

**Georgia College and Career Academies Project (GCCAP)
Cover Page: Form A - GCCAP**

Application for Georgia College and Career Academies Project Assistance

*1a. Type of Application:

New College and Career Academy

*1b. Type of Application

Single School District Partnership

Multiple School District Partnership

*2. Date Submitted:

September 13, 3012

*3. Applicant:

Grady County School System

TCSG Use Only

4. Date/Time Received by TCSG:

5. TCSG Application Identifier:

6. APPLICANT INFORMATION:

*a. Legal Name: Grady County School System

*b. Employer/Taxpayer Identification Number (EIN/TIN):

58-6000252

c. Address:

*Street 1: 122 N. Broad Street

Street 2: _____

*City: Cairo

*County: Grady

*State: GA

*Zip/Postal Code: 39828

d. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr. *First Name: David

Middle Name: Glenn

*Last Name: McCurry

Suffix: _____

*Title: Principal

*Organizational Affiliation: Cairo High School

*Telephone Number (w/ extension if applicable):

229-377-2222

*Fax Number:

229-377-2812

*Email:

d.mccurry@grady.k12.ga.us

Application for Georgia College and Career Academies Project Assistance

***7. Type of Applicant: Select Applicant Type:**

Technical College and School District(s) or other Charter-eligible entity(ies).

Board of Regents College with Technical Division and School District(s) or other Charter-eligible entity(ies).

***8. Areas Affected by Project (Cities and Counties):**

Cairo, Whigham, Grady County

***9. Title of Applicant's Project:**

Cairo High School College and Career Academy

10. Total Amount of GCCAP Grand Funds Requested: \$ 3,150,000

11. Estimated Funds:

| | | | | | |
|-----|-------------|----|-------------|--|--|
| *a. | GCCAP Grant | | \$3,150,000 | | |
| | | | | | |
| *b. | Applicant | | \$1,820,000 | | |
| *c. | State | | | | |
| *d. | Local | | \$3,107,500 | | |
| *e. | Other | | | | |
| *f. | TOTAL | \$ | \$8,077,500 | | |

**Technical College System of Georgia
Office of Technical Education
Solicitation for Grant Applications (SGA) 2013**

Application for Georgia College and Career Academies Project Assistance

12. *By signing this application, I certify that the College and Career Academy will participate, to the fullest extent possible, with program evaluations coordinated by the TCSG Office of College and Career Transitions.

** I AGREE

13. *By signing this application, I certify that the College and Career Academy will pursue, within two years after opening the school to students, the Certification developed by the TCSG Office of College and Career Transitions and referenced in this application.

** I AGREE

14. *By signing this application, I certify that the statements herein are true, complete, and accurate to the best of my knowledge. I also agree to comply with any resulting terms if I accept an award**. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U. S. Code, Title 218, Section 1001), including the withdrawal of any and all GCCAP grant funds by the grantor.

** I AGREE

Contact Person:

Prefix: Mr. *First Name: Michael

Middle Name: Todd

*Last Name: Gainous

Suffix: _____

*Title: CEO/CTAE Director *M. Todd Gainous*

*Telephone Number (w/ extension if applicable): 229-377-2044

*Fax Number: 229-377-4397

*Email: to.gainous@grady.k12.ga.us

College President:

Prefix: Dr. *First Name: Craig

Middle Name: _____

*Last Name: Wentworth

Suffix: _____

*Title: President

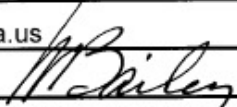
*Telephone Number (w/ extension if applicable): 229-225-5068

*Fax Number: 229-225-4330

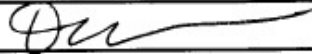
*Email: cwentworth@southwestgatech.edu

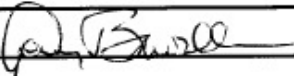
*Signature of President: *Craig R. Wentworth*

*Date Signed: 9/11/13

| | |
|---|----------------------------------|
| Superintendent: | |
| Prefix: <u>Mr.</u> | *First Name: <u>Lee</u> |
| *Last Name: <u>Bailey</u> | |
| Suffix: _____ | |
| *Title: Superintendent | |
| *Telephone Number (w/ extension if applicable): <u>229-377-3701</u> | *Fax Number: <u>229-377-3437</u> |
| *Email: <u>lbailey@grady.k12.ga.us</u> | |
| *Signature of Superintendent:  | *Date Signed: _____ |

Note: Additional signature page, if required, follows:

| | |
|--|----------------------------------|
| College President: | |
| Prefix: <u>Dr.</u> | *First Name: <u>Tonya</u> |
| Middle Name: _____ | |
| *Last Name: <u>Strickland</u> | |
| Suffix: _____ | |
| *Title: President | |
| *Telephone Number (w/ extension if applicable): <u>229-248-2500</u> | *Fax Number: <u>229-248-2547</u> |
| *Email: _____ | |
| *Signature of President:  | *Date Signed: <u>9-11-13</u> |

| | |
|--|----------------------------------|
| College President: | |
| Prefix: <u>Dr.</u> | *First Name: <u>Gary</u> |
| Middle Name: _____ | |
| *Last Name: <u>Bonvillian</u> | |
| Suffix: _____ | |
| *Title: President | |
| *Telephone Number (w/ extension if applicable): <u>229-227-6925</u> | *Fax Number: <u>229-227-6919</u> |
| *Email: <u>gbonvillian@thomasu.edu</u> | |
| *Signature of President:  | *Date Signed: <u>9/11/13</u> |

Georgia College and Career Academies Project

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Form B - GCCAP

Georgia College and Career Academies Project Line Item Budget Information Form College and Career Academy Project Start Up Funds (CASH PORTION OF AWARD)

| Category (add lines if needed) | Georgia College and Career Academies Project Request \$ (No more than \$150,000) | Local Match (Cash) \$ (if applicable) | Local Match (In-Kind) \$ (if applicable) |
|--|---|--|---|
| Equipment | | | |
| Computers and printers | 25,000 | | |
| | 75,000 | | |
| Supplies | | | |
| Office Supplies | 1,000 | | |
| Classroom Supplies | 2,000 | | |
| Travel | 3,000 | | |
| Local | | | |
| Other | | | |
| Contractual Costs | | | |
| (to include the cost of teacher/school leadership training and curriculum development) | | | |
| Legal Fees for required documentation | 2,000 | | |
| Curriculum Planning and Development | 5,000 | | |
| Board selection and training | 5,000 | | |
| Professional Development | 7,000 | | |
| Marketing/communication | 5,000 | | |
| Professional Services – Ford PAS Training | 18,000 | | |
| Other | | | |
| Student recruitment | 2,000 | | |
| Cash and in-kind contribution form letters of commitments | | | 3,107,500 |
| Totals | 150,000 | | 3,107,500 |
| | | | |
| | | | |

Form C-GCCAP

**Georgia College and Career Academies Project Line Item Budget Information Form
College and Career Academy Construction/Renovation (BONDS PORTION OF AWARD)**

| Category (add lines if needed) | Georgia College and Career Academies Project Request \$ (No more than \$3 million) | Local Match (Cash) \$ (if applicable) | Local Match (In-Kind) \$ (if applicable) |
|--|---|--|---|
| New Construction (if applicable) | | | |
| Land | | | 100.000 |
| General Contractor | 2.950.000 | 1.500.000 | |
| Program Equipment | | 75.000 | 10.000 |
| Equipment | | 75.000 | 10.000 |
| Furnishings | | 50.000 | |
| Renovation Costs (if applicable) | | | |
| | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Contractual Costs | | | |
| Architect | 50.000 | | |
| Other | | | |
| List | | | |
| Totals | 3.000.000 | 1.700.000 | 120.000 |

Part I D –Budget Narrative 1: Programmatic Start-Up Costs

Equipment: Grant funding will provide computers and printers (**\$25,000/grant**) and Smart Boards (**\$75,000/grant**). The Technology Department of Grady County School System will provide the expertise and in-kind services to install and maintain this equipment (Criteria 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 13).

Supplies: **General office supplies (\$1,000/grant)** will be dispersed among the various office workers of CHS/CCA. Additionally, **supplies for the classroom (\$2,000/grant)** will be provided to the teachers through the grant and from the high schools supplies accounts (Criteria 1, 8, 9).

Travel – Local: One of the very unique and economical aspects of the conversion charter academy is the fact that no special transportation arrangements need to be made. However, as CHS/CCA continues its planning, partners will use grant **travel funds (\$3,000)** to take several groups to visit the model career academy in Newnan, and possible other charters (Floyd, Vidalia and Houston) (Criteria 1,2,4,5,6,7,8,9,10,and 13).

Contractual Costs: In the start-up any new entity, various documents and procedures must be in place before implementation. **Incorporation, tax exempt status, state and federal filings, and attorney’s and CPA’s fees (\$2,000)** are obligations that the charter academy will have initially. **Planning and developing curriculum (\$5,000/grant)** is mandatory. Therefore, extra efforts will be made to secure quality trainers for the Board as well as to keep the best possible Directors on the Board. The success of the school hinges on attracting and retaining students and well-trained faculty. Thus, professional staff development using the **Ford PAS modules (\$18,000/grant)** and **marketing and communicating about the charter academy (\$5,000/grant)**, and **general professional development (\$7,000/grant)** are high priorities. We will also spend **\$2,000 of grant funds** on student recruitment materials (Criteria 1,2,4,5,6,7,8,9,10, and 13).

Other: **Letters of Commitment from 21 public and private partners** (see Part IV) document in-kind support for 10 years of at least **\$3,107,500**. For the purposes of this application, CHS/CCA has NOT estimated the value of cash in-kind support from our post-secondary partners (Southwest Georgia Technical College,

Bainbridge State College and Thomas University) since their direct support (which will be substantial and is reflected in principle in the **Memorandum of Understanding** in Part IV) is still to be determined by planning and negotiation.

Part I E – Budget Narrative 2: Construction and Renovation

The Cairo High School College and Career Academy (CHS/CCA) has a choice to make – to build new on land owned by the school (which is what we have budgeted), or to renovate our entire existing facility. With new technology and classroom designs, especially those which allow for innovative and engaging teaching and learning, either renovated or newly constructed areas will both CHS/CCA attain valuable educational goals. The partnership plans to construct fifteen additional labs and classrooms for high school CTAE and academic students. Each classroom will be 1,500 square feet and will feature new technology and furnishings (separate funding). Including restrooms and hallways, or an additional 3,000 square feet, makes for a total size of 27,300 square feet. The cost for the extension will be \$4,820,000. Design is included and will run \$50,000. Equipment will be provided through a Georgia Department of Education capital equipment grant (later) and in-kind cash of about \$200,000.

The total cost to the grant will be \$3,000,000 in GCCAP grant funding. The GCCAP Grant is not the only way we are making this conversion charter financially feasible. There are sources for in-kind resources. Our business partners are willing to provide some of the technical furnishings that are required in certain programs. For example, local healthcare providers will donate some professional equipment for the labs and classrooms.

Sustainability for these projects and the programs that will result from them are assured through the FTE that will be generated from the students participating in the programs, vibrant SPLOST revenues, and a very creative and supportive Board of Education. **Grady County Schools estimates all of the above local investment will total at least \$1,820,000.**

Part II A – Technical Programmatic Proposal Narrative

Summary – Mission, and Goals, and Need – The mission of Cairo High school (CHS) is to prepare all CHS students to graduate and be fully prepared for post-secondary education and/or careers, as well as for their roles as responsible citizens. This mission and the goals laid out in the CHS charter were developed by the Grady County parents and teachers. The charter was voted on and approved by the parents, teachers, Grady County Board of Education, and the State Board of Education (see Charter, Part II, Section 1 B).

The charter lays out a full component of seven formal goals with a total of 20 measurable objectives. The goals are as follows: Academic Goal I: The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance. Academic Goal II: The Charter School will demonstrate post high school readiness. Academic Goal III: Increase the percentage of students earning academic credit by passing CTAE courses with embedded academic standards and passing the EOCT test (or similar measure of mastery) and earning academic Carnegie units. Academic Goal IV: Increase the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner. Organizational Goal I: The Charter School will be economically sustainable. Organizational Goal II: The Charter School shall ensure all employees and Governing Board Members receive effective training. Organizational Goal III: The Charter School shall promote a positive school experience that engages students, parents and teachers.

Grady County may be small, with just over 25,000 residents, but we have a big partner: the University of Georgia's Archway Partnership added Grady County to its outreach projects two years

ago and started strong. Since October of 2011, this partnership of every major stakeholder has met in public session numerous times, published minutes, distributed presentations, organized other events, conducted a listening session with 180 stakeholders as an initial needs assessment, and published a 2012-13 Plan of Work that lists four major priorities, one of which is Education for a Quality Workforce. From this priority came the community's desire to establish a College and Career Academy that allows for dual enrollment with regional post-secondary institutes and business/industry.

Grady County Schools followed up on the request to establish a College and Career Academy and hired a consultant whose first task was to introduce the Archway Steering Committee to the ADDIE process (Analyze, Design, Develop, Implement and Evaluate) used to replicate nearly two dozen college and career academies in Georgia. He also performed an analysis of the high school's Full Time Equivalent (FTE) and diploma counts for the 2009–2011 cohorts and found a total of 242 FTE's lost to drop out or transfer to other systems. This same trend continued with the 2012 cohort.

As a result of the data gathering and reporting, Grady County Schools joined forces with the Archway Partnership Steering Committee to establish CHS as a College and Career Academy.

Creating a hands-on, relevant learning environment that will keep students enrolled in school and in our school system will be a priority. To further address the FTE loss, CHS plans to become a regional center for southwest Georgia. Through aggressive marketing, CHS will attract students from neighboring districts to take advantage of dual enrollment opportunities and a wide selection of career pathways. As the only total school conversion in the state, CHS will be the model College and Career Academy for Georgia.

Planning and Implementation Timeframe

| Form D – GCCAP Year One | | | | | | | | | | | | | | | | |
|--|---|--|-------|---|---|---|---|---|---|---|---|---|---|---|--|--|
| <p>Note: All the following activities that are not directly related to the start up of CHS/CCA will be repeated annually for TEN YEARS, and are thus evidence of a <u>10-year planning and implementation place.</u> Plans for evaluation and improvement over those same 10 years are covered in Form E.</p> | | | Month | | | | | | | | | 1 | 1 | 1 | | |
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 | 1 | 2 | | |
| Measurable Objectives (add lines if needed) | Primary Activities | GCCAP Criteria Addressed by Objective | | | | | | | | | | | | | | |
| 1-Complete design/plans for the new addition | Receive BOE approval, select architect, begin RFP process | All | | | | X | X | X | | | | | | | | |
| 2-Begin construction of the new addition | Open bids, value engineer, obtain state approval, break ground | All | | | | | | | | | | | | | | |
| 3-Finalize design/plans for the renovation phase | Receive BOE approval, select architect, begin RFP process | All | X | X | X | | | | | | | | | | | |
| 4-Begin renovation/replacement | Open bids, value engineer, obtain state approval, break ground | All | | | | X | X | X | X | | | | | | | |
| 5-Customise printed materials for PR, surveys, marketing | Utilize Steering Committee to recruit students and faculty and to pursue community and business support | | | | | X | X | X | X | X | | | | | | |
| 6-Finalize Curriculum and making policies of the academy | CTAE staff, partners, and administration will collaboratively write and implement important documents | | | | | | X | X | X | X | | | | | | |
| 7-Continue to pursue/complete revised charter, tax-exempt, etc. starters | Organize paperwork necessary to secure all documentation | | | | | X | X | X | X | X | X | | | | | |

| | | |
|--|---|---------------------------------------|
| 8-Train the current BOE and CHS/CCA's Board of Directors. | GCBOE will receive more training specific to a charter and will work with the new charter Board. | All, but especially 1, 2, 3 and 12 |
| 9-Begin development of Board policy/procedure manual | After orientation/training, select Board Policy Committee to create manual and draft policies/procedures for approval of Board of | All, but especially 1, 2 and 3 |
| 10-Build partnership and acquire public/private assets | Use Board and Steering Committee to set private fundraising goal, appoint teams to make personal calls, and blend private donations with public assets | All, but especially 1, 2, 3 and 8 |
| 11-Acquire equipment, furnishings and supplies | As curriculum is finalized, secure equipment donations and grants, acquire bids and purchase equipment, install in facility | All |
| 12-Design and create performance database to satisfy charter requirement | Work with district and college IT staff and administration to acquire student performance data, select software platform, designate primary and backup servers, create procedures to collect data, and prepare to populate database once school opens | All, but especially 1, 2, 3 and 12 |
| 13-Evaluate CEO and teaching staff | Following job descriptions, evaluate and focus on professional development | All, but especially 1, 2, 3, 9 and 12 |
| 14-Recruit students | Prepare marketing materials, schedule and hold open meetings with students and parents, conduct assessments, schedule and hold individual counseling/career guidance sessions with students (will carry over into year two) | All |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | X | X | X | X | | | | | | | | | | | | | | |
| | | | | | | | X | X | X | X | | | | | | | | | | | |
| X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| | | | | X | X | X | X | | | | | | | | | | | | | | |
| | | | | | | | X | X | X | X | | | | | | | | | | | |
| | | | | X | X | X | X | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

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|---|--|------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23-Work Ready assessments for 8th graders and seniors. | HS and college staff proctor ACT Work Ready assessments; CEO reports results to Directors and stakeholders; results incorporated into each student's career plan and counseling framework. | 4, 5, 6, 7, 9, 10, 11 and 13 | | | | | | | | | | | | X | | | | |
| 24-Complete All measurements and reports listed in Form E | Principal/CEO oversees compliance with Form E (which contains specific annual measurements and milestones-covering 14 pages-of CHS/CCA's Evaluation and Improvements Plan. | All | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |

Evaluation and Improvement Plan

Form E - GCCAP

| | | | Evaluation Frequency - Check One for Each Objective | | | |
|--|---|--|--|----------------|------------------|---------------|
| | | | Weekly | Monthly | Quarterly | Yearly |
| Evaluation Objectives (add lines if needed) | Evaluation Methods | Improvement Plan | | | | |
| <p>Goal 1: The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance.</p> <p><u>Measure 1.</u> Meet or exceed all State Performance Targets as established by the CCRPI each year for all content areas of the End of Course Test (EOCT) and the graduation rate.</p> <p><u>Measure 2.</u> During each year of the charter term, the percentage of charter school students scoring in the meets or exceeds category on the End of Course Test (EOCT) will be greater than the State or local RESA Average, whichever is higher, by at least 2% in all subjects in all grade levels.</p> | <p>Compare local EOCT and Graduation Rate data to established performance targets</p> <p>Teachers can explain how their instructional plans are adjusted based on student work. Expectations are consistent within and across grade levels.</p> <p>Maintain grade level tracking data</p> | <p>Frequently monitor student data through use of data notebooks containing both lagging and leading data sources</p> <p>Administer and analyze formative and summative assessments including benchmark assessments</p> <p>Actively monitor curriculum, instruction and assessment through classroom observations and awareness walks to establish standards based classrooms in which Learning Focused Strategies are used</p> <p>Constantly evaluate Graduation and Career Plans (GCP) with students and parents</p> <p>Explore ways to include quality teacher collaboration</p> <p>Target effective, research based instructional strategies for professional learning to achievement gap based on EOCT scores</p> | X | X | X | X |

| | | | | | | |
|--|---|--|--|----------|----------|----------|
| <p>Goal 2: The Charter School will demonstrate post high school readiness.</p> <p><u>Measure 1.</u> Twenty-five percent (25%) of graduates taking the ACT or SAT will score at least a 23 out of 36 on the composite ACT or at least</p> | <p>CCRPI data</p> | <p>Provide opportunities for SAT and ACT workshops for students</p> <p>Include SAT and ACT prep questions as part of Mathematics and English curriculum</p> | | | <p>x</p> | <p>x</p> |
| <p><u>Measure 2.</u> Ninety-five percent (95%) of graduates will score Meets or Exceeds on the Georgia High School Writing Test.</p> | | <p>Use intervention strategies and researched based strategies to target contextual vocabulary weaknesses</p> <p>Use short answer and essay questions on teacher prepared tests</p> <p>Practice informative and argumentative writings at every grade level</p> | | <p>x</p> | <p>x</p> | <p>x</p> |
| <p>Goal 3: Increase the percentage of students earning academic credit by passing CTAE courses with embedded academic standards and passing the EOCT test (or similar measure of mastery) and earning academic Carnegie units.</p> <p><u>Measure 1.</u> From a baseline established in Year One of 1% (approximately 12 students), the Charter School will achieve the following increases in the percentage of high school students earning academic Carnegie units by taking embedded CTAE courses pursuant to HB 186: 2% after year two; 3% after year three; 4% after year four and 5% after year five.</p> | <p>Establish baseline and enter into dedicated CHS/CCA student performance database.</p> <p>Work closely with Georgia DOE as it completes two-year project to embed academic standards in select CTAE electives.</p> <p>Volunteer to serve as state pilot for embedded standards, demonstration of core academic mastery through CTAE, and awarding of academic credits.</p> <p>Include embedding planning, implementation and evaluation in work of action research teams.</p> | <p>Increase collaborative opportunities between CTAE and academic teachers.</p> <p>Increase targeted professional development in cross disciplinary areas.</p> <p>Teach how to plan collaboratively and how to co-teach.</p> <p>Action research teams will act and report on progress.</p> <p>Market opportunities to students through counselors and other students. Establish student-run social media "how to" sites.</p> | | | <p>x</p> | <p>X</p> |

| | | | | | | |
|--|--|---|--|--|---|---|
| | Track and report student progress in dedicated CCA database. | CEO and Directors will consider data and report decisions regarding program improvements. | | | x | x |
| Goal 4: Increase the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner. | Track student enrollment via Student Achievement database records. Track students via AP test score report. | Provide opportunities to administer ASSET/COMPASS tests at CHS/CCA. School wide participation in tests will be encouraged. | | | | |
| <u>Measure 1:</u> From the 2011-12 baseline of 4% (25 students) of eligible students earning post-secondary credits through dual enrollment with any college partner, achieve the following increases in the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner: 6% after year one; 7.5% after year two; 10% after year three; 12.5% after year four and 17% after year five. | Establish month meeting of college liaisons, counselors and CEO. | Action research teams will act and report on research. Market opportunities to students through counselors and other students. Establish student-run social media "how to" sites. Collaborate with teachers and advisors to find students ready for AP coursework and dual enrollment. Provide appropriate supports for struggling students. | | | | |

Narrative

Criteria 1 - Mission, Goals, and Need

The Cairo High School Charter was approved in February of 2013 (see Charter Contract, Part IV-A-3). The mission of Cairo High School (CHS) is to prepare all CHS students to graduate and be fully prepared for post-secondary education and/or careers, as well as for their roles as responsible citizens. This mission and the goals of the charter were developed by Grady County parents, teachers and community. The main vision of the Cairo High School College and Career Academy (CHS/CCA) is to prepare students to graduate from high school ready for college (if that is their interest), but also equip them with employability skills, work ethic, and a foundation for lifelong learning. CHS/CCA's planners also intend for all students to be able to contribute as accomplished citizens of their community, with leadership and communication skills.

The charter lays out a full complement of seven formal goals with a total of 20 measurable objectives. **Academic Goal I:** The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the State's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance.

Measure 1: During each year of the charter term, the Charter School will meet or exceed all State Performance Targets and all other statewide-accountability requirements as established by the Department each year for all content areas of the Criterion-Referenced Competency Test (CRCT), the End of Course Test (EOCT) and the graduation rate. **Measure 2:** During each year of the charter term, the percentage of Charter School students scoring in the meets or exceeds category on the End of Course Test (EOCT) will be greater than the State or local RESA average, whichever is higher, by at least 2% in all subjects in all grade levels. **Measure 3:** During each year of the charter term, the percentage

of Charter School students scoring in the exceeds category in all subject areas on the EOCT will exceed the baseline average by 1%. **Measure 4:** The Charter School graduation averages will exceed state or local RESA graduation averages, whichever is higher, by 3%, or exceed 80%. **Academic Goal II:** The Charter School will demonstrate post high school readiness. **Measure 1:** Twenty-five percent (25%) of graduates taking the ACT or SAT will score at least 23 out of 36 on the composite ACT or at least 1600 out of 2400 on the combined SAT. **Measure 2:** Ninety-five percent (95%) of graduates will score Meets or Exceeds on the Georgia High School Writing Test. **Academic Goal III:** Increase the percentage of students earning academic credit by passing CTAE courses with embedded academic standards, passing the EOCT test (or similar measure of mastery), and earning academic Carnegie units. **Measure 1:** From a baseline established in Year One of 1% (approximately 12 students), the Charter School will achieve the following increases in the percentage of high school students earning academic Carnegie units by taking embedded CTAE courses pursuant to HB 186: 2% after year two; 3% after year three; 4% after year four and 5% after year five. **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, with survey options of very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will exceed the baseline rate set in Year 1 by 2%. **Measure 3:** The Charter School will have a 90% teacher retention rate. This rate shall not include teachers with Teach for America or similar organizations; teachers who relocate, retire, or pursue higher education; or teachers who are dismissed by the school. **Measure 4:** 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, with survey options of very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed. **Academic Goal IV:** Increase the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner. **Measure 1:** From the

2011-12 baseline of 4% (25 students) of eligible students earning post-secondary credits through dual enrollment with any college partner, the Charter School will achieve the following increases in the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner: 6% after year one; 7.5% after year two; 10% after year three; 12.5% after year four and 17% after year five. **Organizational Goals:** The fulfillment of the following organizational goals will be reported annually by the Charter School in addition to their Annual Report. **Organizational Goal I:** The Charter School will be economically sustainable. **Measure 1:** Each year, the Charter School will operate in a fiscally sound manner as measured by an external audit that is submitted on time to the Department of Education. **Measure 2:** Actual and proposed budgets for each school year will demonstrate effective allocation of resources. **Measure 3:** Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves. **Measure 4:** The Charter School will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports. **Measure 5:** The Charter School will meet all financial reporting deadlines set by the Department. **Organizational Goal II:** The Charter School shall ensure all employees and Governing Board members receive effective training. **Measure 1:** All Governing Board members shall participate in training at least once annually. **Measure 2:** The Governing Board shall meet at least monthly while school is in session. **Measure 3:** All faculty members will earn at least two PLU credits yearly to assure their continued educational improvement. **Organizational Goal III:** The Charter School shall promote a positive school experience that engages students, parents and teachers. **Measure 1:** Utilizing the data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 15 days or more will not exceed 10% and will improve by 2 percentage points until the percentage of students absent 15 days or more is below 5%. **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, with survey options of very

unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will exceed the baseline rate set in Year 1 by 2%. **Measure 3:** The Charter School will have a 90% teacher retention rate. This rate shall not include teachers with Teach for America or similar organizations; teachers who relocate, retire, or pursue higher education; or teachers who are dismissed by the school. **Measure 4:** 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, with survey options of very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.

In order to achieve these goals, the county’s needs must first be identified and addressed. Grady County may be small, with just over 25,000 residents, but we have a BIG partner: the University of Georgia’s Archway Partnership added Grady County to its outreach projects two years ago. Beginning July 2011, public and private sector stakeholders participated in this unprecedented partnership through an innovative higher education process to address pressing community and economic development needs. The Archway Partnership process includes local financial investment, and those entities have representation on the Executive Committee: Grady County Board of Commissioners, City of Cairo, Grady County Joint Development Authority, Cairo-Grady County Chamber of Commerce, Grady County Board of Education, Grady General Hospital/Archbold Medical Center, Koyo Bearings, Performance Food Group, Ira Higdon Grocery Company, Woodhaven Furniture Industries, Southwest Georgia Technical College and Bainbridge State College.

In October 2011 at Cairo High School, the Archway Partnership conducted a community-wide listening session where over 180 citizens expressed the strengths, weaknesses, opportunities and challenges facing Grady County. The subsequent report became the foundation of CHS/CCA’s first “Needs Assessment.” The report’s conclusions are excerpted in the Supplemental Information Section

Part IV – D.

From this report the Archway Partnership Executive Committee prioritized the many challenges into a Work Plan with four target areas and key goals (attached in Part IV C – Supplemental Information). The most important target area was Education for a Quality Work Force with the primary goal to “assist the school system in establishing charter schools and/or a College and Career Academy that allows for dual enrollment with Southwest Georgia Technical College and other partners.” In 2012, Grady County Schools followed up on that first priority and hired a consultant whose first task was to introduce the Archway Partnership Education for a Quality Work Force Committee to the ADDIE process (Analyze, Design, Develop, Implement and Evaluate) used to replicate nearly two dozen College and Career Academies in Georgia. He also performed an analysis of the high school’s “full time equivalent” (FTE) enrollment and diploma counts for three recent graduating cohorts and uncovered the following drivers: The graduating classes of 2009-2011 “lost” a total of 438 FTE (essentially, students) between each cohort’s freshman and senior year. That three-year total exceeds the freshman FTE count of any one cohort. In other words, every three years, the high school system is “losing” more students than it enrolls in any freshman class. In reviewing the class of 2013, this trend continues as 127 FTE’s were lost to drop-outs or transfers to other systems. Further, the number and percentage of students receiving a regular high school diploma has been falling steadily for three years, from 242 (58% of the 2009 cohort’s freshman enrollment) to 177 (49% of the 2011 cohort’s freshman enrollment) – despite the fact that the county’s population has been slowly and steadily growing for more than a decade, according to the census. Forms D and E constitute the CHS/CCA partnership’s commitment to continue to collect data throughout a 10-year implementation plan, with at least three follow-up Needs Assessments conducted during that term.

Criteria 2 - Partnerships, Governance, and Leadership

As detailed in Criteria 1, (attached in Part IV C – Supplemental Information) the second goal was to establish a local business and industry advisory board to identify workplace trends, promote opportunity for student learning in the workplace, assist college and career pathway implementation, and seek private funding (or other funding resources) to support educational efforts. This committee of local and regional education partners, interested citizens, and regional representatives from state agencies (Labor, Economic Development) became the Steering Committee for the development of CHS/CCA. The Archway Partnership Education for a Quality Work Force Committee have been meeting monthly (at a minimum) with 30-50 stakeholders per meeting since October 2011.

The teachers, parents, and administrators of CHS, plus their college and business partners, spent several months last year developing a charter petition that was approved by the State Board of Education in February 2013. The charter contract for CHS is attached in Part IV A-3. Because this is a conversion charter (“converting” a traditional public school to a charter school while allowing it to retain fulltime enrollment and its “school number” for federal and state accountability, but granting it the full flexibility of any other charter), it had to undergo five different public votes prior to approval, including more votes by the local community, four more than any other College and Career Academy charter in Georgia. The CHS charter petition was approved in September and October of 2012 by the Archway Partnership, by CHS teachers, by CHS parents, and finally by the Grady County Board of Education. The final approval came from the Georgia Board of Education in February of 2013. The charter was developed after several visits to existing CCA’s across Georgia including Newnan’s CEC and the Lamar County CCA in Barnesville. Two visits were made to the Newton CCA in August of 2013. One of these visits included 12 students and four teachers from CHS. In addition to these visits, numerous email and phone correspondences were made with the Madison County CCA in August of 2013. **Since there are no conversion charters that are also college and career academy charters, CHS/CCA will be the first.**

In addition to the research of existing CCA's, CHS participated in three meetings with representatives from the Technical College System of Georgia over the past six months. One of these meetings included a visit from **Lt. Governor Casey Cagle** to show his support of our efforts.

The attached charter describes an autonomous Governing Board that fully and fairly represents the community partnership. Given full authority to govern the school, the Governing Board is comprised of eleven (11) voting members:

- Four teachers nominated by the teachers of CHS/CCA through private ballot to represent secondary education,
- Three members nominated to represent post-secondary education by the Presidents and Boards of Directors of Southwest Georgia Technical College, Bainbridge State College and Thomas University, respectively.
- One high school parent member selected by the CEO, who also represents a local employer.
- One business member who is a local employer nominated by the Governing Board of the Cairo-Grady County Chamber of Commerce.
- One business member who is a local employer nominated by the Grady County Joint Development Authority.
- One member who is a local employer nominated by the Archway Partnership.

In order to satisfy the requirement by the state's certification process for College and Career Academies, the majority of the governing board is comprised of employers. The parent member will also represent a local employer and the Post Secondary representatives also represent local employers. As written into the CHS Charter, governing board members will receive annual training. This training has

already been conducted for the 2013-2014 school year.

Additionally, there may be as many as nine ex-officio (non-voting) members of the CHS/CCA Governing Board: the Superintendent of Grady County School System; the Presidents of Southwest Georgia Technical College, Bainbridge State College and Thomas University; the Executive Director(s) of the Cairo-Grady County Chamber of Commerce and Grady County Joint Development Authority; the Archway Professional coordinating the work of the Archway Partnership of Grady County; and two high school students (one junior and one senior). Students will be nominated by the CEO and approved by a majority vote of the Directors. They will serve for one year each. A student who serves as the junior representative may serve as the senior representative the following year.

In addition to the Governing Board, CHS/CCA will benefit from the long-standing existence of several advisory boards that are very active supporting all Career Technical and Agricultural Education (CTAE) programs. These boards are also made up of business representatives, primarily, but include parents, teachers and students.

The administrative leader of CHS/CCA, directly accountable to the Governing Board, will be the CTAE Director/CEO. Among many other tasks ensuring the continuous improvement of the partnership, this administrator will also ensure regular and timely communications. CHS/CCA will set new standards in its use of email, texts, social media (Twitter, Facebook, and others), plus student-run websites, forums, and the main school website. Recently Cairo High School formed a marketing team to brainstorm methods to utilize all forms of media coverage, to promote CHS/CCA. To enhance this effort the Grady County Board of Education recently completed the installation of a campus wide wireless network.

Criteria 3 – Commitment and Sustainability

CHS's commitment to the College and Career Academy is evident in the amount of research prior to applying for the GCCAP funding. As outlined in Criteria 2, CHS visited several existing CCA's. In 2012 representatives from CHS visited Newnan's CEC and the Lamar County CCA in Barnesville, and two visits were made to the Newton CCA in August of 2013. One of these visits included 12 students and four teachers from CHS. In addition to these visits, numerous email and phone correspondences were made with the Madison County CCA in August of 2013.

Additionally, CHS stakeholders participated in three meetings with representatives from the Technical College System of Georgia since February of 2013. One of these meetings included a visit from Lt. Governor Casey Cagle to show his support of our GCCAP grant efforts.

Forms B, C, the budget narrative accompanying each, the 34 different "10-year" Letters of Commitment (with checklists) attached in Part IV – A-1, the signed MOU in Part IV – A-2, and Forms D and E (10-year plans for Implementation and Evaluation, respectively) all combine to demonstrate literally millions of dollars-worth of in-kind support. These local leaders are passionate about the mission and programs of CHS/CCA. The state's millions are leveraging millions more, for one of the poorest regions in the state with the lowest student achievement. It is reasonable to assume that an infusion of grant funds in southwest Georgia will result in a return on that investment greater than in other regions closer to existing CCA's or colleges with many such charter partnerships.

As further evidence of the sustainability of CHS/CCA, the governing board approved the Planning and Implementation Time Frame at their August 27 board meeting. The Time Frame includes a timeline for planning, designing and implementing a five-year strategic plan that will address the planning, implementation, budget and improvement of the CHS/CCA. The governing board also voted unanimously to review and revise the plan annually and to rewrite the plan after the first five years (See timeline in Part IV Section C).

Criteria 4 – Plan to Address Workforce Development Needs

CHS/CCA will primarily serve grades 9-12 with an integration element in the middle school to include all student grades 6-8. In the spring of every year, CHS/CCA will provide a CTAE Course Offering Fair at each middle school, led by a diverse group of high school students with the intent of educating upcoming 9th graders about specific pathway options available. The process will again be modeled for the parents of upcoming 9th graders at the annual parent night.

CHS/CCA, as required by House Bill 186 and in conjunction with the middle school counselors, will ensure that each student leaving middle school will have developed an individualized “graduation career plan” (GCP). Parents will also be involved with counselors in developing and approving these plans, which will be continually monitored by high school counselors as the students progress toward graduation.

CHS/CCA will also provide career exploration opportunities to the students in grades 6-8, showcasing the available pathways at the Charter School. This exploration will continue into the students’ high school experiences, providing a seamless transfer into post-secondary education or a career pathway.

As the only high school in Grady County, CHS/CCA will serve all students, who will be well-informed about all academic, CTAE, dual enrollment, and Work-Based Learning course offerings available to them. In addition, the needs of the special education students are also met by integrating the Career and Technical Instruction (CTI) program to enhance these students’ success in the CTAE environment.

Many of the CTAE Pathways at CHS/CCA are a reflection of local business and industry needs. Recent needs assessments conducted by the Archway Partnership and the Grady County Joint

Development Authority have resulted in the recent addition of a Biotechnology Pathway. Not only will this pathway serve the needs of local business and industry (Pioneer Corn Research, Graco Fertilizer, Monrovia Growers, and Big Bend Agri-Services), it will also provide a model classroom setting for Science, Technology, Engineering and Math (STEM). In June of 2013, CHS administration attended a meeting at Southwest Georgia RESA for an introduction to becoming STEM certified by the Georgia Department of Education (GADOE).

As explained in detail in Criteria 2, the majority of the governing board members are local employers. These board members will serve as the link between CHS/CCA and the Archway Partnership, Cairo-Grady County Chamber of Commerce, Grady County Joint Development Authority, and three local post-secondary institutions. This governing board will serve as the advisory body for student academic focus. As a center for lifelong learning allied with three post-secondary institutions (per the MOU in Part IV – A-2), CHS/CCA will accommodate non-traditional high school and adult students who need flexible hours for study and earning credit.

Criteria 5 - Standards and Curriculum

CHS/CCA will continue to enhance relationships with post-secondary institutions and local business and industry that have always worked well, and through the charter's goals and objectives, these "good" relationships and results will become "great." All Work-Based Learning (job shadowing, internships, and apprenticeships) will be extended into new areas with new partners building on the existing strengths of the program. Currently, CHS has 28 Work-Based Learning (WBL) business partners, but the charter's goals will require that number to increase annually. CHS/CCA will also create a new professional development program designed to encourage and promote team planning and teaching, interdisciplinary cooperation, cross-disciplinary cooperation, and work ethic grades (Georgia BEST).

CHS currently has advisory boards for CTAE. The Governing Board will also have significant

business and industry partners and post-secondary partners, experts who can help CHS review standards. CHS has embraced the Common Core Georgia Performance Standards (CCGPS) for Literacy in History/Social Studies, Science and Technical Subjects, and its premise that “numeracy and literacy are shared responsibilities of all curriculum areas.” Our faculty continues to work diligently to ensure that Common Core literacy standards are a part of CTAE courses. In addition, our Academy’s core academic courses are based on CCGPS, which naturally meet rigor and relevance requirements of the Technical College System of Georgia and the Board of Regents’ colleges and universities. Four of our CTAE courses (soon to be five) are already industry-certified, thus increasing the relevance for college and careers. CHS opened this year with the following CTAE programs (industry-certified programs are italicized): Transportation (Automotive), *Construction, Metals, Engineering Drawing and Design, Healthcare Science*, Family and Consumer Science, Agriculture, Business and Computer Science, Early Childhood Education, and Navy JROTC.

CCGPS also provides students with opportunities for performance-based activities, all of which require students to think and problem-solve (often as a team), as in the workplace. CCGPS places a greater emphasis on problem solving, reasoning, representation, connections, and communication, the “critical thinking” and “teamwork” that were valued so highly by the Archway Partnership Needs Assessment. Critical thinking and teamwork are also elements of the Teacher Key Effectiveness System (TKES) as addressed in standards one and four of the TKES Performance Standards. Currently, CHS is piloting the TKES evaluation program.

To further enhance the standards and curriculum, CHS/CCA and our partners will excel in preparing students with skills necessary to be successful in the 21st century workplace. The Georgia BEST curricula and other WBL programs reinforce work ethics, and allow teachers the opportunity to establish a work ethics grade. Since many of our senior high students will be taking core academics at

the same time they are taking CTAE electives and WBL, they will become “carriers” of these 21st century workplace skills into all classes throughout the school.

For those students completing pathways, the assessments will be utilized as a source of data to monitor student achievement. This data will be continuously evaluated to ensure that the demands of the local workforce are being met and maximum student achievement is attained. Should the data indicate a need for instructional alterations, the CEO will guide the faculty through those alterations to further increase student achievement.

CHS/CCA will certainly use STEM concepts to coordinate curriculum and instruction between CTAE teachers from the CHS/CCA and academic teachers. STEM (Science, Technology, Engineering and Math) is half CTAE, half core academics. What better platform to blend them than one in high demand by researchers, policymakers, employers and higher education alike.

In addition to STEM, Georgia Career Related Education Standards, Ford PAS modules for professional development, mentoring of teachers as well as students, team planning time, networking events with employers for teachers and students all will help connect the majority of CHS/CCA’s academic teachers to the real world of applied learning and economic data that will drive our Academy’s curriculum development and student counseling. Again, STEM will be presented in both an academic and applied learning context by different teachers, to the same students, thus offering another opportunity for student learning. It is important for all students to understand and appreciate why they must learn a certain math or be able to read, write, and converse intelligently. The applied side of STEM, presented in team-taught classes (some of which will provide academic credit for taking a CTAE elective with embedded academic credit) will reinforce the relevance of public education for students, whose performance will increase here as it has throughout Georgia’s CCA’s.

Connecting STEM/applied learning to dual enrollment and Work-Based Learning will set a new

standard for public education in Grady County and the Southwest Georgia Region. Learning will become fun again for our students. Teaching will be more enjoyable for our educators.

Professional development will be a constant instead of a remote possibility. Teachers will participate in guided action research teams, assisted by college students from our partners. Business partners will be engaged, and will become more visible, and we anticipate that the job situation will begin to turn around in our community and region. Input will flow from needs assessment surveys, advisory committees, networking and mentoring opportunities, and planning time that makes a difference in every classroom and has an impact in every boardroom. Cairo High School College and Career Academy will be the future of education reform in South Georgia.

Criteria 6 - Faculty and Staff

CHS/CCA's teachers will be selected based on their qualifications and credentials, including the capacity to provide instruction and learning based on the application of rigorous content to real world situations and problem solving. Over the years, our Academy will be inclined toward hiring and/or training practitioners with true business experience. As often as possible, CHS/CCA will allow Subject Matter Experts (SMEs) to offer instruction in the classrooms (especially CTAE) to cover very specific content for specific industries in the area. Professional development opportunities will be offered in the summers and throughout the school year. These opportunities will encourage teacher collaboration with peers and with partners. Teachers will be evaluated on their focus on networking, the inclusion of SMEs in their planning, and their professional development. Job descriptions and general job evaluation targets will be maintained and available for all positions at the GCBOE HR office, and our CEO is a credentialed mentor of teachers who is quick to guide them into areas for growth, increased credentialing, and team teaching opportunities.

CHS already has a plan to train faculty on Ford PAS modules and protocols. The CHS Charter

Implementation Grant will designate \$20,000 for Ford PAS training and implementation. This initial exposure will be reinforced with CCA visits to Rockdale and/or Floyd in the spring to Benchmark their Ford PAS implementations. Per the CHS charter, annual governing board training is required.

CHS has already modeled CEC in Newnan and witnessed how the model CCA develops class schedules in such a way that common planning for departments can be utilized to the greatest extent possible. Two of our greatest challenges, one which our faculty has considered many times since this summer and is embracing, are the integration of academic standards into CTAE electives through team planning and teaching, and also the increase in interdisciplinary team teaching between core academic teachers. Highly qualified math and science teachers are working with language arts, foreign language, and social studies teachers, in addition to CTAE instructors, to compare standards, experiences and goals. As allowed by House Bill 186 and through the CHS charter contract, CHS is offering this current school year an Introduction in Healthcare Science course with embedded Spanish Language standards. This course is titled Spanish for the Medical Profession, and students will earn a CTAE credit and a foreign language credit for successfully completing this course. As part of our Charter, plans are underway to offer a drafting course in 2014 with embedded geometry standards.

The strength of most charters is the quality of their teachers. CHS/CCA will be a shining example of teacher quality, peer interaction and respect, mentoring, career ladders, and opportunities for professional development for our faculty and staff. Our charter is premised on a philosophy of education that engages students in active learning. This demands innovative teachers who understand the relevance of current subject matter and pedagogy. They work with “real world” professionals as colleagues in the educational process that helps young people mature into responsible adults prepared for the workforce and further education. Our teachers and administrators will be exemplary models of caring mentors and challenging teachers, engendering a culture at CHS in which students respect their

teachers and administrators as professionals and as individuals, and in which students are respected as capable young adults. A qualitative outcome of our charter will be increased respect throughout our community for the vital role of education and the professionalism of teachers.

Professional development is a foundational concept for CHS/CCA's ability to succeed. Our school's ongoing professional development will address the specific needs of the faculty to keep up with the ever-changing industries and technologies. These professional development opportunities will then be a lead-in to higher levels of student achievement. In addition, CHS/CCA will continue to integrate academic standards into the CTAE classrooms to augment the learning of the Common Core Standards for math, science, language arts and social sciences.

Criteria 7 - Plan to Increase Work-based Learning Opportunities

Our Work Based Learning (WBL) program plays a vital role in the CTAE department. Students are afforded opportunities in the real world of work where they gain valuable work experience that can be taken with them to college or to other positions in other work areas. A focus of the CHS/CCA is to increase the number of WBL providers and the number of WBL students. To accomplish this goal CHS has placed the WBL Coordinator on full-time status for the 2014 school year. Our current WBL and Agriculture Co-op students have increased over 25% compared to the 2013 WBL and Co-Op enrollment. As our business and industry partners continue to grow, our enrollment in WBL is also expected to grow. These measures will be tracked and reported every semester to the CEO and Governing Board.

To further maximize real-world learning experiences, CHS/CCA has created "The Kettle," a student operated store. Other such simulated "in-house" businesses are being planned and implemented. For instance, our Welding class has designed and built Front End Loader Forks that are being purchased and used by the local agriculture community. This process involved our students collaborating with industry to implement a solution.

All students are encouraged to seek opportunities for internships. Our Healthcare Science students complete a series of clinical experiences every semester as part of their pathway completion requirements. The Clinicals take place in our local hospital and nursing homes and various other medical facilities.

An exciting and recently established partnership with Meridian, a biotech company in Bainbridge, GA, will offer both paid and unpaid internships for students to complete the requirements for the Biotech Pathway.

Criteria 8 - Budget

CHS/CCA will be built using funds from multiple sources including General Obligation Funds, SPOLST funds, state funding, CTAE Construction Related Grants, local government/industry grants and donations, and the GCCAP grant. Once the construction is complete, state FTE earnings and local funding at the same per pupil level as other schools in the district will provide operational funding for CHS/CCA. **The MOU demonstrates long-term, sustainable commitment for a minimum of ten years from multiple partners in Grady County.** Local commitments to date include matching funds and in-kind contributions with a value of **\$15,580,357**. A majority of these funds are allocated to the school system as a part of the building program and supported by the partners. (See Forms B and C, Budget Narratives, and MOU)

Criteria 9 – Grade Levels, Enrollment and Student Focus

CHS/CCA is very unique in the fact that we will be a total school conversion to a CCA, the first of its kind in Georgia. As a total school conversion, CHS/CCA will serve all students in grades 9 through 12. With a total high school enrollment of approximately 1,200 each year, CHS is a medium-sized high school; however, our school serves as the capstone experience in a vertically-integrated school system

(seamless transitions from upper elementary to middle to high to college to careers) that credibly serves 4,700 students daily in an impoverished county of more than 25,000 people that has a workforce of 11,400 (US Census).

CHS plans to become a regional CCA for Southwest Georgia. Plans are underway now for our local Board of Education to approve a waiver for out-of-district tuition for students enrolling in CHS/CCA from neighboring counties to pursue a career pathway. In addition, CHS/CCA will extend the school day to accommodate students from out-of-district who wish to participate in dual enrollment on our campus. As part of an effort to retain students currently in our district and recruit students from neighboring districts, CHS has allocated \$15,000 for marketing of the CHS/CCA in its Planning and Implementation Grant Budgets. As outlined in Criteria 4, CHS/CCA will offer a new Biotechnology Pathway. Meridian Incorporated, located in Decatur County to our west, has submitted a letter of commitment for this pathway. They are requesting that students be placed in their industry during the internship portion of this pathway. This stands as further evidence of CHS/CCA's plans to become a regional CCA.

To bolster CHS/CCA as regional, CHS/CCA will extend the school day/year to accommodate students from out-of district who wish to participate in dual enrollment as well as pathway courses on our campus that are not offered at their local schools. For example, offering Biotech 1 and 2 courses in 4 week intensive summer sessions and securing internships for students closer to their home-schools during the school year to complete the Biotech Pathway.

Criteria 10 - Student Support and Structure

CHS's campus is, and will remain, a safe place dedicated to teaching and learning. Both CHS and the middle school have a resource officer to ensure a safe, orderly place to learn. CHS/CCA's program areas will be secluded and partitioned enough to simulate small learning communities with

personalized, comfortable, and supportive learning environments.

Counseling and advisement encourage support for taking CTAE electives with embedded academic standards, Move on When Ready, ACCEL, Hope Grant, Work-Based Learning, and internships. After completing a battery of nationally recognized assessments, middle school students will develop graduation career plans (GCP's) with counselors and parents. Each GCP is intended to carry a student from 6th grade through college and into a career for which that student is thoroughly prepared. CHS will enhance and extend its Georgia DOE "Growing Leaders Advisement Program" to create and nurture a thriving leadership culture, challenging students to think and act like lifelong leaders. The advisement program will also encourage students to pursue career and academic goals. The goal ratio of Growing Leaders student-to-advisor will be 16-to-1 (far better than the 400-1 ratio some high school counselors experience).

Because parents participate in the development of their children's plans, they are also welcome to sit on the CHS/CCA Governing Board meetings, attend School Board meetings, work on CTAE Advisory Committees and/or attend those meetings, and stay aware of constant opportunities to review and update the plans according to their students' changing needs and interests.

All CTAE Pathway Completers and honor graduates are recognized at the graduation ceremony with graduation cords, and acknowledgement in the graduation program, presented certificates at Honors Night, and recognized in the local paper and on the school website. Furthermore, students who successfully complete a course in CTAE that includes embedded standards in academic core subject areas, as adopted or approved by the State Board, will receive course credit for the CTAE course as well as for the academic core coursework embedded in such course. For the 2013-2014 school year, Healthcare Science with embedded Spanish Language Standards is being offered. Plans are in place to add Drafting with embedded Geometry Standards in 2014-2015.

Through CHS's relationship with the UGA Archway Partnership, CHS is partnering with the local Chamber of Commerce, the Joint Development Authority and several local businesses for the purpose of delivering a full range of higher education resources to address economic and community development. Also in CTAE, peer mentoring is encouraged and developed in the classroom, which not only increases teacher-peer opportunities, but it also gives the peer-students the opportunity to interact with each other in a collaborative manner on projects and in class.

CTAE and core academic courses are all designed through CCGPS to move students from just being good test-takers to being successful in an interview process and to perform well in the workplace. CHS/CCA will reinforce these standards with frequent interactions with business mentors and speakers in classes, labs, and mock job interviews. In addition, CHS currently conducts job shadowing day for Juniors and Seniors at least once a year, and our plan is to move this initial WBL interaction into the middle school grades. CHS/CCA will build on an already strong WBL program by increasing academic connections and dual enrollment opportunities for students. This current school year, the WBL Coordinator position has been increased from a half-day position to full time responsibilities. WBL enrollment is up over 25% from last year.

One of the most impressive "best practices" our partnership has encountered, and one which we will incorporate into CHS/CCA through our grant funding, is the Ford PAS interactive modules for teachers and for students. One of the first scheduled professional development days in Spring 2014 will be a tour to Rockdale Career Academy or Floyd County, both of which are fully integrated with PAS and have been for years. Our academy will also schedule training time onsite with Ford PAS facilitators using their software and modules. Our Charter School implementation grant application allocates \$20,000 for the integration of FORD PAS training into the CHS/CCA.

In addition, CHS hosts College and Career Fairs for the purpose of exposing students to the

college and career opportunities that are available in our immediate area. Guest speakers are often invited to CTAE classes to enlighten students concerning jobs and career directions. Students are invited to make post-secondary visits to learn more about what these institutions have to offer during and after their high school experience. Students are also taken on industry visits to investigate and learn about the companies and opportunities these companies afford them.

Criteria 11 – Plan to Increase Dual Credit and Dual Enrollment

During advisement, students are made aware of the dual enrollment opportunities, where they can attend college by merely “crossing the hall” to a classroom or lab run by a college instructor visiting the high school. Multiple classrooms will be made available to our post-secondary partners at no cost to reach and educate teenagers, who will earn college credit at no cost to themselves or their parents.

As mentioned in Criteria 10, the constant monitoring of each student’s graduation plan by the guidance counselors ensures that the students who can most benefit from dual enrollment are made aware of the dual enrollment opportunities. This process will also make the students aware of dual credit opportunities that may exist in the classes they have chosen. Some college credit will be earned through articulated credit, and articulation meetings are conducted at least annually. These meetings ensure that CHS is in compliance with the expectations of post-secondary requirements for credit and dual enrollment.

Through the recently approved charter, CHS has formed strong partnerships with Southwest Georgia Technical College, Bainbridge State College, and Thomas University. The result is a 250% (from 20 to 70 students) increase in dual enrollment this school year. Because of the increase in numbers, CHS has added an additional staff member to help oversee the dual enrollment program.

Criteria 12 - Evaluation and Cycle of Improvement

Form E, our 10-year Evaluation and Improvement Plan, documents all seven charter goals and 20 measurable objectives, plus another six measurable objectives that support CHS/CCA's mission. Among the tasks in these extra objectives are partnering with DOE, TCSG, AdvancEd, and external consultants to gather, analyze and report data; and to pursue the CCA certification process beginning in the second year. CHS/CCA will also use the ASSIST self evaluation tool and will be a replication target for communities all over rural Georgia. Naturally, our charter and Form E require our academy to make annual reports to stakeholders and the state, and require ongoing Needs Assessment for turning our baseline data into upward trends.

Criteria 13 – Plan to Increase Student Achievement

CHS/CCA has a school improvement plan that demands continuous improvement of the teaching and learning process. The plan is written based on input from all academic and CTAE teachers, and it is guided by the goals of our charter, the required action plans of our SACS Five Year Review, and all indicators of the CCRPI.

As a vehicle for improvement, professional development will become the foundational bedrock of teaching and learning at CHS/CCA. Teachers will receive ongoing professional development during release time, instructional focus time, after school time and possibly common planning. This will be self-directed and will focus on the goals set forth by teachers based on their individual needs and interests. Professional development will also include onsite visits to industries and businesses to determine the most recent needs of the community. One positive outcome of our charter authoring process is that it has become a tremendous vehicle for professional development and networking, one that our partnership intends to enhance as we grow and focus on team building and student achievement.

To enhance achievement the Grady County School System has volunteered to pilot the Teacher Keys Effectiveness System (TKES). Teachers will have a minimum of six observation/evaluations

throughout the year. The data gathered from this process will provide important feedback that will help increase student achievement.

Additionally, CHS is very proud of the integration of academic standards into CTAE electives through team planning and teaching, and the increased amount of interdisciplinary team-teaching between core academic teachers. Highly qualified math and science teachers are working with language arts, foreign language and social studies teachers – and then with CTAE instructors – to compare standards, experiences and goals. As allowed by House Bill 186 and our charter contract, CHS is currently offering a course titled Spanish for the Medical Profession where standards for Spanish and Healthcare Science are merged in one class. This will allow students to earn both a CTAE and a Foreign Language credit. Plans are underway to offer a drafting course in 2014 with embedded geometry standards.

Criteria 14 – Charter School Law and Charter Application

CHS was approved as a conversion charter school by the GADOE in February 2013 (Part III – Section 1 – B). The CHS Charter was approved following four different local public votes prior to approval by GADOE. The CHS Charter was voted on and approved by the Archway Partnership, teachers, parents, and the local Board of Education. Our Charter petition was written with the goal of Cairo High School becoming a College and Career Academy. Should CHS receive the GCCAP 7 grant, it will be the first total school conversion to a College and Career Academy, the first of its kind in the State of Georgia.

Also see Part III – Section 1 – B – Current Charter School Status.

Grady County Schools

Job Description

Instructional Coordinator

Instructional coordinators support classroom teachers and students by providing leadership, support for and implementation in all curriculum and instruction programs at the school level.

Primary Responsibilities

1. Coordinate and implement the local and state assessment programs, including implementation of security measures and ethical assessment administration: GHSWT, GHSGT, EOCT administration and grading ,AP PSAT, SAT and ACT
2. Be an active member of the leadership team by working with staff to support system goals, objectives and strategies to improve student achievement.
3. Support instructional staff by monitoring and implementing the adopted state and local curriculum in all core subject areas.
4. Lead instructional staff in the identification and implementation of innovative and best instructional strategies and activities.
5. Work with instructional staff and administrators to develop, implement, and revise system benchmarks, and analyze student assessment data to focus on identified student needs.
6. Provide leadership and implement professional learning communities at the school level and at the system grade/department level.
7. Develop and maintain federal program documentation, and monitor compliance with all applicable laws.
8. Support parent/school engagement by working directly with parents and other school staff regarding student achievement issues.
9. Facilitate professional development activities, based on student assessment needs and identified staff needs, at the school level.
10. Provide coaching activities for all instructional staff.
11. Provide direct instruction to identified students at their instructional level.
12. Coordinate and schedule the following instructional programs at the school level: Gifted Migrant, ESOL, Remedial Education, and After school instructional programs
13. Complete any other duties assigned by the principal.
 - VOICES coordinator for Cairo High School
 - Young Authors Writing Contest coordinator for Cairo High School
 - Art Show Coordinator for Cairo High School
 - Grant writer for Cairo High School and building administrator for grants received
 - Senior Honors Night Coordinator for Cairo High School

- AP Coordinator – responsible for securing training of instructors, implementing curriculum and maintaining college board certification of curriculum and administering exams
- Evaluation and purchasing of textbooks and other instructional resources
- Purchaser – maintaining all budgets for instructional accounts including requisitions and purchase orders
- Assist planning and design of master schedule – monitor and implement curriculum changes
- Assist in planning of 8th grade parent meetings
- Develop and implement criteria for AP/Honors class qualification
- Update student and faculty resources (i.e. student handbook and teacher handbook)

Cairo High School College and Career Academy, Inc.
Principal/CEO
Job Description

The Principal/CEO serves as the primary administrator of the college and career academy charter school in developing and implementing policies, programs, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

Responsibilities:

1. Ensures the continuous improvement of the College and Career Academy partnership.
2. Leads identification of the annual objectives for the instructional, extra curricular and interscholastic programs.
3. Monitors the school operation to ensure compliance with local, state, and federal regulations.
4. Facilitates instructional and other program changes based on evaluation of all relevant information including testing and student achievement data.
5. Develops schedules to provide optimum instructional time and to meet student needs, while maximizing individual staff strengths.
6. Monitors classroom instruction to insure appropriate implementation of curriculum and integration of technology.
7. Leads the process of selecting highly qualified school staff, and makes all school staff recommendations to the superintendent.
8. Implements the system personnel evaluation process for all school personnel.
9. Provides appropriate time and resources for collaborative planning.
10. Maintains a school discipline plan that promotes responsible student behavior.
11. Establishes and maintains an effective, safe learning and teaching climate in the school.
12. Directs a comprehensive counseling program that responds to student needs.
13. Monitors supervision of extracurricular and interscholastic activities.
14. Establishes and fosters a positive school-community relationship through effective communications and collaborative relationships.
15. Ensures facilities, grounds, and equipment are safe in regard to local and state codes.
16. Leads the development of school based budgets, and monitors expenditures of funds.
17. Works cooperatively with all system personnel.
18. Completes other duties as assigned by the superintendent.

Grady County Schools
Assistant Principal Job
Description

The assistant principal serves as a member of the school administrative team to assist the principal in developing and implementing the total school program, with a primary focus on school discipline and student staff safety.

Responsibilities:

1. Assists in the development and establishing of annual objectives for all programs.
2. Assumes a primary role for the safe and disciplined teaching and learning atmosphere in the school.
3. Interprets and communicates school disciplinary policies to students, staff, parents, and the community.
4. Meets with students, parents, and staff to address school behavior issues, or to address parent or staff concerns.
5. Accepts a high level of responsibility for bus discipline and student safety on the bus.
6. Assumes primary responsibility for the duty schedule for staff, and supervises morning, lunch, and afternoon duty stations.
7. Creates an environment which supports students, staff, and parents in order for all students to learn at their highest potential.
8. Assists in the implementation of the staff evaluation plan by conducting observations and post observation conferences with staff.
9. Participates in instructional workshops, parent conferences as needed, and plays a leadership role in the development of school improvement plans for discipline, safety, and instruction.
10. Accepts other responsibilities assigned by the Principal/CEO.

Grady County Schools
School Counselor Job
Description

Primary Function: To deliver a comprehensive school counseling program to students to address their academic, social, and emotional needs.

Primary responsibilities :

1. Deliver, evaluate, revise a developmentally appropriate school counseling curriculum including lesson in academic development, career development, and citizenship.
2. Articulate the school counseling program to students, parents, teachers, and community.
3. Systematically develop and evaluate planning for high school post secondary options through individual or group planning.
4. Provide individual planning sessions for students in areas of academic planning and career awareness
5. Conduct small group counseling sessions in response to identified needs within the school system.
6. Provide programs to assist in transition to middle school, high school, and post secondary options.
7. Provide information and skills to parents, staff, and community to assist them in helping students reach academic, career, and social development goals.
8. Assist parents in addressing school related problems; refer parents to outside agencies as needed.
9. Monitor and advise students and parents concerning progress toward graduation requirements, programs of study, and post secondary options.
10. Assists in the development of goals and objectives for all school programs.
11. Completes other tasks as assigned by the Principal/CEO

Grady County Schools
Job Description

Career, Technical and Agriculture Education Director

Primary Responsibility: Responsible for developing and implementing policies, programs, and other standards within the Career, Technical and Agriculture Education (CTAE) programs.

Primary Responsibilities:

1. Evaluates CTAE programs to ensure objectives for all students are met.
2. Interprets and assures adherence to Perkins guidelines, rules, and regulations.
3. Recruits, selects, and evaluates CTAE staff, with the support of the school principals.
4. Communicates frequently with school/system staff to ensure CTAE goals and objectives are an integral part of the system instructional plan.
5. Provides system and school level leadership in all programs through system wide planning.
6. Prepares and implements all budgets, state and federal.
7. Completes other duties as assigned by the superintendent and CEO.

Part III – Section B - Current Charter School Status

Cairo High School Charter School is a Georgia State Board of Education approved charter school. The charter school contract for Cairo High School was executed by the State Board of Education on April 5, 2013. The existing charter term is from July 1, 2013 through June 30, 2018.

Cairo High School's charter is unique in that our school is the first conversion charter in Georgia that is seeking to become a College and Career Academy. By accomplishing this, Cairo High School will expand the GCCAP model with a new form of innovation for community partnerships.

The Grady County Board of Education approved the initial Charter Petition in October of 2012. Prior to the Board's approval, the petition was approved by the Archway Partnership (acting as an ADDIE-based community partnership Steering Committee), a majority of Cairo High School teachers, and a majority of Cairo High School parents that attended a public meeting for the purpose of approving the petition. Having been approved by all of the above mentioned entities, the Cairo High School Charter Petition received democratic approval by more public bodies (five) than any other College and Career Academy in Georgia.

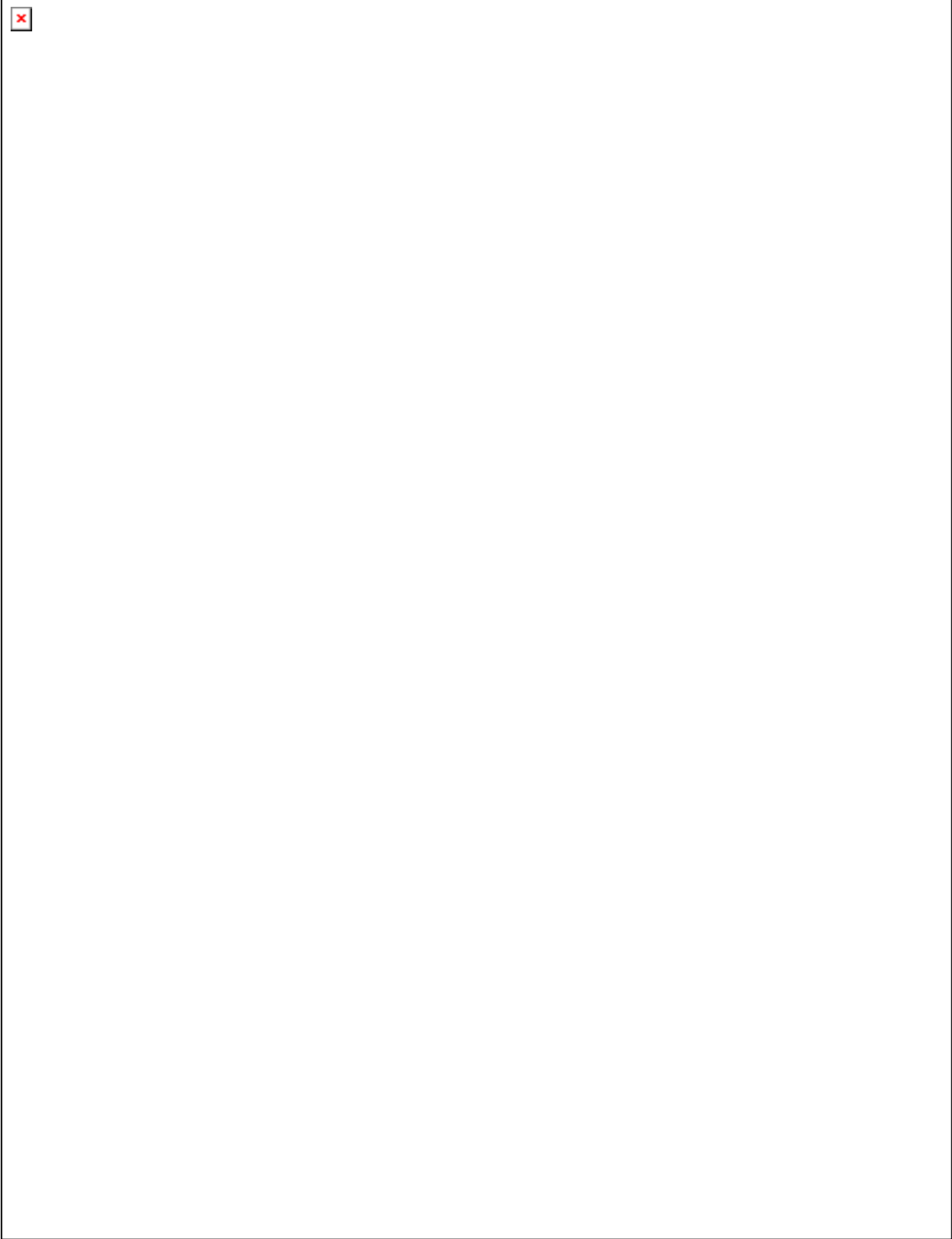
Part III – Section 2 – C – Timeline for Construction/Renovation

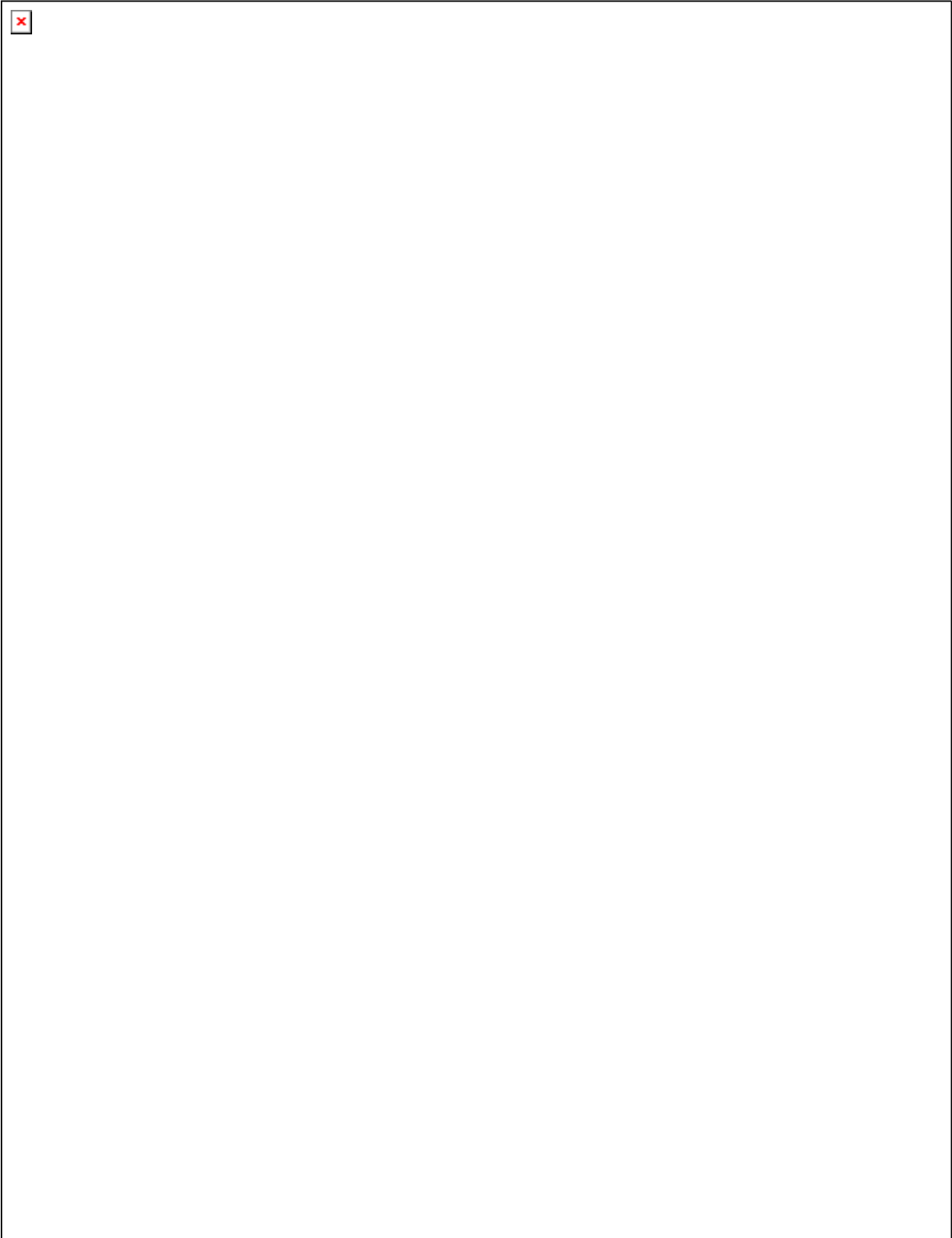
Once the grant award to the partnership through Southwest Georgia Technical College is announced, **the combination of new construction and renovation will begin immediately.** While ground will not be broken and walls will not be moved until after preliminary paperwork is completed, progress towards having a unique entity in place by the start of the next school year, August of 2014, will not be impeded by these dates and designs for completion. Thus, the Construction time frame listed below identifies all the major benchmarks relative to these projects:

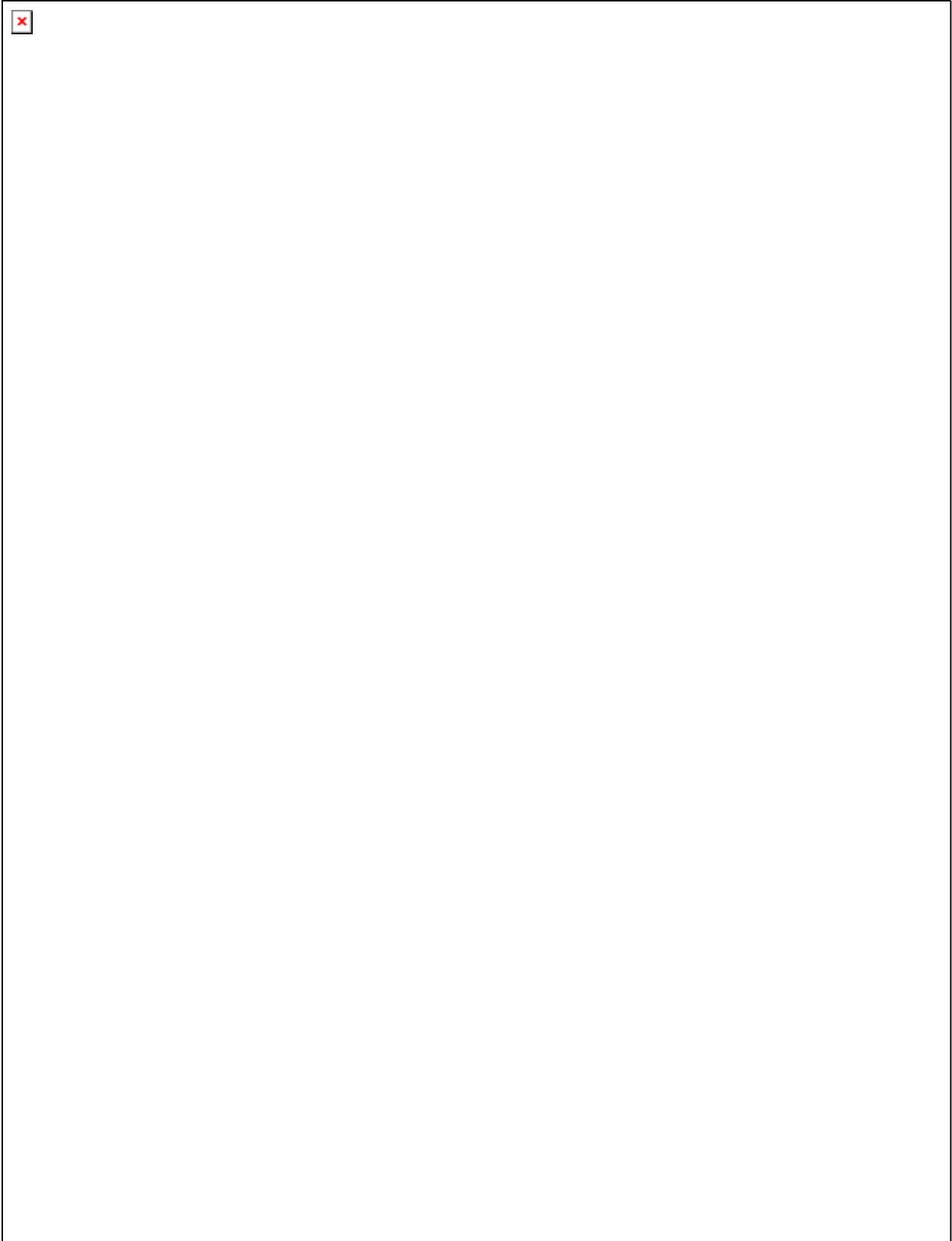
| | |
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| Architectural Services RFP Release for New Construction | December 2013 |
| Renovation Tim Frame Adopted | January 2014 |
| Bids Received and Opened for New Construction | February 2014 |
| SBOE Charter Approval and TCSG MOU (grant funds available) | February 2014 |
| SBOE Architectural Plan Approval | March 2014 |
| Renovation engineering/drawings | February-March 2014 |
| Award Contracts for New Construction | March 2014 |
| Bids Received and Opened for Renovation | March 2014 |
| Award Contracts for Renovation | March 2014 |
| New Construction Completed | July 2014 |
| Renovation of facility | March-July 2014 |

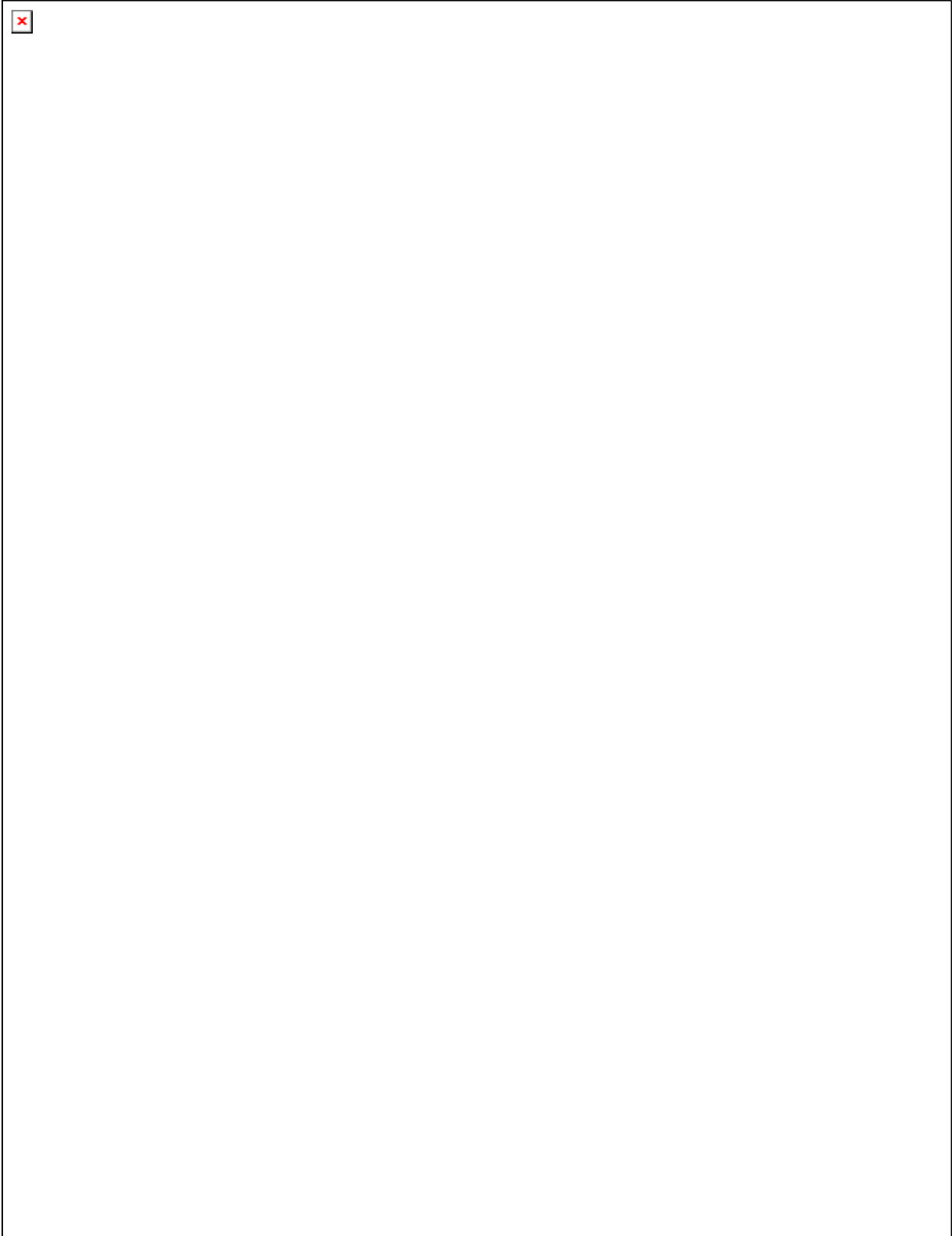
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| Furniture and Equipment Ordered/Delivered | March-June 2014 |
| Certificate of Occupancy | August 2014 |
| New/Renovated Facility Opens | August 2014 |

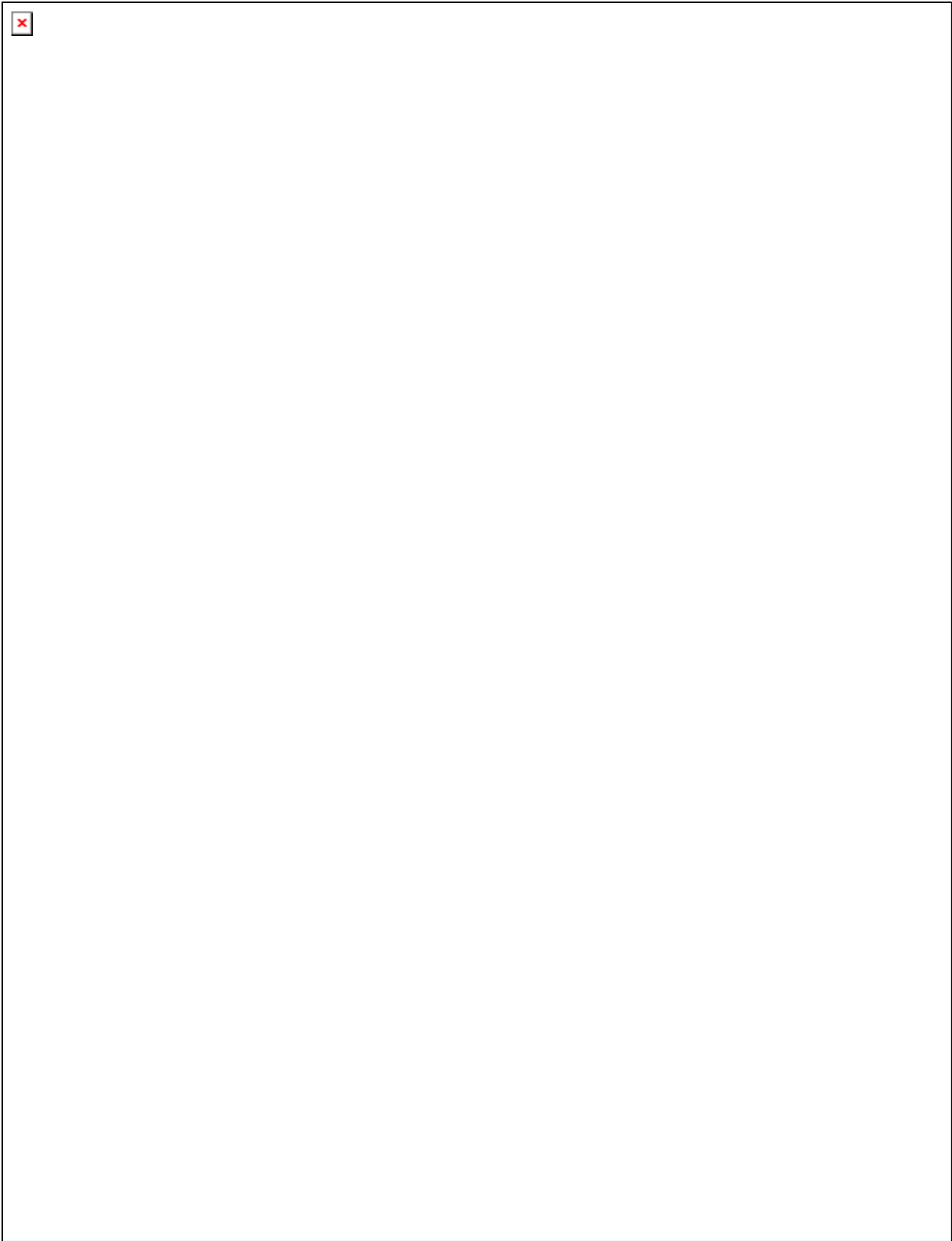
The time frame outlined above is admittedly aggressive and contingent on several items. First we must receive the grant. We are very familiar with the construction/renovation business and the vendors from whom we expect to receive bids. Even though we will have thorough and open bid procedures, our experience will allow us to keep a very close eye on the process, schedule, and cost of the projects. Thirdly, since this is a very aggressive timeline, the reality, and an advantage of our conversion charter process, is that **we can start the school year and make transitions without affecting programs, courses, and personnel.** Upon utilizing the new and renovated facilities, everything will be enhanced. Future programs in the new facility will be welcomed with great enthusiasm.

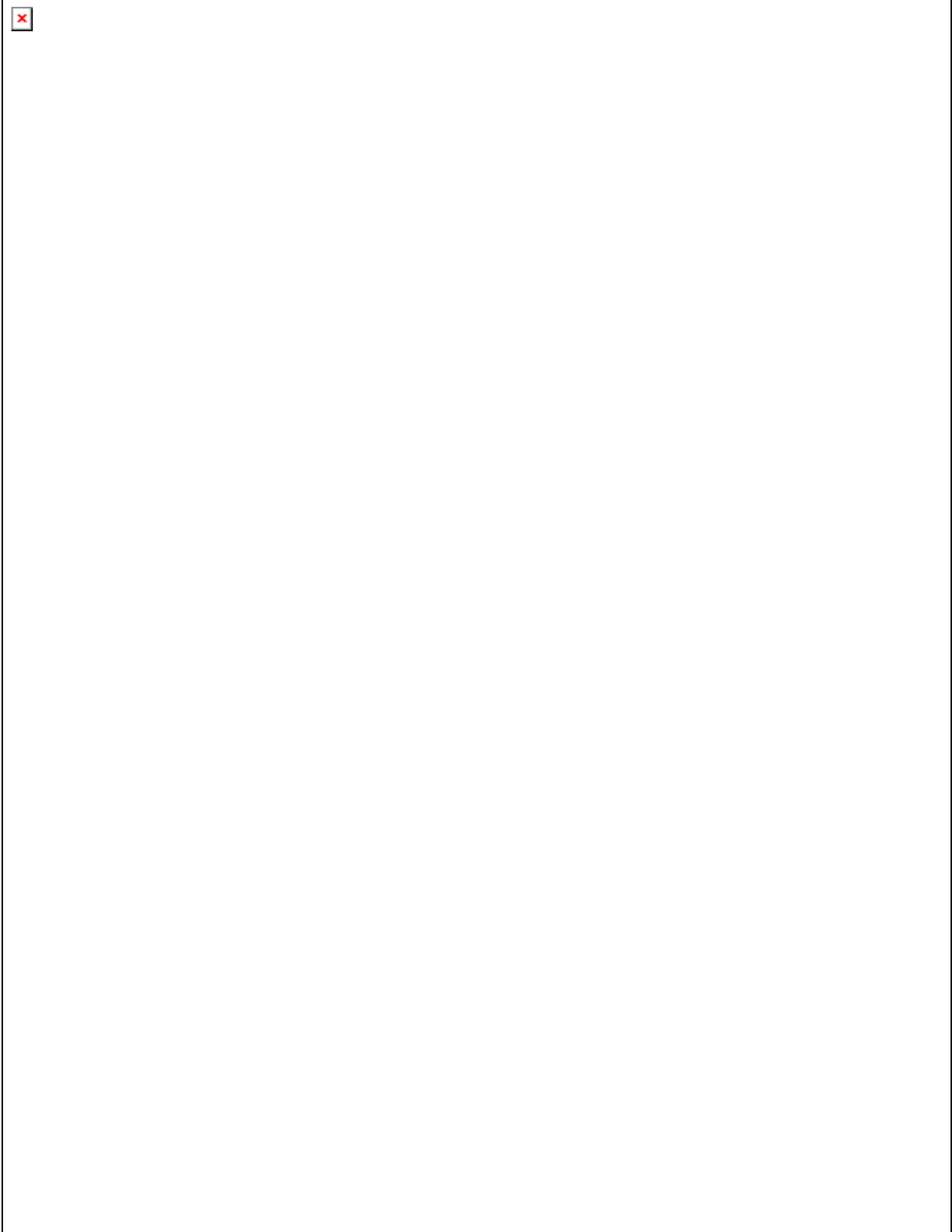


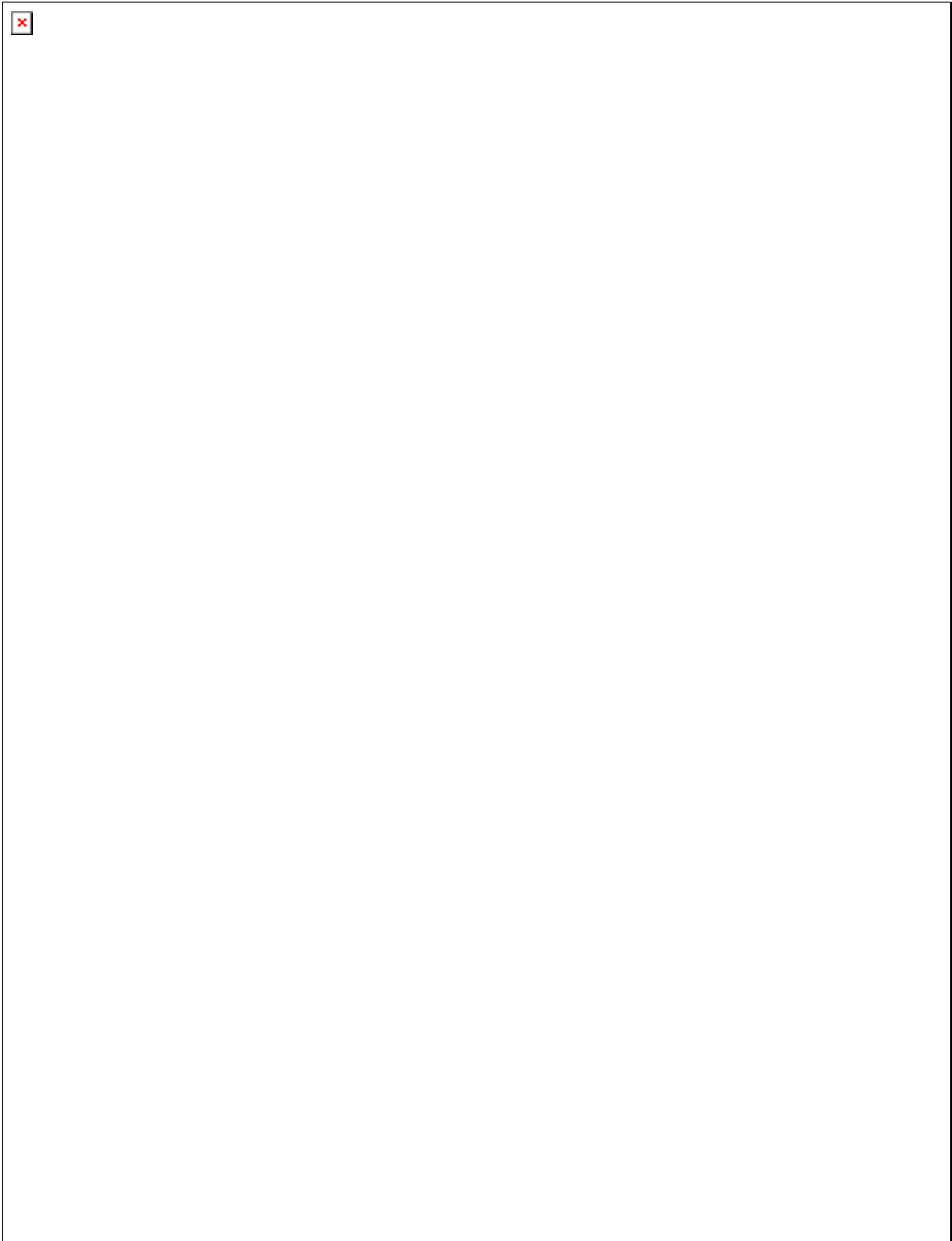


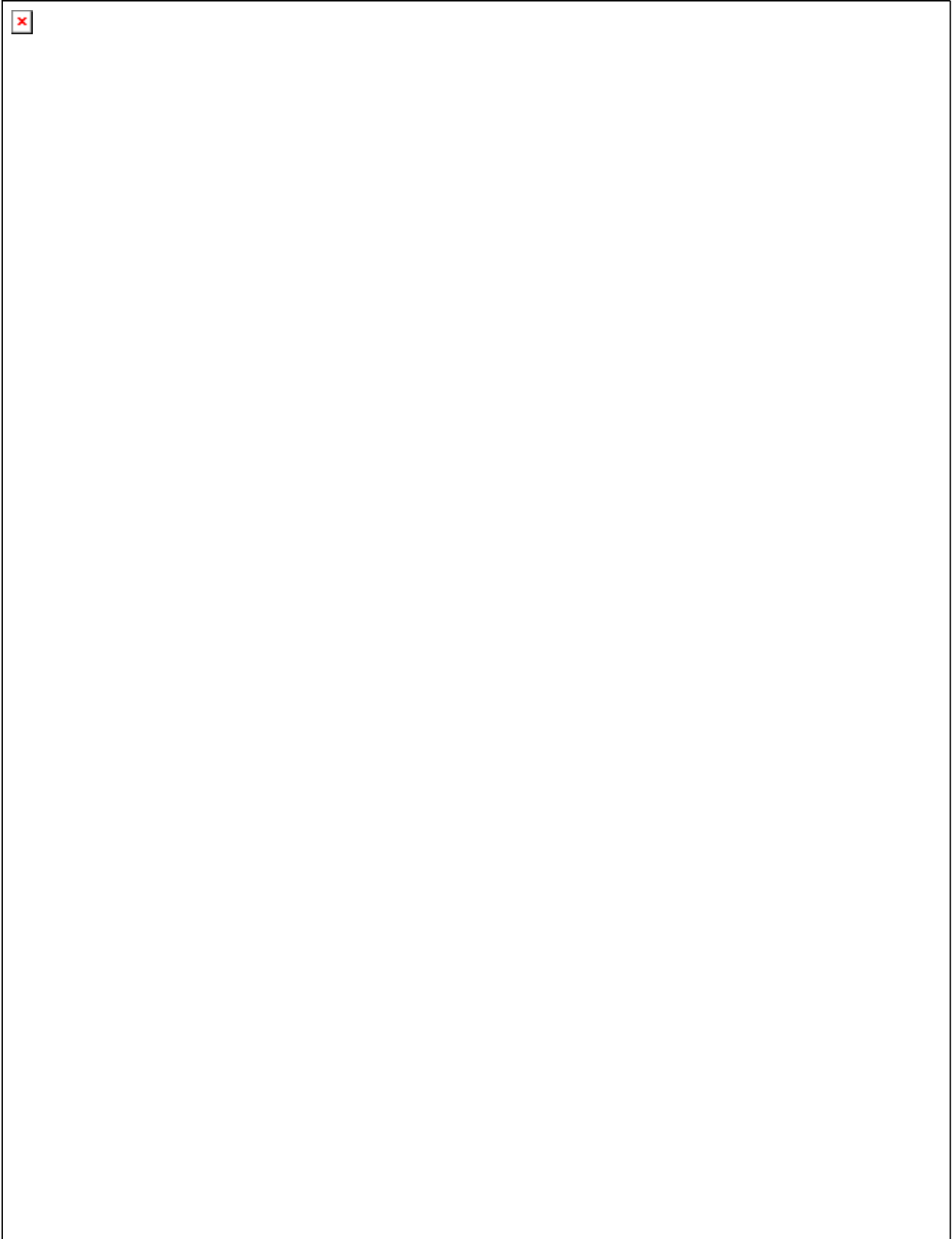




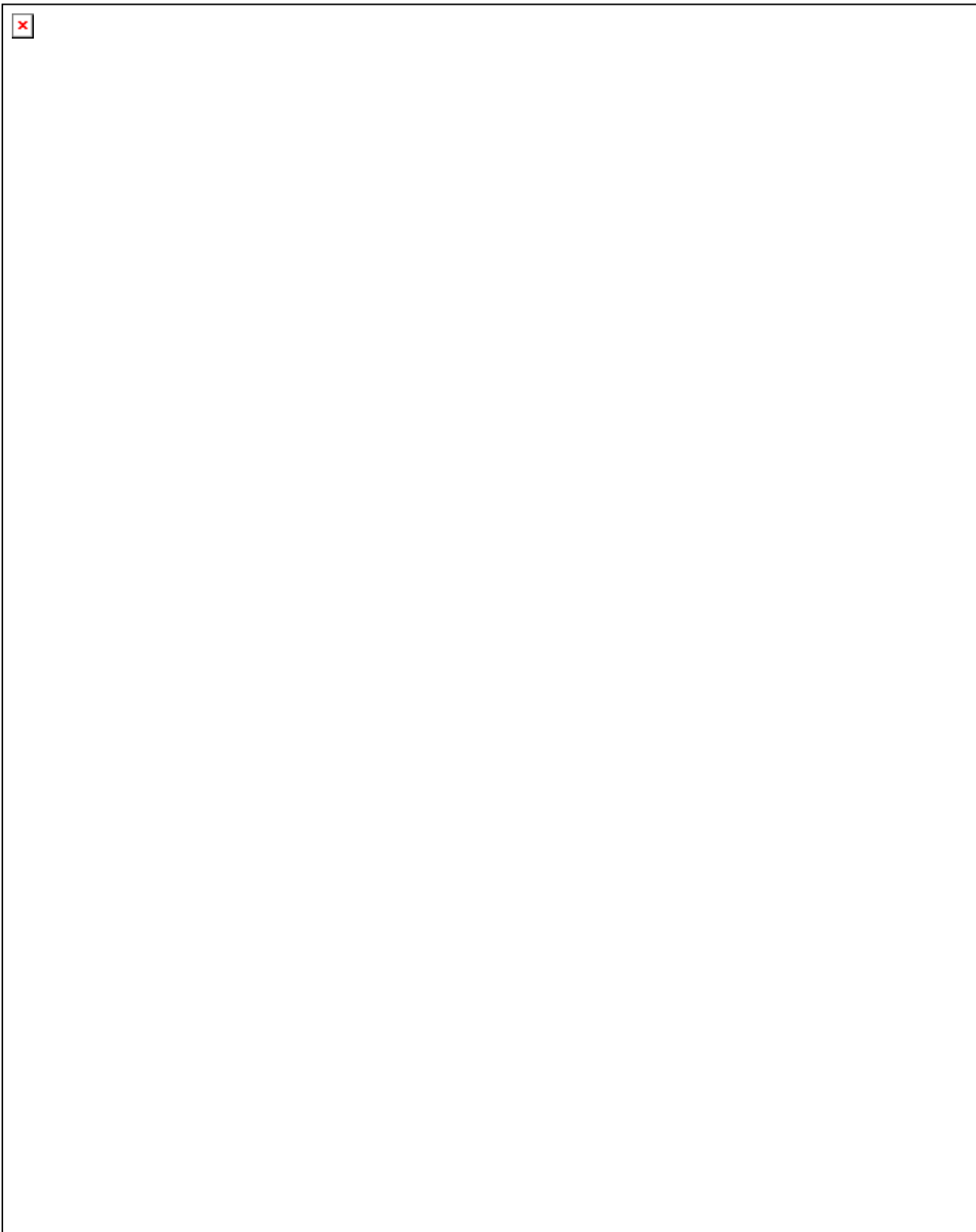




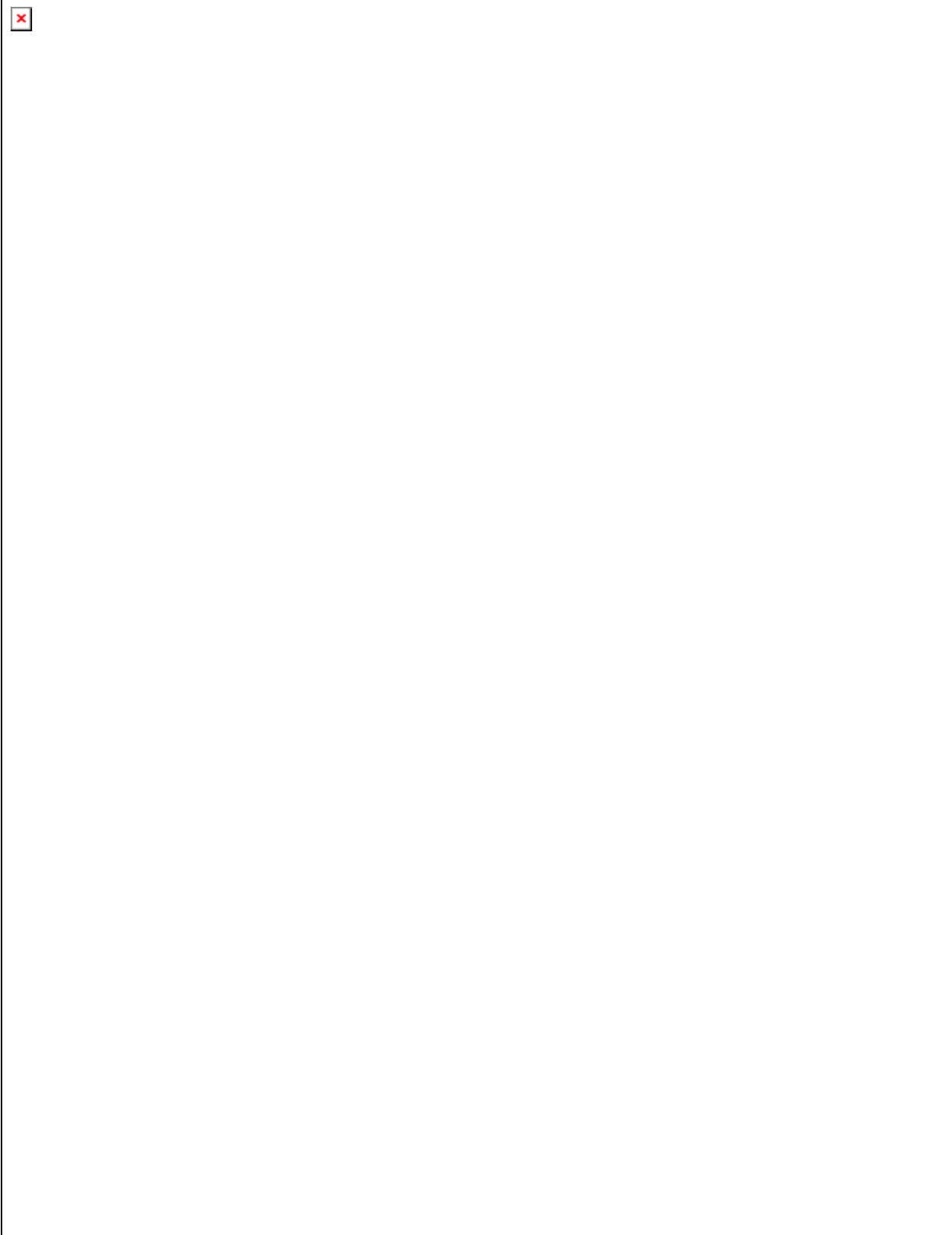


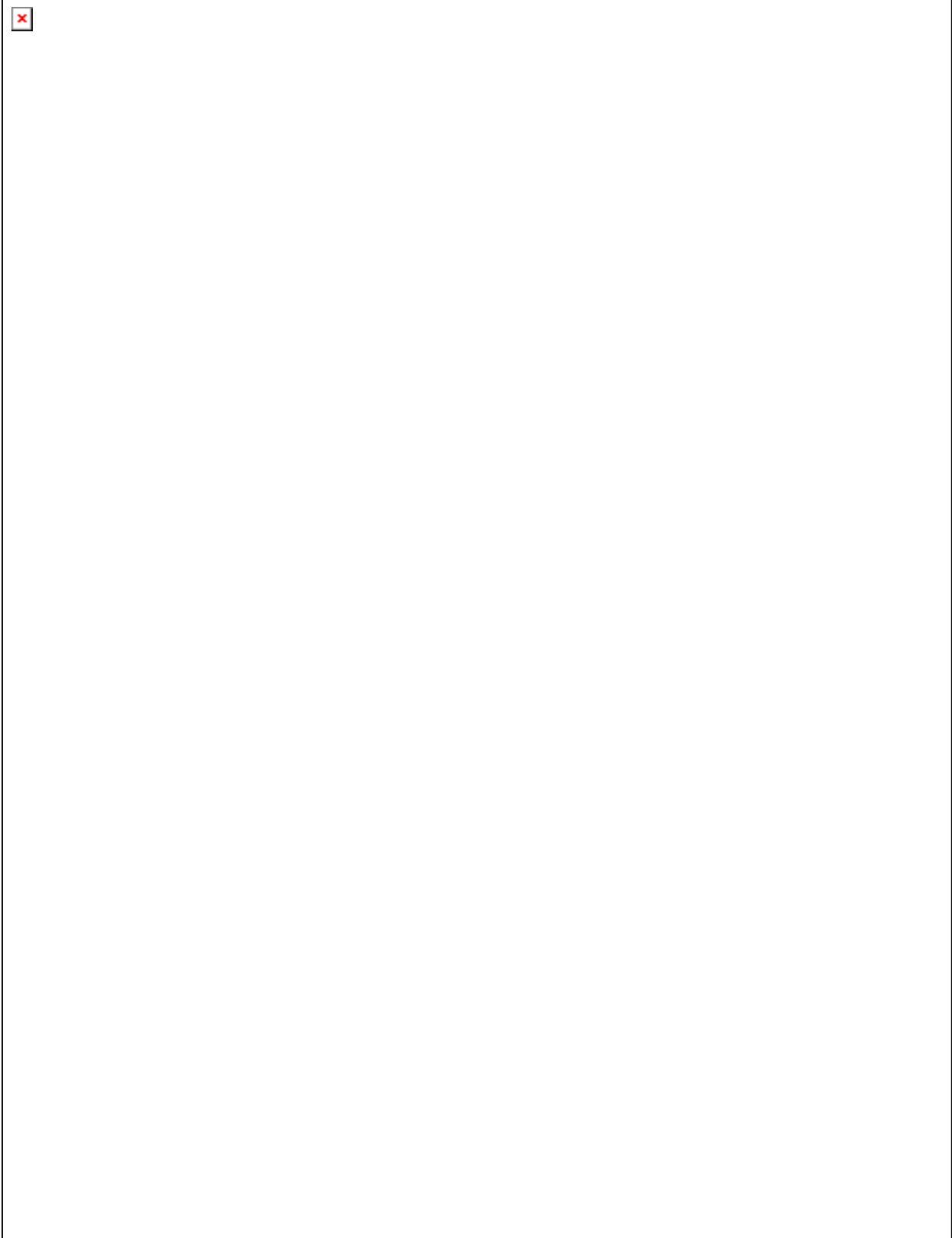


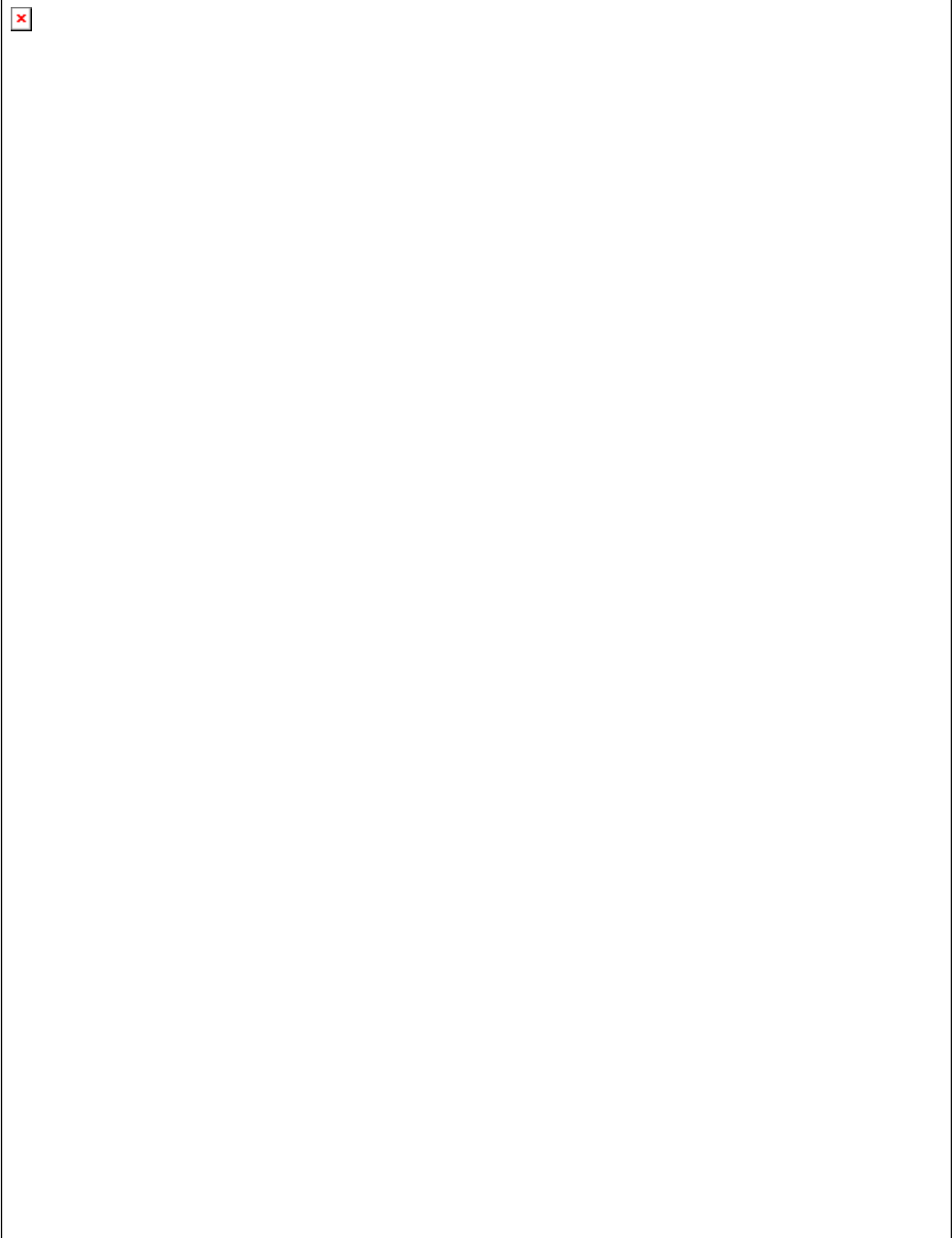


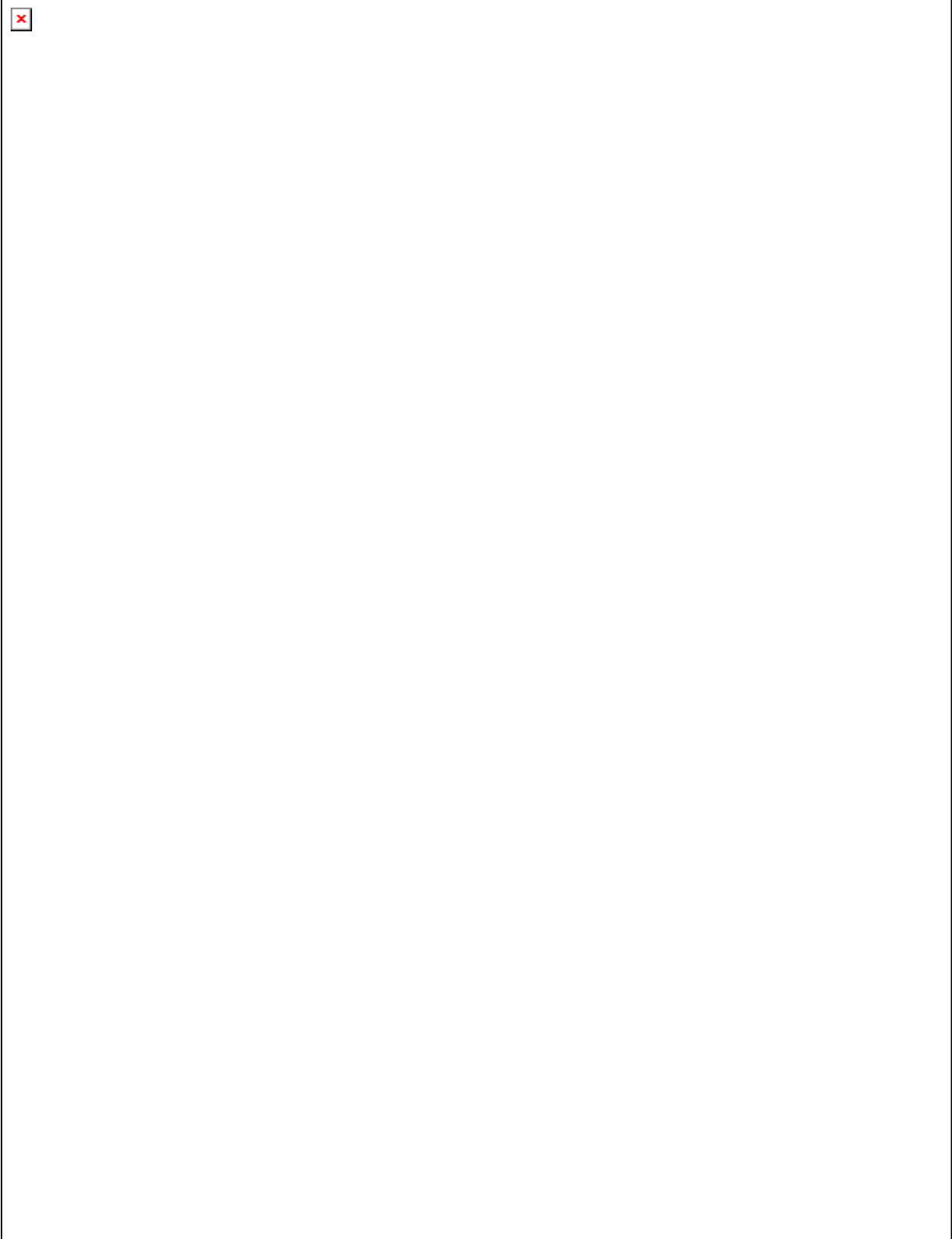




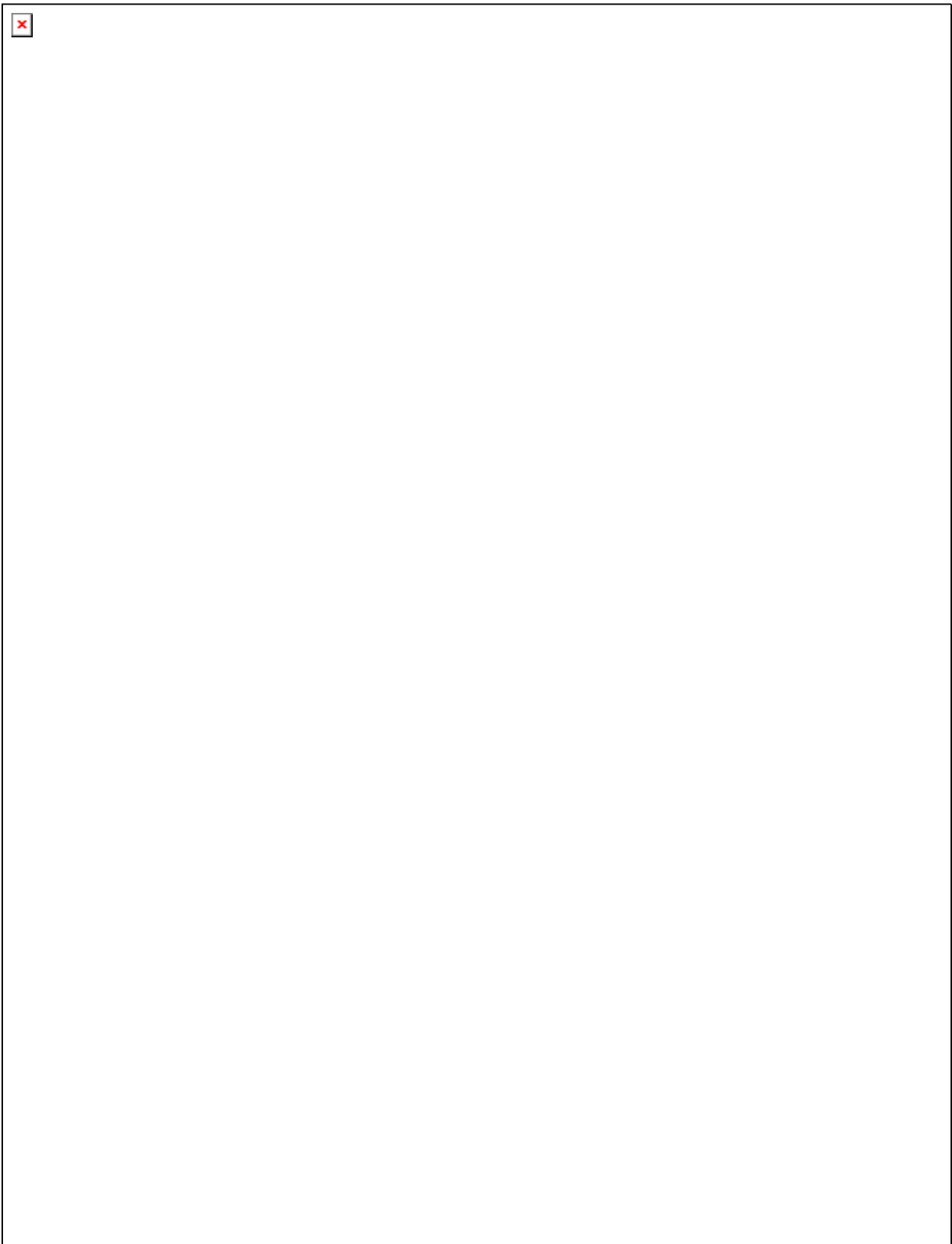


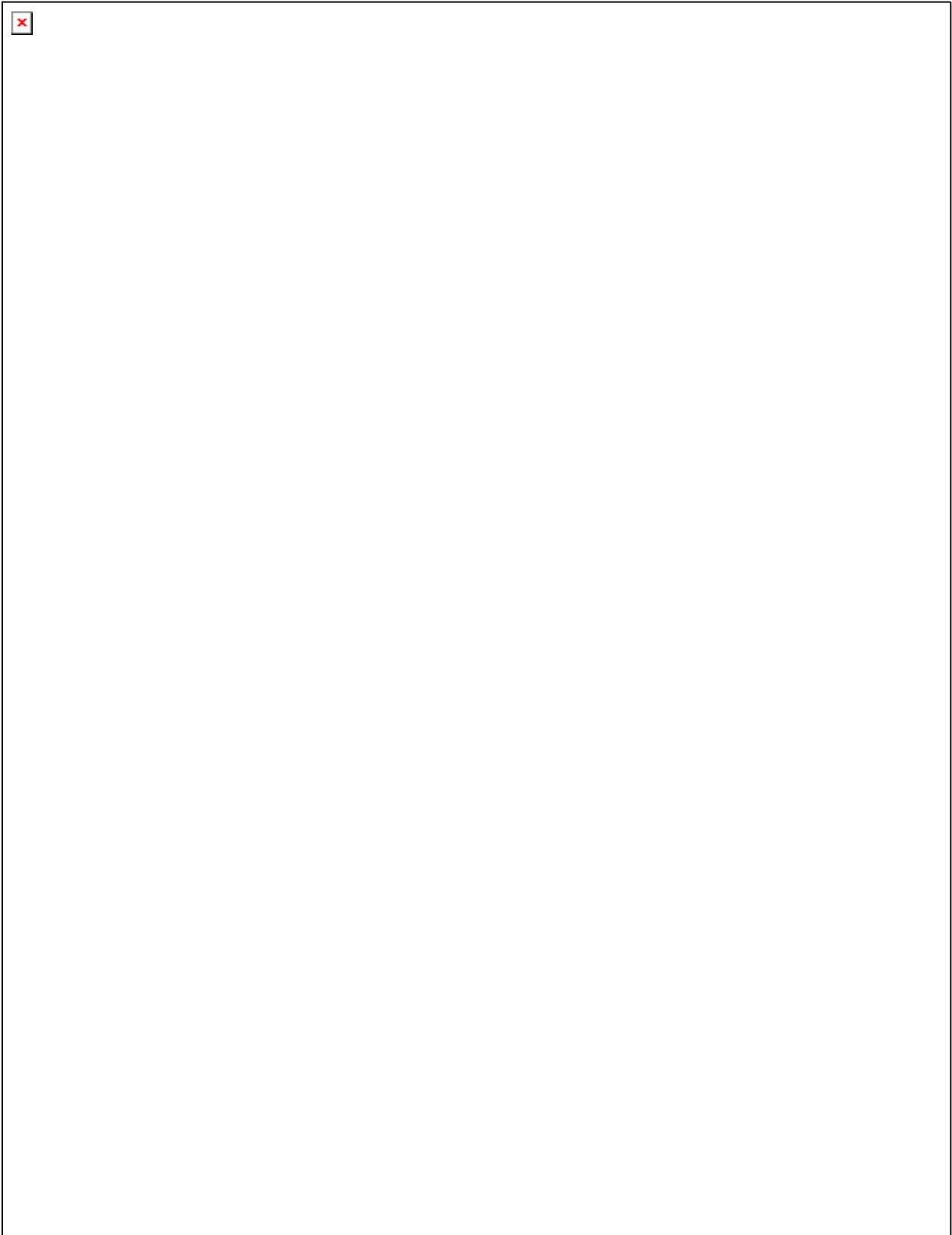


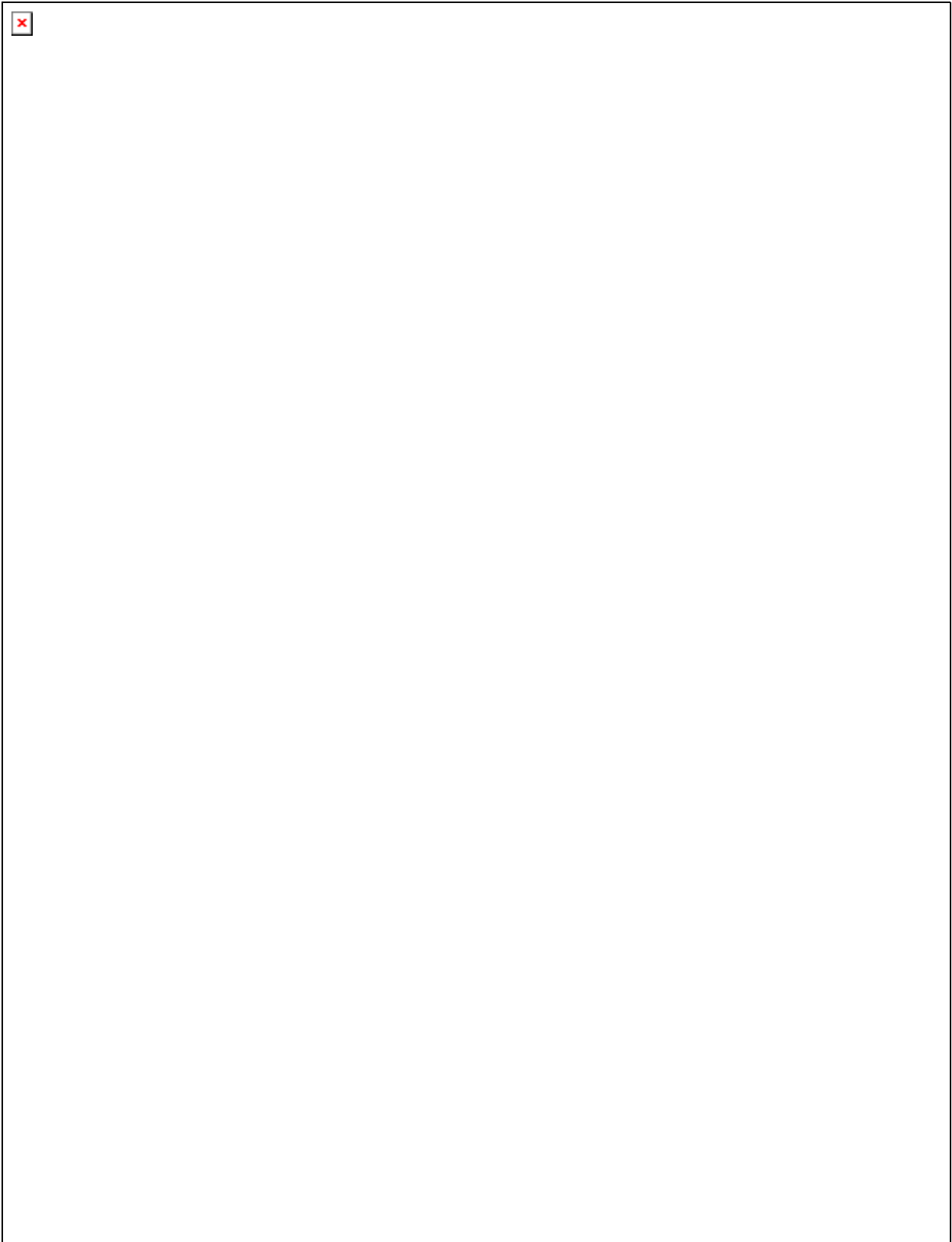


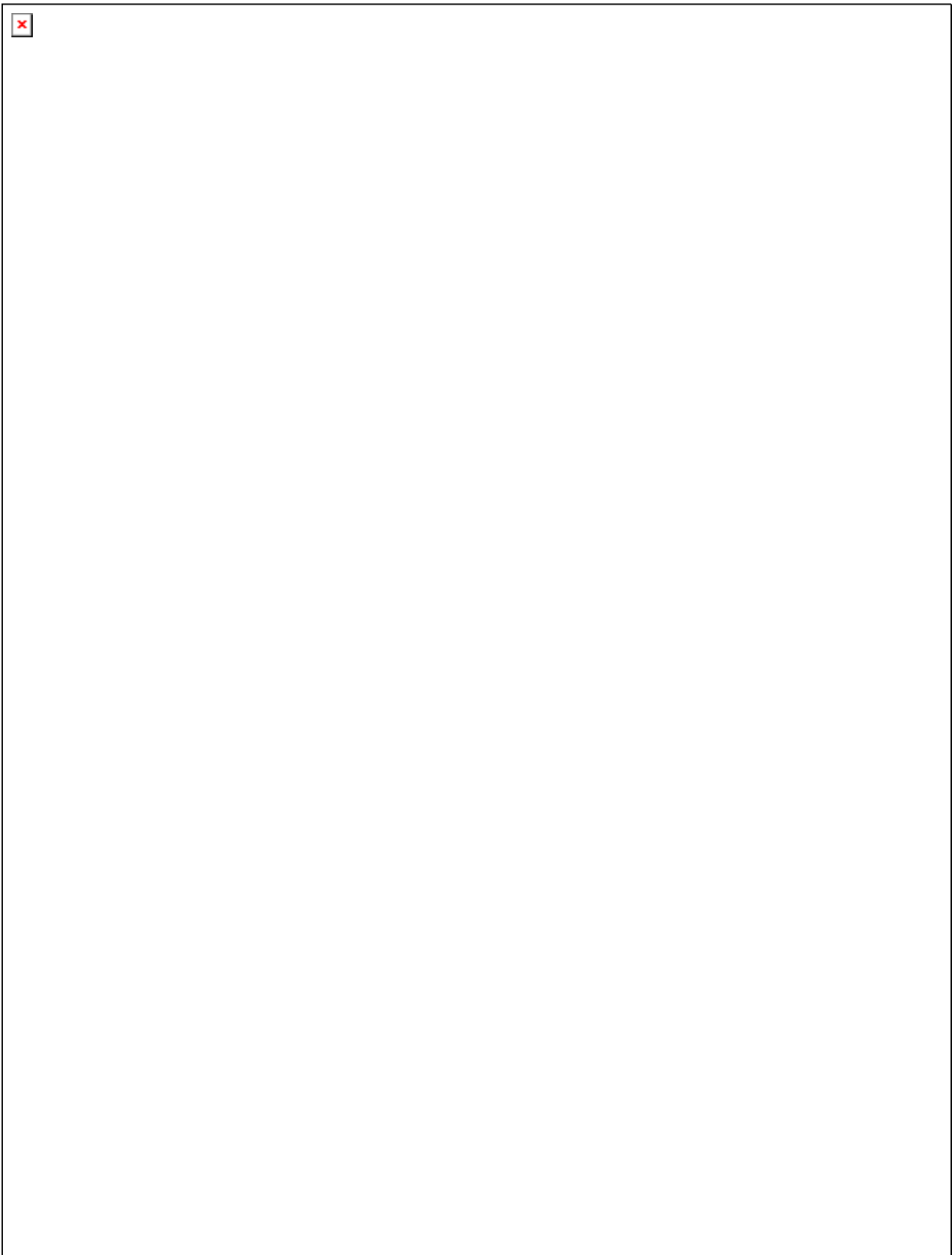


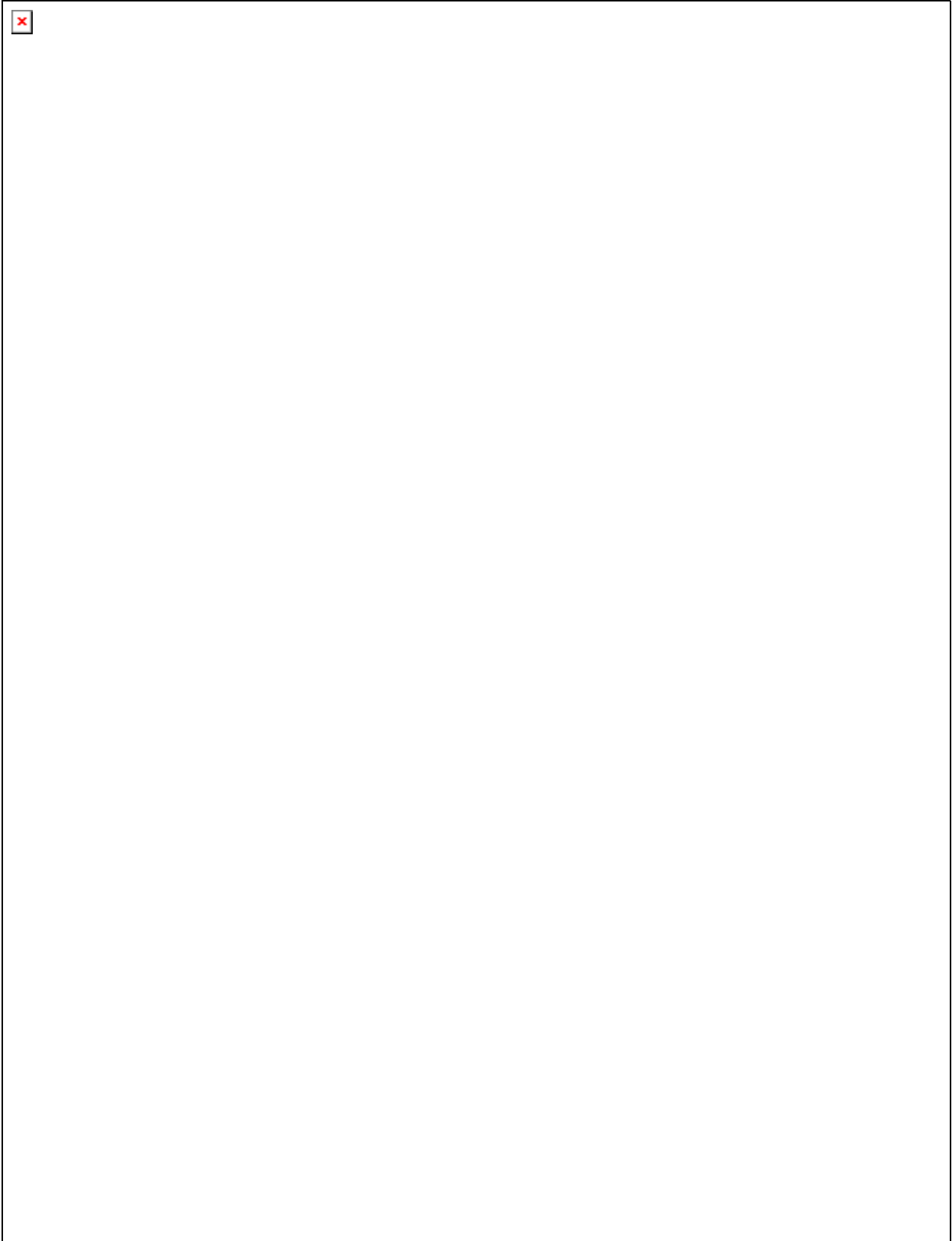


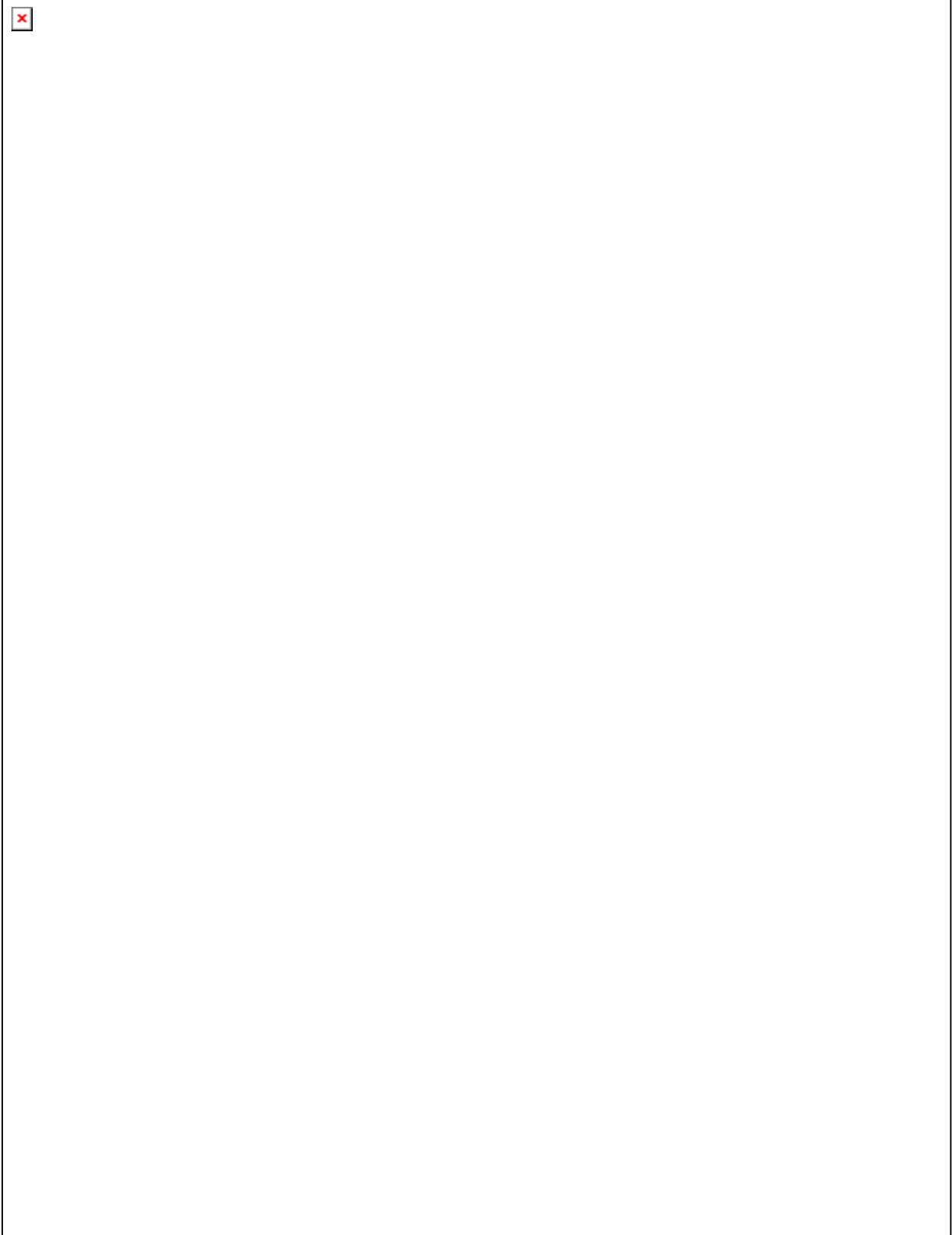


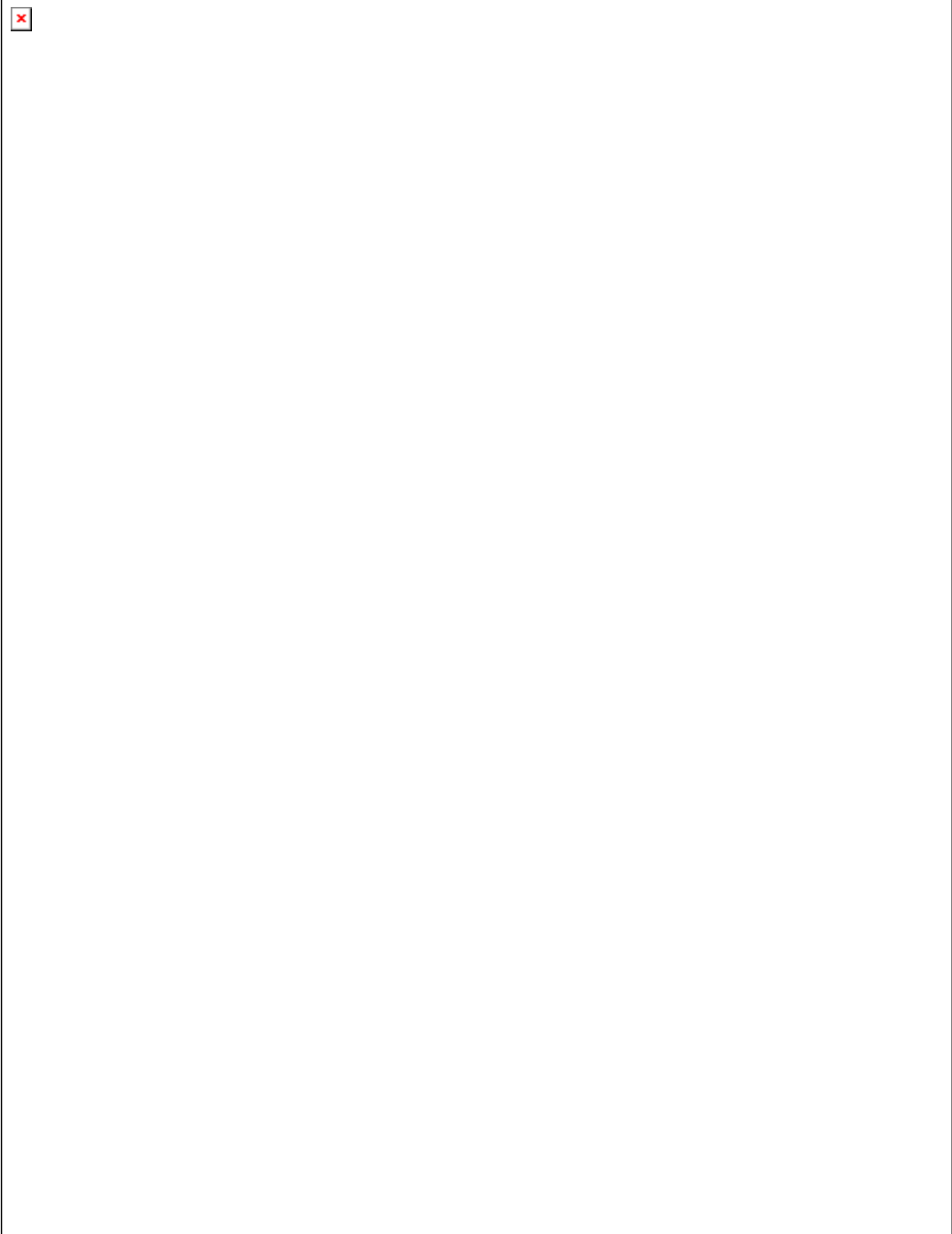


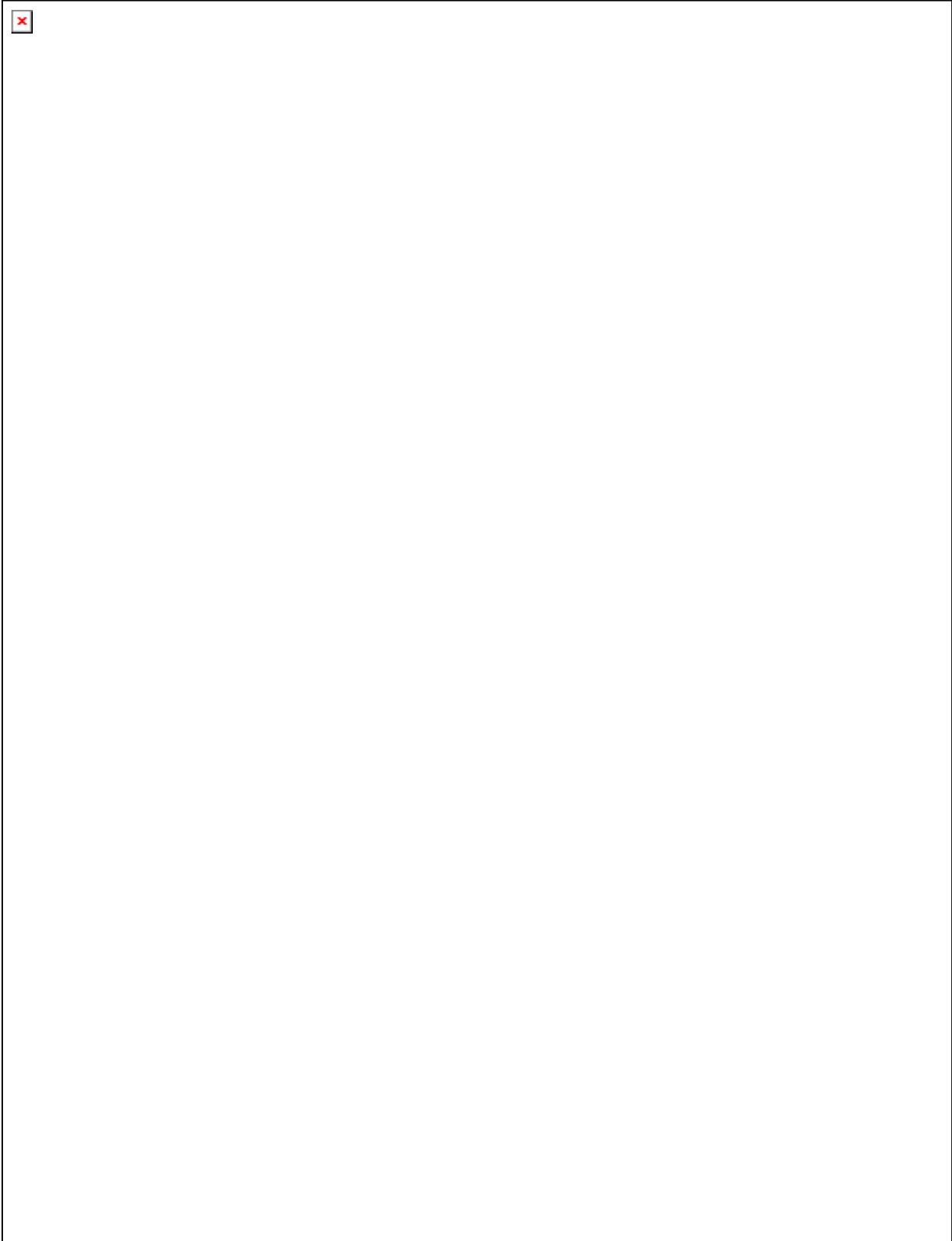












Part IV – A – 2 – Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING

BY AND AMONG

SOUTHWEST GEORGIA TECHNICAL COLLEGE

BAINBRIDGE COLLEGE

THOMAS UNIVERSITY

GRADY COUNTY SCHOOL SYSTEM

AND CAIRO HIGH SCHOOL

REGARDING THE OPERATION OF

CAIRO HIGH SCHOOL COLLEGE AND CAREER ACADEMY

(A CHARTER SCHOOL)

This MEMORANDUM OF UNDERSTANDING, (hereinafter “MOU”), entered into this 13th day of September, 2013, by and among SOUTHWEST GEORGIA TECHNICAL COLLEGE, a division of an agency of the State of Georgia (hereinafter “SWGTC”); Bainbridge State College, a unit of the University System of Georgia (hereinafter “BSC”); Thomas University, a private, four-year post-secondary university (hereinafter “TU”); the Grady County School System, a subdivision of the State of Georgia, (hereinafter “GCSS”), and Cairo High School, a public high school in GCSS (hereinafter “CHS”):

WHEREAS, the parties are stakeholders planning a charter to establish and operate Cairo High School College and Career Academy (hereinafter “CHS/CCA”), a charter school with a focus toward integrating academics and advanced career/technical education programs in a county served by the parties, and

WHEREAS, SWGTC, BSC, TU, GCSS, and CHS all have the authority to enter into this agreement, and

WHEREAS, the parties recognize that CHS/CCA will be the first conversion charter school also to function as a college and career academy charter school in Georgia, and

WHEREAS, the parties are competing to win a \$3.15 million grant from the Board of Directors of the Technical College System of Georgia to help construct and renovate facility space for CHS/CCA's use under the charter, and for other purposes, and

WHEREAS, the parties are committed to making CHS/CCA a successful college and career academy adhering to all the goals, measurements and commitments outlined in the charter,

THEREFORE, IN FURTHERANCE OF THIS MUTUAL GOAL, the parties hereto understand and agree to the provisions as set forth below:

Facility

The facility, as described in the charter, and as improved over time, will be owned and operated by GCSS for the use of CHS/CCA, and space will be available in the facility at no charge to the other parties in this MOU. However, costs related to renovation, maintenance, equipment and furnishings may be negotiated and shared by the parties under the oversight of the Board of Directors of CHS/CCA. The CEO of CHS/CCA, who is directly accountable to the Board of Directors, will manage all such arrangements, discussions and negotiations on behalf of the parties.

Property

Equipment and furnishings will continue to be owned and insured by any party that provides CHS/CCA for use under the charter's provisions.

Technology Support

Technology support, internet connections and networking for CHS/CCA will be provided by GCSS. All computer use will comply with the acceptable use policy of GCSS, and all users may be required to sign that policy prior to being granted access to computers and networks at CHS/CCA. The CEO may

negotiate and recommend cost-sharing and/or reimbursements to the parties should the need arise.

Transportation

The CEO of CHS/CCA may recommend a transportation plan to the parties that consider the individual need and ability of each party to contribute and/or participate in the provision of transportation services. CHS/CCA may contract for such services so long as the state and local regulations of the parties are satisfied.

Food Services

The CEO of CHS/CCA may negotiate the provision of food services if needed. Any such services will satisfy state and local regulations of the parties.

Classroom Instruction and Scheduling

The CEO of CHS/CCA shall recommend assignments of teacher and course schedules to the parties. All teacher and/or instructors shall continue to be paid by their original employer; however, the parties shall consider any undue burden that might be placed on a party providing a larger than average contingent of classroom instructors and may negotiate cost-sharing or reimbursement arrangements with the leadership of the CEO, with such cost-sharing or reimbursements occurring wither through a fiscal agent or directly from the assets of CHS/CCA.

Parties may continue to offer courses in their facilities as they see fit; however, parties are encouraged to pool resources and consider the spirit of partnership as all such decisions are made.

Grievances and Complaints

The CEO will also be responsible for resolving grievances, conflicts, and complaints following the policy described in the charter, or that policy as it is approved by the CHS/CCA Board of Directors. In the event

that the CEO must recuse himself or herself from the process, the CHS/CCA Board of Directors may consider and resolve such grievances or complaint following the same agreement.

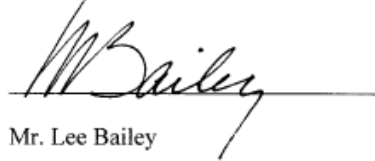
Conflict Resolution

In the event that the parties disagree, the parties will pursue a resolution that considers that the GCSS Board of Education retains control and management over the CHS/CCA Board of Educations and CHS/CCA; however, GCSS will also consider the spirit of the partnership. The CEO will attempt to negotiate a solution to any and all conflicts between the Local Board and/or post-secondary institutions.

In the event that the CEO must recuse himself or herself from these negotiations, or is ultimately unsuccessful in resolving the conflict and withdraws from negotiations, GCSS will conduct the negotiations. The resolution of the conflict will endure that the mission of CHS/CCA is not compromised, nor any of the parties unable to operate according to legal obligations or the individual policies of any party.

This MEMORANDUM OF UNDERSTANDING may be executed in counterparts, each of which will be deemed original of equal dignity with the other and one and the same instrument as the other.

IN WITNESS WHEREOF:



Mr. Lee Bailey

Superintendent

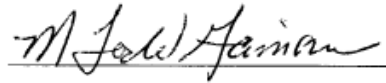
Grady County School System



Mr. David McCurry

Principal

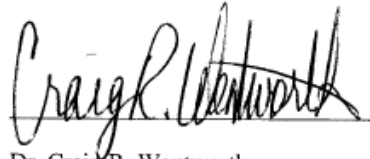
Cairo High School



Mr. M. Todd Gainous

CEO/CTAE Director

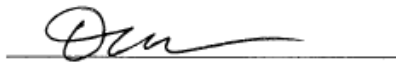
Cairo High School



Dr. Craig R. Wentworth

President

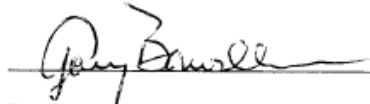
Southwest Georgia Technical College



Dr. Tonya Strickland

Acting President

Bainbridge State College



Dr. Gary Bonvillian

President

Thomas University

CHARTER FOR CAIRO HIGH SCHOOL CHARTER SCHOOL

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

as a whole reach the 100% proficiency goal by 2013-2014, subject to any amendment, waiver or reauthorization of NCLB.

- c. Elementary and Secondary Education Act as Amended (ESEA as Amended): the federal education statute, originally passed by the U.S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act was reauthorized by Congress in 2001 as the No Child Left Behind Act.
- d. Criterion-Referenced Competency Tests (CRCT): The Criterion-Referenced Competency Tests are state-required tests to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades three through eight in the content areas of reading, English/Language Arts, and Mathematics, and in grades three through eight in Science and Social Studies.
- e. End of Course Test (EOCT): The EOCT program was created to improve student achievement through effective instruction and assessment of the standards in the Georgia Performance Standards (GPS) specific to the eight EOCT core high school courses. The EOCT program also helps to ensure that all Georgia students have access to a rigorous curriculum that meets high performance standards. The purpose of the EOCT is to provide diagnostic data that can be used to enhance the effectiveness of the schools' instructional programs.
- f. 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.
- g. Local Educational Agency (LEA): A Local Educational Agency is a local system pursuant to local board of education control and management.
- h. No Child Left Behind of 2001 (NCLB): No Child Left Behind is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 – the principal law affecting education from kindergarten through

high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system. NCLB is subject to amendment, waiver or reauthorization.

- i. 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.
 - j. State Performance Target: The state performance target is set using all students with the goal of decreasing the percentage of students who are not proficient by 50% by 2016-2017.
 - k. Subgroup: A Subgroup under No Child Left Behind is defined as one of the following subsets of students: race/ethnicity (American Indian/Alaskan native, Asian/Pacific Islander, Black, Hispanic, Multiracial, and White); disability; limited English proficiency (LEP); and socioeconomic status. To constitute a Subgroup in Georgia for a school's Adequate Yearly Progress determination, the Subgroup must have at least 40 students or constitute 10% of the assessed student population, whichever is greater, but not to exceed a total number of 75 students. The assessed student population is the total number of children whose test results are used to determine Adequate Yearly Progress.
 1. Subgroup Performance Target: Individual subgroup performance targets set for each content area, statewide.
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, 2013 and expiring on June 30, 2018.
 3. Grade Range. The Charter School shall serve grades 9-12 by year five of the charter term. The Charter School shall serve approximately 1,320 students by year five of the charter term.
 4. Mission Statement. The mission of the Charter School is to prepare all Cairo High School College and Career Academy students to graduate and be fully prepared for post-secondary education and/or careers, as well as for their roles as responsible citizens.
 5. Essential or Innovative Features. The curriculum at the Charter School will focus on the integration of academics and advanced career/technical/agricultural education (CTAE).

Instructional methods will include project-based, work-based, team-based, hands-on learning, and students will benefit from the alignment and seamless blending of academic courses with career, technical and agricultural education courses, the blending of high school with the rigor and expectations of college coursework, and the relevance resulting from the blending of public education with the priorities and expectations of business and industry. Students will learn through instructional methods having a business-like bias towards action, and data developed by needs assessment and input from advisory committees will influence standards and methods. The emphasis will be the application of academic skills to real-world experiences and choices or “a real world simulation.” Secondary curriculum will be connected, seamlessly, with post-secondary curriculum choices and work-based learning opportunities (job shadowing, co-ops, internships and apprenticeships) in order to provide that real world simulation credibly.

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 and 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. The State Board shall hold the Charter School accountable for the full performance of each of the academic goals listed below. The requirements of each goal are independent of and do not supersede the requirements of any other goal.

- a. Academic Goals. The State Board shall hold the Charter School accountable for the full performance of each of the academic goals listed below. The requirements of each goal are independent of and do not supersede the requirements of any other goal.
- i. Goal 1: The Charter School will perform above the level that would place it on the Priority Schools list, the Focus Schools list, or the Alert Schools list. The Charter School will also meet all targets (currently CCRPI and State Performance Targets), as defined by Georgia state requirements and the state's waiver of No Child Left Behind, subject to any amendment, waiver or reauthorization thereof. Students will demonstrate proficiency and improvement over prior years' performance.
1. Measure 1: During each year of the charter term, the Charter School will meet or exceed all State Performance Targets and all other statewide-accountability requirements as established by the Department each year for all content areas of the Criterion-Referenced Competency Test (CRCT), the End of Course Test (EOCT) and the graduation rate.
 2. Measure 2: During each year of the charter term, the percentage of charter school students scoring in the meets or exceeds category on the End of Course Test (EOCT) will be greater than the State or local RESA Average, whichever is higher, by at least 2% in all subjects in all grade levels.
 3. Measure 3: During each year of the charter term, the percentage of charter school students scoring in the exceeds category in all subject areas on the EOCT will exceed the baseline average by 1%.
 4. Measure 4: The Charter School will exceed state or local RESA graduation averages, whichever is higher, by 3%, or exceed 80%.
- ii. Goal 2: The Charter School will demonstrate post high school readiness.
1. Measure 1: Twenty-five percent (25%) of graduates taking the ACT or SAT will score at least a 23 out of 36 on the composite ACT or at least 1600 out of 2400 on the combined SAT.
 2. Measure 2: Ninety-five percent (95%) of graduates will score Meets or Exceeds on the Georgia High School Writing Test.

- iii. Goal 3: Increase the percentage of students earning academic credit by passing CTAE courses with embedded academic standards and passing the EOCT test (or similar measure of mastery) and earning academic Carnegie units.
 - 1. Measure 1: From a baseline established in Year One of 1% (approximately 12 students), the Charter School will achieve the following increases in the percentage of high school students earning academic Carnegie units by taking embedded CTAE courses pursuant to HB 186: 2% after year two; 3% after year three; 4% after year four and 5% after year five.
- iv. Goal 4: Increase the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner.
 - 1. Measure 1: From the 2011-12 baseline of 4% (25 students) of eligible students earning post-secondary credits through dual enrollment with any college partner, achieve the following increases in the percentage of eligible students earning post-secondary credits through dual enrollment with any college partner: 6% after year one; 7.5% after year two; 10% after year three; 12.5% after year four and 17% after year five.
- b. Organizational Goals. The fulfillment of the following organizational goals will be reported annually by the Charter School in addition to their Annual Report.
 - 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 on time to the Department.
 - 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 Accounting Practices (GAAP) as demonstrated by external, annual audit reports.

5. Measure 5: The Charter School will meet all financial reporting deadlines set by the Department.
- ii. Goal 2: The Charter School shall ensure all employees and Governing Board Members receive effective training.
 1. Measure 1: All Governing Board members shall participate in training at least once annually.
 2. Measure 2: The Governing Board shall meet at least monthly while school is in session.
 3. Measure 3: All faculty members will receive at least two PLU units yearly to assure their continued educational improvement.
 - 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 15 days or more shall not exceed 10% and shall improve by 2 percentage points until the percentage of students absent 15 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 exceed the baseline rate set in Year 1 by 2%.
 3. Measure 3: The Charter School will have a 90% teacher retention rate. This rate shall not include teachers with Teach for America or similar organizations, teachers who relocate, retire or pursue higher education or teachers who are dismissed by the school.
 4. Measure 4: 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.

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.

10. Annual Report. The Charter School shall submit an annual report by October 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. Enrollment shall be open to any grade level eligible student who resides in the Grady County Public Schools attendance zone.

 - 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 not use admissions criteria or applications that would not otherwise be used at a traditional public school, including 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 use applications for the purpose of verifying the student's residence within the school's attendance zone and grade level. The Charter School may gather other relevant information from students after enrollment is determined.

 - 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). The

Charter School shall not conduct more than one lottery, per grade, per admissions cycle.

- d. Statutory Enrollment Priorities. The Charter School shall not use any statutory enrollment priorities in accordance with O.C.G.A. § 20-2-2066(a)(1)(B).
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.
 - 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 (Governing Board), which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law. 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.

- 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.
- c. 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.* 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.
- d. 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.* The Governing Board shall maintain its adopted policies, budgets, meeting agendas, and minutes, and shall make such documents available for public inspection.
- e. 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.
- f. 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.
- g. 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.
- h. 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 conducted by an independent certified public accountant licensed in the State of Georgia. The Charter School will submit their annual financial audit to the State of Georgia by October 1st each year.
 - c. 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.
 - d. Federal Monitoring Requirements. The Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
 - e. 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.
 - f. 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.
 - g. 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.

- h. 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. § 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. Control and Management of the Local Board. The Charter School shall be subject to the control and management of the Local Board of the local school system in which

the charter school is located, as provided in the Charter and in a manner consistent with the Constitution, if a local charter school.

- h. 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.
- i. 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.
- j. 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.
- 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 or Education/Charter Management Organizations.

- a. If the Charter School does not contract with an Education Service Provider or an Education/Charter Management Organization at the time of execution of this charter and then elects to contract with an Education Service Provider or an Education/Charter Management Organization, such decision will require a charter amendment prior to execution of an agreement with an Education Service Provider or an Education/Charter Management Organization.
- b. If the Charter School contracts with an Education Service Provider or an Education/Charter Management Organization 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 or an Education/Charter Management Organization. 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.

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. No less than nine (9) months prior to proposed occupation, 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. A State-Chartered Special School shall contact the Department of Education Charter Schools Division 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.
 - 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 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; or
 - viii. The existence of conditions that place the health, safety, or welfare of students or staff of the Charter School in danger.
- 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. 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-.04 *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 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. 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 Indemnatee 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 Indemnatee.
- 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 Indemnatee seeking indemnification; or (b) If the Indemnatee 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 Indemnatee shall survive the completion, expiration, or termination of this Agreement for any reason.

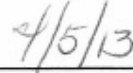
31. Non-Agency. The parties expressly acknowledge and agree that the Charter School is not acting as the agent of the Local Board, the State Board, or the Department except as required by law or this Charter. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the Local Board, the State Board, or the Department to any third party.
32. 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.
33. 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.
34. Non-Waiver. No waiver of any breach of this Charter shall be held as waiver of any other or subsequent breach.
35. 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.
36. 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.*
37. 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.
38. 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.

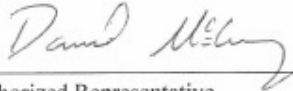
CHARTER FOR CAIRO HIGH SCHOOL CHARTER SCHOOL



Chairperson,
GEORGIA STATE BOARD OF EDUCATION



(Date)



Authorized Representative,
CAIRO HIGH SCHOOL CHARTER SCHOOL
GOVERNING BOARD



(Date)



Chairperson,
GRADY COUNTY BOARD OF EDUCATION



(Date)

Part IV – D – Archway Partnership Needs Assessment Excerpt

“The economy in Grady County has declined. There are fewer jobs, especially in the once-dominant agricultural sector. Several of the major employers are eliminating jobs. Manufacturing is still a factor but does not provide enough employment. Apprehension about the economy changes employment decisions in big and small industries. The lack of jobs affects other sectors, as well. Retail businesses are declining. There are fewer jobs requiring unskilled labor, and many students who graduate do not have the skills to take the higher-skilled jobs that exist. With a graduation rate of 74% to 80% over the past three years, there are a number of drop-outs contributing to the unskilled labor force. The school system provides inadequate vocational training. It does provide Advanced Placement courses, and those are attended by over 10% of the students. Grady County’s demographics are changing. The Hispanic population is increasing. The population is aging. Retirees are moving in from Florida. Young people leave, because there are no job opportunities. Teen pregnancy is high. There are significant health issues, including high rates of cancer and diabetes. The increase in unemployment mirrors the increase in poverty, drug abuse and crime. Housing is an issue; fewer people can afford rent and are crowding together, creating multifamily housing out of single family houses. The increased need for social services comes at a time of decrease in the tax digest.

The community wants to create jobs and diversify the economy by recruiting businesses and industry, providing tax and other incentives to encourage them. Leaders urged the partners to expand vocational training and apprenticeship opportunities in the county and have technical colleges concentrate on training for jobs available in the county. They should also start vocational training in middle school and teach life skills, work ethics, morals and manners to all students. The area colleges were praised for being especially strong.”