

CONVERSION CHARTER SCHOOL APPLICATION COVER PAGES

Check one: X New Petition Renewal Petition (If renewal, when was the original
charter term start date?)

Name of School: William S. Hutchings Career Center

Local school system in which the conversion charter school will be physically located:

Bibb County Public School District

Contact person: Sylvia Hooker Deputy Superintendent of School Improvement

Name

Title

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Conversion Charter School Name William S. Hutchings College and Career Academy

Approved by the Locally-Approved Conversion Board of Education on February 27, 2014

Grade Levels Served 9-12

Ages Served 14-20

Proposed Opening/Renewal Date Fall 2014

Proposed Charter Term 5 years (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

Mission Statement The mission of William S. Hutchings College and Career Academy is to graduate students that are college and career equipped and experienced for success in an emerging workforce and 21st century global economy. The William S. Hutchings College and Career Academy will provide high-interest industry pathways, rigorous academics and stackable industry credentials for all students.

For each year of the proposed charter term, please indicate the number of pupils the conversion charter plans to serve.

Full and Part-time pupils

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										100	111	95	85	391
Yr 2										115	125	145	165	550
Yr 3										125	155	165	195	640
Yr 4										135	170	200	220	705
Yr 5										145	190	230	250	815
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

THE CASE

1. Why do you want a charter?

Currently, William S. Hutchings College and Career Academy (WHCCA) is a career technical magnet high school in Macon, Georgia. Under the current resources, WHCCA makes every effort to build leader, teacher, and student capacity. The school is uniquely designed for a thousand students; however, we currently serve approximately 300 students in grades 9 -12. Currently, the William S. Hutchings College and Career Academy is not designed to foster collaboration between the other six high schools in the district to meet the needs of all students. Therefore, there is a critical need to redesign the career center to create personalized learning experiences for existing students and for students that have an interest in interest in college and career pathways. The goal is to develop students with 21st century skills; collaboration, critical thinking and problem solving, creativity/innovation through high-interest industry pathways and high student engagement pathways that build self-regulated learning and embedded job skills.

A charter can offer William S. Hutchings an opportunity to provide the instructional tools to ensure that the needs of all students are met and produce graduates who are college and career ready. Additionally, the charter will allow the autonomy and flexibility needed to achieve the “new” mission of the school. The “new” mission of WHCCA is to graduate students that are college and career equipped and experienced for success in an emerging workforce and 21st century global economy. The William S. Hutchings College and Career Academy will provide high-interest industry pathways, rigorous academics and stackable industry credentials for all students. Part of this flexibility will be provided through several waivers that will allow WHCCA to implement innovation, creativity, career-readiness, and stackable industry credentials to better serve the students in achieving their personal, academic, and professional goals and to exceed the state performance targets and community expectations. Additionally, the waivers will allow WHCCA to offer students from the

other high schools the opportunity to travel to the William S. Hutchings College and Career Academy to complete a career pathway within one year with an embedded academic elective credit.

In August of 2014, the Bibb County School Superintendent and Career, Technical, Agricultural and Education Director (CTAE) presented to the Greater Macon Chamber of Commerce the importance of collaboration between the school district and existing businesses. The Greater Macon Chamber of Commerce requested an online needs assessment survey which was circulated to local industry.

Through this systematic process, the following assumptions were provided:

- A “one size fits all” educational system does not work for all students
- High school graduates are not college and career ready nor equipped and experienced for entry level positions
- The lack of dual enrollment opportunities available for students to achieve college credit
- The digital divide in the community
- The community and industry have mandated a redesign of our education delivery system, and the willingness to become partners in the process

After reviewing the assumptions and revisiting the recommendation from the Macon Greater Chamber of Commerce and the President of Macon Economic Development Commission (MEDC) in reference to the importance of developing a 21st century workforce, the implementing of a college and career academy is needed to rebuild our community. In order to determine the best model for our community, the school’s leadership team, Deputy Superintendent of School Improvement and Redesign, and members from the school’s council visited the following college and career academics in February: Douglasville, Maxwell Technology, Central Education Center, and Baldwin College and Career Academy.

One of the most fundamental changes to be made through this charter is to create a college and career academy that is a type of school-within-a-school, commonly referred to as Smaller Learning

Communities (SLC). Hutchings College and Career Academy will provide a college preparatory curriculum with career related themes. A team of teachers from academic and career technical disciplines will create a learning community. For instance, the aviation instructor would team with a group of core academic teachers who will meet and plan together to bring relevance to the student's learning. A student in aviation would then be able to find relevance in what is learned in academics courses to their chosen pathway. Integrating career pathways with academics enhances learning and interest in all areas, thereby raising achievement scores, graduation rate and CCRPI scores. This team of teachers would coordinate course content, instructional strategies and share planning after school to address scheduling restraints.

According to Christman and Bruce, SLCs make, "it easier for teachers to share practices and will encourage them to create a culture for sustained instructional improvement, which will in turn enhance student learning". The formation of smaller learning communities will create a rigorous learning environment where academics support CTAE and CTAE supports academics, thus creating a relevancy that will ensure students see clear connections and are both college and career ready. Smaller Learning Communities have been successful in producing students who have critical postsecondary options, a more sustained employability and earning gains, higher grade point averages and decrease in dropout rates. Our school district and community will benefit from these improvements, so a charter is essential to the success of students of William S. Hutchings College and Career Academy and students across the district.

A charter will also allow autonomy and flexibility with hiring through one of the requested waivers, which will afford us the freedom needed to hire industry specialists, arrange school hours to accommodate both full and part time students and to use innovation in classroom strategies. Additionally, through intense professional development for teacher through the 1:1 Career Mentor, Train the Trainer, and required job shadow and internships teachers will experience firsthand the industries for which they are training their students. The governance board will assist with placing

teachers in the industries in order to receive real world and relevant experience to transfer to the classroom.

In February, we met with all high school principals across the district, polled students for their input, and presented to the local board of education. The principals were introduced to the ideas and goals for the proposed college and career academy. They engaged in conversation concerning the impact and magnitude of what it means to partner with the college and career academy. The most profound impact was explaining the potential increase for each high school's graduation rate.

Students were also given the opportunity to weigh in on the college and career academy. We allowed students to participate in a survey, which covered the trending topic from their perspective. Students were given options to choose a name for the school in addition to making suggestions about new career pathways. Members of the board welcomed the ideas and support of the career and college academy. They were impressed with the overwhelming level of community acceptance ultimately leading them to approve efforts to move forward.

The month of March, we held a breakfast seminar for the counselors from the district. They had a chance to see how the master schedule would look in their building and the positive impact for students to attend the college and career academy for a year and complete a career pathway. The counselors were able to provide suggestions and feedback on the proposal of the petition during this breakfast seminar.

Additionally, in March, a parent forum was held to present the proposal and get feedback and suggestions. Lastly, the Advisory and Governance Board members met at Central Georgia Technical College on Wednesday, April 2, for a working lunch. Fifteen persons were in attendance. At this time the proposal was presented and feedback and suggestions were gathered on how the industry can align partnership with the work of the Continuous School Improvement Plan. The various forums and meetings have provided valuable insight from the community, industry, parents, and students that a

charter school is the appropriate educational structure needed to rebuild the community and create the emerging workforce.

The district is envisioning an academy that is work-place ready; provides personalized learning that extends beyond the traditional classroom, dual/college credit opportunities, and career mentoring for teachers and students, industry professionals delivering instruction in a co-teaching model, and embedded college and career readiness curriculum. To ensure we are able to assist students with identifying their academic and career goals, the governance board has established strong partnerships between the local school system, post-secondary institutions, business and industry, community organizations, parents and students. To ensure sustainability the governance board created a Memorandum of Understanding, for each partnering entity, which outlines the commitments aligned with the WCHAA mission of equipping and providing experience to ensure we are preparing an emerging workforce. The partners agreed to the following:

- **Integrated Academic and Career-Focused Learning:** Business and Industry Partners will assist teachers with education and training that combines rigorous academic and career-focused curriculum to increase students' employability in in-demand industries and prepare them for employment, post-secondary education, long-term occupational skills training, or registered apprenticeships.
- **Work-Based Learning and Exposure to the World of Work:** Business and Industry Partners will provide work-based learning opportunities. In addition to actual work experience, student participants will also participate in career pathway field trips, job shadowing, or other types of opportunities that provide students with exposure to different career paths and prepare them for the world of work.
- **Robust Employer Engagement:** Business and Industry Partners will provide work-based learning and one-on-one career mentoring, creating a path for students to in-demand industries and occupations. Additionally, Business and Industry Partners will work closely with the governance board on professional development and training for staff to drive the sustainability of the program over the long term.

ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. **Complete the Accountability Template form for a conversion charter (located on website).**

Please see the following two pages.

3. How will the conversion charter governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?

Data analysis will be a key responsibility of the governing board, instructional leadership, and faculty at William S. Hutchings Career and College Academy (WHCCA). Through data analysis, progress towards the student performance objectives will be evaluated. Strengths and weaknesses will be identified and remedial support provided in the areas of needed improvement. The data analysis will include student performance on End of Course Tests; SAT and ACT; AP exams; End of Pathway Assessments; Compass/Assets test (as required to be program ready to enroll in postsecondary education, vocational or apprenticeship programs); ACT WorkKeys assessment; and Georgia High School Writing Test. The data team will disaggregate testing data to evaluate the effectiveness of the WHCCA in improving student achievement. WHCCA is currently administering all state-mandated assessments and will continue to do so following charter status for all applicable course offerings. Faculty and staff involved in testing at WHCCA will maintain their relationship with the Central Office personnel that support the administration of these assessments.

The William S. Hutchings College and Career Academy will report individual student performance data through the student's base school. However, to guarantee accountability, performance results for each goal and for all indicators on the state's CCRPI will be calculated to reflect the academy's performance as a traditional school. Additionally, baseline data will consist of the average of the five school years' assessment scores preceding charter status. The data will only consist of those assessments that were available for each of the five years preceding the conversion to charter. This baseline data will be compared to current year data to determine progress toward academic performance goals. Current year data will be used to compare WHCCA to the state performance targets.

4. What specific actions will the school's management; instructional leadership, faculty and staff take to ensure student performance objectives are met during the proposed charter term?

In order to meet the business/industry needs and student interests, the WHCCA will offer the following pathways, but not be limited to adding additional pathways basis on a continuous review of the business/industry needs:

- Architecture and Construction: Architectural Drawing & Design
- Transportation, Distribution and Logistics: Automobile Maintenance and Light Repair
- Aviation Flight Operations
- Business Management and Administration: Business and Technology
- Hospitality and Tourism: Culinary Arts
- Arts, Av/Technology and Communications: Graphic Communications
- Information Technology: Health Information Technology
- Hospitality and Tourism : Hospitality, Recreation, & Tourism
- Human Service: Personal Service Care: Cosmetology & Barbering
- Education and Training: Teaching as a Profession
- Health Science: Therapeutic Services- Patient Care

To facilitate scheduling and to provide necessary support to students, WHCCA will also offer certain required academic and elective courses, including Advanced Placement options, dictated by student program needs. The academy will operate on a modified block schedule for part time students and a seven period school day for full time students. This will accommodate transporting students to and from base high schools as well as ensuring part time students have lunch at their base school. Part time students will meet in their pathway class for 140 minutes per day. This will allow students to complete their pathway in one year. Full time students will meet for 55 minutes per day.

Bibb County base high schools run a seven period school day beginning at 7:30 am. Their courses are scheduled as full-year courses with some ½ credit course options.

In addition, the Bibb County School System will provide bus service between base high schools and the appropriate instructional venues. Students shall have access to this service, which will comply with applicable law. Students will also be allowed to provided their own transportation to and from WHCCA.

All pathway courses will be recognized for credit by the State of Georgia and the WHCCA base high school. All pathway students will be required to sit for the pathway's End of Pathway Assessment and complete a senior capstone as a graduation requirement. In order to increase the number of students in dual enrolled programs, the academy will assist financially with Dual Enrollment Tuition. Partnerships have been secured with the following post-secondary institutions, Central Georgia Technical College, Helms College, and Mercer University to ensure students have the opportunities to obtain technical certificates or college credit through dual/joint enrollment opportunities. Currently, we offer the following dual/joint enrollment opportunities: Aircraft Structural Technology, Cosmetology and Barbering, Computer Hardware, Construction, Design and Media, Nurse Aide and Welding. However, the secured partnership will afford us the ability to offer additional opportunities to students. The current and future dual/joint enrollment opportunities are available for students in the 11th and 12th grade.

In order to meet local industry needs, courses will be customized while still meeting state requirements for academic credit and standards for industry certification. Courses will incorporate such local industry desired skills as spatial reasoning, critical thinking, fine motor control, verbal communication skills, basic math and OSHA safety requirements where appropriate and necessary. Hands-on, career oriented, project-based instruction will be the norm. Exemplary industry experts with recent work experience in their fields of expertise and possessing trade and industry certification

will be recruited. Experiences in community businesses, industries and agencies will be available for academic credit; such as cooperative education, internships, job shadowing, youth apprenticeships and clinical experiences. Regular industry surveys and communication will assure close alignment of industry needs and course content.

A non-traditional school climate will be created that feels more like a business setting than a traditional high school environment. Classrooms will be transformed into a workplace type environment where the ability to function as part of a productive team is as important as an individual's content knowledge. Frequent interaction between students and active workers from their field of study will be arranged through field trips, job shadowing, internships, externships and clinical experiences, career mentors and guest speakers. Assessment of student progress will be more authentic in nature than traditional paper and pencil tests.

The WHCCA will not exceed state class size standards. The target will be for class sizes of less than 20:1 in CTAE courses to maximize individualization and student access to equipment. A 30:1 maximum ratio will be maintained in academic courses. Assigning course credit, determining whether or not students meet graduation requirements and granting diplomas, technical certificates of credit, and other dual enrollment credits will be the responsibility of the Bibb County School System and their high schools. The academy staff will work with each high school to ensure that each individual student's needs are met.

At present, WHCCA offers only minimal programs to support the transition of eighth grade students into the ninth grade. Many ninth grade students struggle to meet the academic rigor of the high school curriculum and they often underestimate the importance of the first year in developing the skills and knowledge that will be essential throughout the remainder of high school. The College and Career Readiness Course for freshman will provide freshmen with a highly structured program. They

will benefit from a team of academic teachers who will use interdisciplinary instruction. Further, with common planning time, the academic teachers will be able to plan regarding the unique educational needs of individual students and provide tailored remediation during extended learning time. The College and Career Readiness course is expected to increase the number of ninth grade students earning four Carnegie unit credits in the four core content areas of English/Language Arts, mathematics, science, and social studies.

Students will be evaluated on the academy's College and Career readiness (30% of grade) as well as their understanding of academic course content (70% of grade). The College and Career Readiness program of study will include the following:

Attendance	Reports to school/work, arrives/leaves on time, and notifies supervisor in advance of planned absences
Teamwork	Respects the rights of others, respects confidentiality, is a team worker, is cooperative, is assertive, displays a customer service attitude, seeks opportunities for continuous learning, and demonstrates mannerly behavior
Problem Solving Ability	Displays the ability to think through a problem and resolve it
Initiative/Self-direction	Displays the energy or aptitude to initiate action; is self-reliant and enterprising
Productivity	Follows safety practices, conserves materials, keeps work area neat and clean, follows directions and procedures, and completes tasks
Communication	Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills
Cooperation	Displays leadership skills, appropriately handles criticism, conflicts and complaints. Demonstrates problem solving capability, maintains appropriate relationships with supervisors and peers, and follows the chain of command
Respect	Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind

Attitude	Demonstrates a positive attitude, appears self-confident, and has realistic expectations of self
Sense of Urgency	Works as quickly and efficiently as possible to achieve the goal
Adaptability/Flexibility	Adjusts easily and appropriately to people and to shifting work demands
Attention to Details	Displays the ability to understand and remember the sequential steps of a prescribed process as well as the overall objective
Attitude	Demonstrates a positive attitude, appears self-confident, and has realistic expectations of self
Job Search Resources	Students will learn how to look at the different resources for finding employment. Internet, referrals, social service agencies, bulletin boards, networking, cold calls (face-to-face), social media, etc.
Writing resumes, cover letters and thank you notes	Students will learn how to prepare a winning resume emphasizing key words and transferrable skills, create cover letters and thank you notes.
Understanding Basic Customer Service Skills	Students will learn why good customer service is so important, how to handle customer complaints, exceeding customer expectations, professionalism on and off the job, and how having a good attitude is everything.
Dressing for Success & Effective Communication	Students will learn how to dress for success in the job seeking and interviewing process and how the way you look is an extension of your communication skills. Other topics covered include: Verbal communication traits, body language (non-verbal), etiquette, cosmetics, accessories, shoes, hair, undergarments and hygiene.
Meeting the Employer's Expectations	Students will learn how to meet and exceed the employer's expectations and what employers look for in a job applicant. Some basic expectations are: getting to work on time, performing the job correctly, following the rules and policies just to name a few.
Getting the Interview	Students will learn that an interview is a conversation not an interrogation! During this detailed conversation they will master both typical and behavioral interview questions, sell their transferrable skills, ask

	great questions at the end of the interview and ask for the job!
You're Employed...How to Keep Your Job	Students will learn how to keep their job, advance within the company, how to budget their money and develop back-up plans. i.e. transportation, childcare, etc.

To ensure that WHCCA increases the dual enrollment, the leadership team will keep this goal at the forefront of Continuous School Improvement. The partnership with the local technical college, will provide the Compass assessment free to all students. Additionally, the extended learning time will be used for 11th and 12th graders to prepare for the Compass and ensure that they are program ready. Additionally, opportunities will be available for students to recover credit or accelerate their learning.

5. What are the school's plans for educating special populations?

Each partnering high school already provides services that fully meet the requirements and expectations of the law, district and parents/guardian for serving gifted and talented students. Through dual enrollment agreements with post-secondary schools, the academy will offer students' opportunities to complete their high school career while simultaneously earning college level credits. Computer-based and virtual classroom courses will also be available to gifted students. For administrative purposes, the home school's gifted and talent program will be held accountable for ensuring that their part-time students receive the required accommodations.

The WHCCA will provide all necessary special education services. Accommodations will be made as determined by student IEPs in Math, Science, English and Social Studies. Services offered will range from consultation with teachers to co-teaching in academic classes. 504 accommodations will also be made according to the student's individualized plan.

For English Language Learners (ELL), an individual plan will be established for each ELL student. A teacher will be assigned to ELL students and will implement services as individual plans require.

The WHCCA will offer such supplemental education services and remediation in required cases pursuant to State Board of Education (SBOE) Rule 160-4-5-.03 and 1604-4-5-.01 as deemed necessary and expedient by the Bibb County Board of Education and the academy Board of Directors, and considering the focus of the academy instruction program.

Additionally, it is anticipated that most gifted and talented students will select the Advanced Academic pathways that provide a rigorous combination of honors and advanced placement courses. Gifted and talented students that are not in the honors and/or advanced placement courses will be challenged through differentiated instruction in the dual-enrollment courses and the College and Career Readiness course.

6. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

In order to improve instructional strategies and a school design described in this petition, the WHCCA seeks to utilize broad flexibility from law, rule and regulation affecting the operation of public schools. This waiver will allow the academy to be innovative in the delivery model of the educational program, the employment of quality instructors and the design of flexible learning opportunities for students. The following are some specific examples of how such waivers will be used to benefit students:

Scheduling: Waivers of seat time required to earn a Carnegie unit will assist in student scheduling and transportation of students from their base high schools. Alternative time schedules can also provide flexibility for students who might potentially drop out of school, but through flexible scheduling would be able to complete coursework in less than the normally required time and then advance to additional classes.

Curriculum: Waivers regarding core course curriculum will allow the opportunity to provide specific program of study (College and Career Readiness) that is crafted to meet the needs of the

industry/ employers in the Central Georgia area. Also, it will build the skill level capacity of students to ensure they are ready for the college classroom or the workplace.

Teacher Certification: Waivers regarding personnel certification will allow the academy the flexibility to employ individuals with relevant and current industry expertise. In keeping with its mission to ensure students are college and career ready, some instructors may be qualified through industry certification rather than through Georgia Professional Standards. Such a waiver also supports opportunities for flexible and innovative professional development.

Instructional Equipment: Waivers regarding instructional resources will offer the flexibility to utilize a variety of resources appropriate and relevant to the integration of academic and career/technical instruction in the academy classrooms.

Grading: Wavier regarding grading will provide flexibility to base student academic grades on demonstrated acquisition of the College and Career Readiness/Soft Skills as well as mastery of academic course content. Additionally, the wavier provides flexibility of earning an elective academic credit for embedded academic integration within the CTAE pathway courses.

ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

7. State the conversion charter's Organizational Goals and Measures.

Academic Goals:

Goal 1: *The Charter School will perform above the level that would place William S. Hutchings College and Career Academy on the Priority School list, the Focus Schools List, or the Alert Schools list. The Charter school will also meet all targets (CCRPI and State Performance Targets), as defined by Georgia state requirements.*

Measurable Objective: Increase the percentage of charter school students scoring in the meets or exceeds category on the End of Course Test (EOCT) by 2%.

Measurable Objective: Increase the percentage of charter school students in the exceed category on the End of Course Test (EOCT) by 3%.

Measurable Objective: Increase the percentage of charter school students graduating from WHCCA by 2% or exceed 78%.

Goal 2: *The Charter School will demonstrate post high school readiness.*

Measureable Objective: Increase the percentage of charter school students meeting or exceeds on the Georgia High School Writing Test to 90%.

Measureable Objective: Increase the percentage of charter school students completing a Career and Technical program of study by 95% .

Goal 3: *The Charter School will increase the number of students successfully earning dual-enrollment credit.*

Measureable Objective: Increase the percentage of charter school students passing the Compass or Asset assessment by 10%.

Measureable Objective: Increase the percentage of charter school students earning post-secondary credit through dual enrollment by 10%.

Organizational Goals:

Goal 1: *To increase the connection between CTAE programs and their related business partners.*

Measurable Objective: Increase the number of business partners offering work-based learning by 25% over the charter term.

Goal 2: *To ensure the William S. Hutchings College and Career Academy (WHCCA) delivers high-quality instructional programs that meet the needs and expectations of business and industry.*

Measurable Objective: Increase the number of CTAE teachers who have industry experience by at least 20% during the charter term.

Goal 3: *To ensure stakeholder awareness and engagement with the William S. Hutchings College and Career Academy students and staff.*

Measurable Objective: Increase the number of business and industry mentors and program advisory council members supporting the academy by 20% over the charter term.

Measurable Objective: Deliver a survey annually to business partners to rate satisfaction of program; obtain 90% or greater satisfaction by the end of the charter term.

Goal 4: *Ensure enrollment maintenance and growth of the William S. Hutchings College and Career Academy.*

Measurable Objective: Increase the number of students enrolling at the academy by 75 students

per year (years 2-5) over year 1 baseline.

Measurable Objective: Deliver a survey annually to students and parents to rate satisfaction of program; obtain 90% or greater satisfaction by end of charter term.

Goal 5: *The Charter School's governing board will effectively promote the school's mission.*

Measure 1: The governing board will update the strategic plan for the Charter School annually by monitoring and reporting the achievement of school goals.

Measure 2: The governing board will formally review and revise the purpose and direction for the Charter School annually.

8. What specific actions will the conversion charter take to achieve its organizational performance objectives?

William S. Hutchings College and Career Academy has identified the following organization innovation, which will utilize the broad flexibility privilege that accompanies being a charter school. Since, this is a conversion charter; the principal will manage the William S. Hutchings College and Career Academy and the CEO will be directly accountable to WHCCA's governance board. The CEO and principal will have assistance provided by the district and Deputy Superintendent of School Redesign and School Improvement. Additionally, the CEO and principal will have the assistance of a direct report employed by the district, which is the following position:

- **College and Career Academy Coordinator / Chief Operating Officer (CCAC/COO)** will guide the successful implementation and management of the academy model. The CCAC will be responsible for the following tasks:
- Monitor and evaluate the academic progress of students in the academy and work with appropriate staff to develop interventions;
- Plan career opportunities for students such as guest speakers, field trips, job shadowing internships, apprenticeships, and other experiential opportunities in collaboration with staff;

- Assist with monitoring students engaged in experiential learning opportunities;
- Assist with planning of and participating in vertical articulation activities with the district's middle schools;
- Work with high school counseling department to ensure that a strong system of advisement is in place to support the school's academies and assisting with meeting the needs of students for college and career awareness, college and career assessments, college and career exploration and preparation.
- Assist with media relations, marketing materials, governance boards, and general outreach as it relates to the College and Career Academy-- responsible for describing the academy's mission and vision to the business community, parents, and students;

The Governance Board will be responsible for achieving progress toward the following organizational objectives:

1. To assess and report students' progress based on mastery of academic standards, soft skills, and career readiness.
2. To develop personalized learning, which includes learning beyond the traditional school day and classroom.
3. To prepare students for the 21st Century through work-based learning experience and service learning.
4. To create an seamless transitions to workplace or the college classroom

To ensure effectiveness of the overall management of the academy, the governance board will partake in training immediately upon the approval of the charter as will be outlined within the annual training plan.

9. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?

The flexibility granted through obtaining charter school status will be encouraged and supported by the board of education, superintendent, and the governing school board in order to develop personalized learning for students, which increases student achievement, graduation rate and ensuring that all students graduate college and career ready. William S. Hutchings College and Career Academy will continue to have a home based student body, but will also have students who will be able to attend WHCCA part-time to acquire their pathway certification and remain at their district school to complete their academics. This enables students to participate in all facets of high school. The following are some specific examples of how such waivers will be used to support the innovative organizational endeavors:

Scheduling: Waivers of seat time required to earn a Carnegie unit will assist in student scheduling and transportation of students from their base high schools. Alternative time schedules can also provide flexibility for students who might potentially drop out of school. However, through a flexible schedule students have the opportunity to complete coursework in less than the normal required time and advance to additional courses.

Teacher Certification: Waivers regarding personnel certification will allow the WHCCA the flexibility to employ individuals with relevant and current industry expertise. Some instructors may qualify through industry certification rather than through Georgia Professional Standard Commission. This waiver will foster opportunities for innovation in flexible and collaborative learning as well.

Curriculum: Waivers regarding core course curriculum will allow the opportunity to provide specific program of study (College and Career Readiness) that is crafted to meet the needs of the industry/ employers in the Central Georgia Area. Also, it will build the skill level capacity of students to ensure they are ready the college classroom or the workplace.

Instructional Equipment: Waivers regarding instructional resources will offer the flexibility to utilize a variety of resources appropriate and relevant to the integration and delivery of academic and career technical instruction in the classroom.

Grading: Wavier regarding grading will provide flexibility to base student academic grades on demonstrated acquisition of the College and Career Readiness/Soft Skills as well as mastery of academic course content. Additionally, the wavier will facilitate flexibility of earning an academic elective credit for embedded academic integration within the CTAE pathway courses.

GOVERNANCE

10. Describe how an autonomous governing board will make decisions for the conversion charter.

Currently, the Bibb County local board of education and superintendent assume total responsibility for all schools of the Bibb County school system. Presently, the Bibb County district's Board of Education creates and adopts policies and all of other services and decisions based on the recommendation of the school superintendent. At this time, school councils are at each high school; however, their authority is very restricted. Currently, the system has a couple of formal and informal methods in place for acquiring input from the community for recommendations and suggestions regarding the operations of the schools.

The alliance of a College and Career Academy with a structured governance board will be a paradigm shift for the community, Board of Education, administration and staff. The William S. Hutchings College and Career Academy Governance Board will have autonomy over the development of

policies and procedures, personnel and finances. However, some recommendations will require collaboration between the William S. Hutchings College and Career Academy Governance Board, Bibb County District's Board of Education and the superintendent.

The governance board will elect officers and receive targeted governance board training provided by the Georgia Charter Schools Association (GCSA) upon approval. Additionally, upon approval of the charter petition, the governance board will appoint a Chief Executive Officer (CEO). The CEO will manage the William S. Hutchings College and Career Academy and be directly accountable to the WHCCA's governance board. The CEO's role will be to create and sustain the WHCCA partnerships that drive the integrated academic and career-focused learning; work-based learning and exposure to the world of work; and robust employer engagement.

Additionally, the role of the governance board will ensure that the college and career academy is not only economically sustainable, but also that all instructional programs meet the needs and expectations of the community and local industry. The governance board will be the governing body of WHCCA, subject to the control and management of Bibb County Board of Education, and subject to the essence of the partnership, which will include post-secondary institutions, business and industry, parents and students.

The essence of the partnership is partially defined as being such that no partner(s) mentioned above may interfere with the legal right or obligation of the governance board to execute duties required or permitted by O.C.G.A. § 14-3-101 et seq. (Georgia Nonprofit Corporation Code). The governance board will operate as a subordinate body of the Bibb County Board of Education, and the governance board will be made a part of the liability insurance provided to the members of the Bibb County Board of Education. The governance board will adhere to O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks.

The governance board will be subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records). During the initial year, the governance board will meet a minimum of eight times annually to monitor the progress and focus on the items listed below:

- 1) Achievement of the measurements;
- 2) Establishment and enforcement of policies;
- 3) Development and achievement of strategic objectives;
- 4) Creation of a job description for the CEO;
- 5) Appointing, supervising, and evaluating the CEO.

The governance board will ensure that several avenues are available for parent and community stakeholder to provide input. This will ensure that varieties of ideas and/or recommendations are considered before policies and procedures are established and implemented. The major objective of the WHCCA governance board is to operate with the intent and purpose of maximizing school level decision making. This will ensure that the school is upholding the charter's mission and vision; setting appropriate policy, ensuring effective organizational planning; assisting in analyzing results and deciding on recommendation based on research that will produce growth on the academic and organizational performance-based goals and measurable objectives set forth in the application are met. The governance board will be a conduit to connect the school to the community both local and statewide.

The Bibb County Financial Director/Budget Coordinator will conduct quarterly audits of William S. Hutchings College and Career Academy. The Financial Director/Budget Coordinator upon request will disseminate the findings of the audit at the governance board meetings throughout the year. Additionally, the governance board will participate in a one-day summer leadership conference with

the school's leadership team of William S. Hutchings College and Career Academy to ensure the strategic operational plan is aligned with the mission and vision and being implemented with fidelity.

Composition of the School Governing Team

The governance board will be comprised of twelve (12) voting board members.

- (1) Member of the Greater Macon Chamber of Commerce or Macon Economic Development Commission
- (3) Three members from the local post-secondary education institutions: Central Georgia Technical College, Helms College, and Mercer University.
- (2) WHCCA parents (nominated by the principal- not employees of the Bibb County Board of Education or the post-secondary institutions)
- (6) Five business representatives nominated by the Greater Macon Chamber of Commerce

The principal will nominate two parents at the beginning of the 2014-2015 school year and the CEO will approve the appointments; however, listed below are the founding governance board members.

- **Mr. Patrick J. Topping** - will represent the Macon Economic Development Commission. He has served as president of the chambers in Milledgeville/Baldwin and Cumming/Forsyth County. Currently, he serves as the Senior Vice President for the Macon Economic Development Commission (MEDC)
- **Dr. Donald Ekong**- will represent a post-secondary institution. Currently, Dr. Ekong is an engineering professor at Mercer University.
- **Dr. Amy Holloway** - will represent the technical college system. Currently, Dr. Holloway is the Vice President for Academic Affairs at Central Georgia Technical College.
- **Jay Stancill**- will represent a post-secondary institution. Currently, Mr. Stancill is the Director of Culinary Arts at Helms College.

- **Lynne Weeks** - will represent the Graphic Communications and Design industry. Currently, Ms. Weeks is an Account Executive for Matchup Promotions.
- **Harold Witherspoon** - will represent the Central Georgia Council, Boy Scouts of America. Currently, he is the Chief Operating Officer.
- **William Chambless** - will represent the Architectural and Construction industry. Currently, Mr. Chambless is the Member Services Specialist for Associated General Contractors.
- **Aundrea Simmons** - will represent the Workforce Development industry. Currently, Ms. Simmons is a Regional Coordinator for the Department of Labor.
- **Cyndey Busbee** - will represent the Medial and Marketing and Management industry. Currently, Ms. Busbee is the Assistant Vice President of Corporate Communications for Central Georgia Health Systems and the Medical Center of Central Georgia.
- **Weaver Buddy McGehee**- will represent the Human Resources industry. Currently, Mr. McGehee works for RICHO as the Human Resources Director.

The Governance Board will consist of ex-officio (non-voting) members as follows: Superintendent and Deputy Superintendent of School Improvement and Redesign of Bibb County School District; Career Technical Agricultural Education Director, the cooperating college presidents; and two high school students (must be a junior or senior). The high school principal will nominate the students and the CEO will approve the students. The students will serve for a minimum of one year each (may serve a two- year term limit if the student is a junior). Student representatives may not have a parent serving as a voting member of the Board of Directors.

Terms

Staggered terms will be established after the initial election. The Governance Board will select a business and post-secondary representative by lottery to serve a three-year term. The remaining members will serve a two-year term. After the staggered terms have been established, all subsequent

governance board members will serve two-year terms. The parent representative will extend for two years as long as they have a student attending WHCCA. The term limit for business representatives will extend for six years. During the first meeting after governance training, the officers will be elected. Officers will serve for a one-year term and can succeed themselves for one additional year. If a governance board member is not serving as an officer, a previously elected officer can be re-nominated to serve as an officer again. The following officers of the governance board will be as followed: Chair, Vice-Chair, Secretary and a Treasurer.

Removal of Members

Once the initial governance board is established, these by-laws shall be amended so as to describe if a member is inactive for a specific length of time. A specific length of time will be defined as failure to attend 50% of the required meetings and not fulfilling duties and responsibilities as necessary to fulfill the mission of the school. If this should occur and a member is removed from the governance board, the individual appointed to fill the position will serve the remainder of the term. The individual to fill the position will be appointed by the principal.

Responsibilities of Governance Board

The William S. Hutchings College and Career Academy will serve as an extension of the six (6) high schools in Bibb County Board of Education. The academy will function as a partnership with the high schools, community and business and industry. The governance team will be responsible for personnel, financial, curriculum and instruction, resources, and the monitoring of the Continuous School Improvement plan and establishing yearly SMART goals. Additionally, the governance board will adhere to the Bibb County's conflict of Interest Policy (See Exhibits). The William S. Hutchings College and Career Academy governance board will have complete autonomy in reference to personnel, instructional delivery, and budget. (See Exhibit)

Governance Board Training Topics and Timeline

During the initial year of the charter school status, there will be a gradual implementation of all academic and organizational innovations. The timeline for implementation will be determined by resources and funding. The Georgia School Boards Association will conduct the initial training. Additionally, ongoing training will be provided to ensure the acquisition of the skills and knowledge needed to make sound decisions. WHCCA will create a high-performing learning culture that promotes collaboration through professional learning communities designed to foster quality implementation standards based classrooms dictated by Tier 1 of the Response to Intervention process. We will also develop an intense professional learning program based on a variety of data sources to address root-causes in order to ensure that key concepts in executing a Continuous School Improvement Plan are mastered. Much of this professional learning will be job embedded and teacher driven. Then we will monitor professional learning and school initiatives by developing a school-wide accountability plan for quality implementation.

Timeline	Training	Provider
July 2014	<ul style="list-style-type: none">• Initial Target Governance Board Training• Election for Governance Board Officers	GCSA
August 2014	<ul style="list-style-type: none">• Development of Continuous School Improvement Plan• Establish SMART Goals	Bibb County Professional
September 2014	<ul style="list-style-type: none">• Governance Board Roles and Responsibilities• Develop Governance Board by-laws.	GCSA
November 2014	<ul style="list-style-type: none">• Revise Continuous School Improvement Plan	Bibb County Professional Development Team
December 2014	<ul style="list-style-type: none">• Building Efficient- School Data Analysis• CCRPI	Bibb County Professional Development Team

January 2015	<ul style="list-style-type: none">• State Board Rules and Wavier	GCSA or Charter School Division
February	<ul style="list-style-type: none">• Finance/Resource Allocation	Bibb County/CFO
March 2015	<ul style="list-style-type: none">• Career Guidance	Bibb County Guidance Department
April 2015	<ul style="list-style-type: none">• Future directions of WHCCA	Bibb County Professional Development Team
May 2015	<ul style="list-style-type: none">• Needs Assessment	Greater Macon Chamber of Commerce
June 2015	<ul style="list-style-type: none">• Summer Retreat	Bibb County Professional Development Team

Based on the needs, the school will develop specific topics for training during the governance training summer leadership. However, the initial focus of training that will be on going is a shared understanding of the instructional framework, operation of the school as a charter and the role and function of a governance team.

FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

11. State the conversion charter's Financial Goals and Measures

The financial performance goals for the charter school petition are:

Financial Performance Goal 1

To maintain a minimum of 65% of budget expenditures for instructional activities.

Financial Performance Goal 2

To maintain yearly favorable audit status with no material findings

Due to the economic downturn and steep decline of revenue, the Bibb County School System has had to make vigilant decisions and changes in structure to deflect costs of operation. In order to balance

reduction of operation costs and continue to capitalize student achievement, the Bibb County Board of Education has approved a variety of resolutions. Additionally, decrease of personnel and furlough days have occurred the past three years. These measures have allowed the system to continue to operate effectively.

12. What specific actions will the school take to achieve the financial performance objectives?

In order to ensure cost efficiency and sustainability, the academy will focus upon the following strategies:

- I. Innovations drive efficiency. Course delivery methods including dual enrollment and virtual learning can reduce the cost of instruction incurred by the academy.
- II. Consolidation of programs drives efficiency and creates equity throughout the district. As enrollment grows, more CTAE programs will likely be added to the academy. Students at all Bibb County high schools will have the opportunity to enroll in pathways that may not be offered currently at their base school.
- III. Student work-based learning will drive buy-in on the part of the local business and industry. When a business hires its first graduate of the WHCCA and observes a student who is college and career equipped and experienced and ready to be a part of the emerging workforce an immediate connection is made to WHCCA. Businesses will seek to have students trained on the latest equipment even if it means that the company must donate such equipment.

13. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

Waivers regarding personnel certification will allow the academy the flexibility to employ individuals with relevant and current industry expertise. In keeping with its mission to ensure students are college

and career ready, some instructors may be qualified through industry certification rather than through Georgia Professional Standards.

Waivers of seat time required to earn a Carnegie unit will assist in student scheduling and transportation of students from their base high schools. Alternative time schedules can also provide flexibility for students who might potentially drop out of school, but through flexible scheduling would be able to complete coursework in less than the normally required time and then advance to additional classes.

Waivers regarding instructional resources will offer the flexibility to utilize a variety of resources appropriate and relevant to the integration of academic and career/technical instruction in the academy classrooms.

STUDENT ADMISSIONS

14. How will students be admitted to the conversion charter?

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:

Attendance Zone

Enrollment shall be open to any grade level eligible student who resides within the attendance zone for Bibb County Schools.

Application

To be eligible for enrollment at the William S. Hutchings College and Career Academy Charter School, students must submit a timely application to the WHCCA in accordance with the deadline set

by the WHCCA. William S. Hutchings College and Career Academy 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 home school's attendance zone and grade level. The Charter School may gather other relevant information from students after enrollment is determined.

Statutory Enrollment Priorities

The Charter School shall use the following statutory enrollment priorities in accordance with O.C.G.A. § 20-2-2066(a)(1)(B):

- A sibling of a student enrolled in the Charter School; and
- A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the Charter School.
- Students who were enrolled in the local school prior to its becoming a charter school

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 admissions cycle.

Student Orientation

All students will be required to attend a three-day orientation program, called The Bridge, prior to the commencement of classes. The orientation program is designed to mirror the experience a student

will have when entering the workforce, clearly outlining academic, industry, and behavior expectations and exposing the student to the culture of the organization prior to classes commencing. All parents will be required to attend a parent informational session prior to their child's commencement of classes. The session is designed to outline the academic, industry, and behavior expectations of their children. The session will provide parents with resources that can help them help their child (ren).

The William S. Hutchings College & Career Academy will not discriminate against students based on race, religion, color, gender, national origin, citizenship status, age, disability, genetic information and any other protected status covered by applicable federal, state or local law.

REFERENCES

Kemple, J. J. *Career Academies: Impacts on Students Initial Transitions to Post-Secondary Education and Employment: Executive Summary*, New York: NY: Manpower Demonstration Research Corporation, 2007.

Implementation Study of Smaller Learning Communities: Annual Performance Report, SY 1996-97 through SY 2002-03, Common Core of Data, Public Elementary and Secondary School Survey Data, 1997-2003

McCallar, Stan, Carson, Leslie, Kirby, John, Roland, Brenda, Wynn, Tarsha

The ABCs of CTAE and Academic Curriculum Intergration:. Gadoe archives. Doe.k12.ga.us

Raywid, M. A. Small Schools: A Reform that Works. *Educational Leadership*, 55(4): 34-38, 1997

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Conversion Charter School Application Package, you are providing the legal assurance that your school understands and will do these things. This form must be signed by a duly authorized representative of the conversion charter.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for William S. Hutchings Career Center (*name of school*) located in Bibb County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter cluster is located, as provided in the charter and in a manner consistent with the Constitution;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of cluster students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
7. Shall ensure that the charter school's governance board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board adopts and abides by a conflicts of interest policy;
9. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;

10. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
11. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
12. Shall provide state and federally mandated services for English Language Learners, as applicable;
13. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
14. Shall notify the state of any intent to contract with a for-profit entity for education management services;
15. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
16. Shall comply with federal due process procedures regarding student discipline and dismissal;
17. Shall be subject to all laws relating to unlawful conduct in or near a public school;
18. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
19. Shall have a written procedure for resolving conflicts between the charter cluster and the local board of education;
20. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
21. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
22. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
23. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws;
24. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
25. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
26. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
27. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
28. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines;

- 29. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
- 30. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; and
- 31. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter cluster.

This Conversion Charter School Application, Assurance Form, and attached Exhibits were approved by the Bibb County Board of Education on the 27 day of February , 2014.

_____ Superintendent/ Authorized Representative, Charter School	_____ Date
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_____ Chair, Local Board of Education	_____ Date
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If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

_____ Superintendent/ Authorized Representative, Charter School	_____ Date
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_____ Chair, Local Board of Education	_____ Date
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This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote February 3, 2014

Total Number of Faculty and Instructional Staff 40

Number Approving 36

Percent Approving 90%

Number Disapproving 4

Percent Disapproving 10%

Principal's Signature

Date

William S. Hutchings College and Career Center
Conversion Application

This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks' advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting March 3, 2014

Total Number of Parents Attending Meeting 15

Number Approving 15

Percent Approving 100

Number Disapproving 0

Percent Disapproving 0

Principal's Signature

Date