

2. New School-Governance Model

DRAFT

Education Implementation Team Recommendation

New Recommendation

Revised recommendation: The Education Implementation Team is recommending the development of a model school that seeks a comprehensive approach to addressing the needs of children and their families. Although the focus of this school would be academic achievement, the group also recognizes that academic achievement is also connected to the social well-being of the children and their families. The Education Implementation Team seeks collaboration with the Clarke County School System, Athens Area Chamber of Commerce, University of Georgia, and other community partners to help make this school a reality. Potential components of this school are listed below:

3 Year Phase In Plan

Phase 1

1. This school would target the students and families in its geographical community and would be located in a high poverty community.
2. The grade/age configuration for the school would ultimately be 3 years old through 5th grade. (The grades may be phased in over time.)
3. This school community (parents, businesses, school system staff, community members, etc.) would be involved in the decision-making process.
4. In this decision-making process (see #2) representatives from the school community and the governing board (which would include school system representation) would make the final recommendation for the school leadership (principal) position. There could also be community/school participation in the hiring of teachers, administrators, and other staff. The goal is to create ownership and accountability with all school constituencies.
5. This school would provide a low student teacher ratio.
6. The UGA College of Education would work with the school, and various service providers to align a high quality after school program to the existing curriculum. Enrichment opportunities could be a focus of this after school program as well as integrated within the school curriculum.
7. Collaboration in regard to professional development and best practice models would be implemented with the UGA College of Education.
8. Initial components of the Family Enrichment model would begin to be implemented.
9. This school would focus on providing the highest quality staff available to meet the needs of its students. As part of this effort, this school would focus on recruiting, training, and hiring employees from under-represented populations, including African American, Latino, and male candidates.
10. This school will also seek high quality mentors for its students. As part of this effort the school would focus on recruiting and training volunteers from under-represented populations, including African American, Latino, and male candidates.
11. This school would have high expectations related to values, respect, and character development. There would be rigor in the curriculum as well as enrichment during the school day.

Phase 2

12. This school would add two 3 year old classes aligned with the state standards and curriculum as well as being aligned and integrated with the Pre-K to 5 program at the school site. This school would focus on a 3year old-2nd grade early literacy model and a 3-5 primary school component.
13. The school leadership and teacher laboratory components of the school would continue to be developed in collaboration with one of the higher education institutions as well as other local and national best practice models.

14. Additional components of the Family Enrichment model would be implemented.
15. Developmentally appropriate career development opportunities would be integrated into the school's curriculum.
16. The Chamber would partner with the school to engage local employers and the parents' employers to encourage parental and business involvement. Employers would become more pro-active in reaching out to their employees to assist (when possible) with school needs and possibly even child care. This assistance could be a win-win arrangement for employers and families. (Round table discussions could be organized with the business partners to problem solve these issues together.)
17. A new communication network would be developed that helps provide information to the employers about the needs of the communities and schools and also shares benefits (tax credits and other incentives) with employers.

Phase 3

18. This school would add the other additional three year old classes.
19. This school would serve as a laboratory for teaching teachers and school leaders how to serve children in poverty
20. An extended school year, with additional school days, would be a part of this school. (This extended year program would not include extended breaks during the school year.)
21. It is recognized that schools cannot solve the problems of poverty alone. Other community resources must be coordinated in a collaborative way to serve the holistic needs of the school community. This community school would implement the comprehensive Family Enrichment initiative.

First Year Goals With Timeline

March 2008—Clarke County School Board agrees to support a community group to develop an independent community charter school with school system and/or school board representation on the governing board as outlined above. The Governing Board, with shared decision-making powers would be composed of parents, school officials, and community members who endorse the school model.

March-August 2008 – The Community Charter School Board continues to meet, engage the community, and develop a school proposal to present to the Clarke County Board of Education. Regular updates to the BOE are provided.

August 2008-December 2008 – Adjustments are made to the proposal and initial implementation begins so that school opens by August 2009.

Funding: Primary funding would be through the per pupil amount provided for k-12 students; the Governing Board would have freedom to decide on how to spend the funds. Pre-K funds would be sought for Pre-K, Hope For Babies Scholarships, grants, collaborations, etc. would be pursued for non-traditional