specifically stated otherwise.
33. Governing Law: This Agreement shall be governed by, subject to and construed under the laws of the State of Georgia.
34. Termination: The Charter School's charter may be terminated for any of the reasons set forth in O.C.G.A. § 20-2-2068.

In the event the Charter School ceases operation for any reason, the Charter School and its policymaking body will be responsible for winding up 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 the day students no longer attend the charter school. 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 the day students no longer attend the Charter School.

Neither the Local Board nor 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.

35. Waiver: No waiver of any breach of this Agreement shall be held as a waiver of any other or subsequent breach.
36. Notices: Any notice, demand or request from one party to any other party or parties hereunder shall be deemed to have been sufficiently given or served for all purposes if, and as of the date, it is delivered by hand, overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid, to the parties at the following addresses: