

CHAMBLEE CHARTER HIGH SCHOOL

CHARTER 2009-2014

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Table of Contents

Mission Statement.....	1
Focus.....	1
Statement of Beliefs.....	1
Plan for Improvement.....	2
Academics.....	2
Science Proficiency.....	3
Social Studies Proficiency.....	3
English Proficiency.....	4
Mathematics Proficiency.....	4
Accelerated Mathematics.....	4
World Languages.....	5
Magnet Program.....	5
Resident and Charter Programs.....	5
Special Education Students.....	5
Impact Program for Gifted Students.....	6
AP Classes.....	6
Ninth Grade Academy.....	6
Summer Bridge Program.....	6
Adequate Yearly Progress (AYP).....	6
ESOL and At-Risk Students.....	7
Principal’s Club.....	7
Course Offerings.....	7
Testing.....	7
Grading.....	7
Grade Reports.....	7
Graduation Credentials.....	8
Community Enrichment.....	8
Certified Substitute Teacher Program.....	8
Learning Environment.....	8
Discipline and Code of Conduct.....	8
Character Development and Social Responsibility.....	8
Dress Code.....	9
Cell Phone Use.....	9

Attendance Policy.....	9
Tardy Policy.....	9
In-School Suspension/Evening School Suspension.....	9
Admission.....	10
Schedule.....	10
Verifiable Academic Performance-Based Criteria.....	10
Stakeholder Involvement.....	13
Parental Involvement.....	14
Community Involvement.....	14
Student Involvement.....	14
Faculty Involvement.....	14
The DCSS Central Administration and the DeKalb County Board of Education.....	14
Parent Grievance Policy	14
Effectiveness Evaluation.....	16
Control and Management.....	16
Governing Body.....	16
Governance Council Responsibilities.....	16
The Scope and Power of the Governance Council.....	17
Governance Council Structure.....	17
Governance Council Procedures.....	19
Governance Council Officers/Duties and Responsibilities.....	19
Governance Council Schedule.....	21
Principal Selection/Administrative Vacancy.....	21
Standing Committees.....	22
Academic Council.....	22
Community Outreach.....	22
Discipline and Safety.....	22
Financial Planning.....	23
Technology.....	23
Character Development.....	23
Long-Range Planning.....	23
Staff and Faculty.....	24
Financial Policies and Procedures.....	24
Duration of the Charter.....	25

Acknowledgments..... 25

- Appendix A – Waivers
- Appendix B – DCSS Code of Conduct
- Appendix C – Student Handbook
- Appendix D – Budget
- Appendix E – Certificate of Occupancy
- Appendix F – Emergency Safety Plan
- Appendix G – Charter Application

CHAMBLEE CHARTER HIGH SCHOOL CHARTER FOR 2009-2014

Chamblee Charter High School (CCHS) has been a charter school since 2000. We seek to maintain our charter school status, with a focus on our plan for improvement, which is a natural outgrowth of our Mission Statement.

Mission Statement

The mission of CCHS is to foster excellence by promoting the intellectual, social, moral and physical growth of every student.

Focus

CCHS serves 1300-1400 students. The CCHS student body is diverse academically, socio-economically, culturally and racially. The racial composition is 50% African American, 29% Caucasian, 10% Asian, 7% Hispanic and 4% Multi-racial. There are 32 students enrolled in ten classes of English for Speakers of Other Languages (ESOL), representing grades 9-12. Approximately 32% of the students receive free or reduced breakfast and lunch. To serve its mission of academic excellence, CCHS continues to focus on high achieving students and thus seeks to maintain its leadership position among all DeKalb County high schools on standardized tests including SAT, PSAT, ACT and the Georgia High School Graduation Test. Many of the provisions in this charter and the Verifiable Academic Performance-Based Criteria specifically serve high achieving students. While CCHS began to develop a reputation for academic excellence prior to its conversion to a charter school in 2000, student achievement has actually improved and CCHS's reputation in this regard has been enhanced since CCHS became a conversion charter school. Approximately 36% of the students are enrolled in the Magnet Program for High Achievers. The student body consists of high-achiever magnet students, resident students, charter students, gifted students and students with special needs. The CCHS curriculum follows the Georgia Performance Standards as required by Georgia state law. CCHS annually offers 20-24 Advanced Placement courses. During the 2007-2008 school year, 371 students (approximately 35% of all 10th, 11th and 12th graders) enrolled in one or more AP courses. With the exception of AP classes, class size will be set by Department of Education rules and regulations.

Statement of Beliefs

- All students can learn.
- Students learn best in a safe, orderly environment.
- Students learn best when they are presented with a variety of learning opportunities.

- Curriculum, instructional practices and learning activities aimed at academic achievement are most effective when they accommodate different learning styles of students.
- CCHS provides resources to promote the success of exceptional students: special education students, ESOL, gifted and talented students.
- A variety of assessment methods promotes a realistic demonstration of student achievement.
- Students have the responsibility to invest sufficient study time to maximize their academic potential.
- Exposure to current technology and acquisition of the skills to use technology helps prepare today's students for tomorrow's world.
- A variety of extra-curricular activities provides students the opportunity to explore interests and develop their unique abilities.
- Participation in physical education, health and extra-curricular sports programs reinforces habits leading to optimal health and fitness throughout life.
- Active participation in the community and service to others help foster moral growth, civic pride and good citizenship.
- Emphasis on an appreciation of cultural diversity helps develop character and advance the skills needed for success in the global community and marketplace.
- Faculty and staff serve as mentors to students, assisting them in becoming academically proficient and socially responsible.
- Mutual respect among students, parents, staff and members of the community increase the effectiveness of the educational process.

Plan for Improvement

The CCHS Governance Council initiated a "Charter Rewrite Task Force" in Fall 2007. The committee gathered data from faculty, administrators, students and parents to determine a plan for improvement. The DeKalb County School System (DCSS) sought Southern Association of Colleges and Schools (SACS) accreditation district-wide rather than for each particular school site. CCHS is included in the district-wide SACS accreditation. A School Improvement Plan, prepared annually to meet SACS accreditation, was reviewed. Charter Annual Reports submitted to the state covering each year of the charter's existence were reviewed. Mindful of our standing as a National Blue Ribbon School of Excellence and as a public high school with one of the highest SAT scores in Georgia, we recognize the challenge to not only maintain our strengths but also seek to improve. We have directed our goals for improvement to two areas: Academics and the Learning Environment.

Academics

As set out below, each core academic department will identify over the course of the charter successful teaching methods, including course materials, classroom techniques and extra-curricular activities, that serve CCHS's mission of academic excellence for all levels of students. The department will continue to evaluate the success of those methods and commit to continuity of those methods from class to class and year to year.

Science Proficiency

The Georgia High School Graduation Test (GHS GT) scores over the last three years indicate that CCHS students perform very well on all sections of the test when compared to the state and county average scores. However, science scores remain lower than the other subjects tested, with 85% of all first time test takers passing, including special education students. Since Biology, Physical Science and process/research skills are all covered on the GHS GT, all science classes will address process/research skills in science. Juniors and seniors will be able to choose from several advanced or AP courses in science. CCHS will identify students who are at risk of failing the GHS GT in science and encourage them to attend a workshop to review science objectives.

CCHS will strengthen student science achievement by encouraging students to pursue their interests in science and by using a variety of teaching methods. All tenth grade students will participate in a Science Fair project. In addition, students will have the opportunity to participate in a variety of science activities outside of the classroom: options may include Science Fair, Science Symposium, Science Olympiad, Recycling Club, Forensics and Genetics Club, JETS, Science National Honor Society, Governors Honors Program, summer internships and programs collaborating with local universities. The primary focus will be strengthening science instruction by using a variety of teaching strategies. Teachers will incorporate available technologies into classroom instruction. Science teachers will use a team approach to assure that all science students benefit. Through this approach, teachers share ideas, and students as well as new teachers, benefit from other teachers' experiences and backgrounds. This eases schedule changes between teachers. Science instruction will include, but not be limited to, science projects, portfolios, rubrics, inquiry-based instructions, hands-on activities and cooperative learning.

Social Studies Proficiency

The National Council for the Social Studies defines the primary purpose of a Social Studies curriculum as: "to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse Democratic Society in an interdependent world". CCHS will continue to strengthen student Social Studies achievement through the following:

- All freshmen students will participate in the Social Studies Fair.
- Sophomores, juniors and seniors will be able to choose from several AP courses in the Social Studies.
- The Social Studies Department will identify students at risk of failing the Social Studies portion of the GHS GT and provide tutoring for those students.
- All students will be encouraged to participate in a variety of activities both inside and outside of the classroom: options may include Social Studies Fair, We the People, Close Up, Teen Court, Mock Trial, Governor's Honors Program, Young Republicans, Young Democrats, volunteer opportunities as Poll Workers during elections and summer internships. Teachers of the Social Studies will continue to strengthen instruction in the classroom through the use of available technology.

English Proficiency

All students will be given a diagnostic reading test at the beginning of their freshman year and retested at the beginning of their junior year in order to determine their areas of academic strengths and areas that need improvement. Teachers of juniors and the SAT Advanced Reading classes will tailor instruction to address these areas. This should lead to improved performance for all students on the PSAT, SAT, EOCT and the GHSGT.

In addition, all juniors will take the PSAT. The Chamblee High School PTSA will be asked to subsidize funding.

Mathematics Proficiency

The GHSGT scores over the last three years indicate that CCHS students perform exceptionally well compared to the state and county average scores. The Mathematics Department will identify students at risk of failing the Mathematics portion of the GHSGT and provide tutoring and arrange for Peer Tutorials for these students.

Accelerated Mathematics

Students who are highly talented in mathematics have the opportunity to pursue “Option 5” which allows them to take Accelerated Mathematics II as freshmen studying Accelerated Geometry/Algebra II in one period; Accelerated Mathematics III as sophomores studying Accelerated Algebra II/Precalculus in one period; and Advanced Placement (AP) BC Calculus as juniors. If the students earn a score of four or five on the AP BC Calculus Examination, they will qualify to take Honors Multivariable Calculus in their senior year, which carries the same quality point weight in grading as an AP course (see Georgia Department of Education Secondary Mathematics Georgia Performance Standards Mathematics Course Sequence). The Accelerated Mathematics Program (AMP) in the CCHS curriculum will be exempt from DCSS or State action that would result in a course being removed, or that would deprive students the required and continuous daily instruction in each course throughout the entire school year—regardless of the scheduling model.

As an integral part of the AMP, CCHS accelerated mathematics students are expected to compete against other accelerated mathematics students from the best private and public high schools in numerous mathematical competitions on the local, state, national, and international levels. The data will demonstrate how well the AMP students perform compared with other mathematically accelerated students across Georgia, the Nation, and other countries. Competitions include, but are not limited to: Greater Atlanta Mathematics Competitions, Georgia Mathematics League, American Scholastic Mathematics Association, Mathfax, Continental Calculus League, Mandelbrot Competitions, American Mathematics Competitions, American Invitational Mathematics Competitions, American Regional Mathematics Competitions, and United States of America Mathematical Olympiad. The rigorous mathematics curriculum combined with the many challenging competitions, make the AMP unique.

World Languages

The CCHS Department of World Languages currently offers general and advanced language courses at the beginning and intermediate levels in German, French, Latin and Spanish consistent with DCSS written curriculum requirements.

All students can learn a foreign language, but because there are multiple factors that influence language learning, all students are not able to be successful in traditionally structured classes. In 2008, DCSS requires one year of foreign language for those students working towards a technical diploma. The foreign language department will work (facilitate) a Spanish I course that will focus on verbal acquisition of the Spanish language and its respective culture(s). The course will follow the GPS (Georgia Performance Standards) as all other first year world language courses. By using a variety of visual, kinesthetic and tactile activities, CCHS will be able to better serve the needs of all students who find language acquisition difficult. It would be desirable to have this class team taught by a team of teachers, one of them being a special education teacher if there is at least one student with an IEP. The class will be designed to 1) meet the 1-year language requirement for a technical diploma, and 2) provide a stronger foundation for those students wishing to go on to the traditional first and second year classes.

Magnet Program

CCHS has hosted a high achiever magnet program for seventeen years. The program has provided students across DeKalb County with a challenging and innovative curriculum in a diverse environment. CCHS shall preserve and expand the high achiever magnet program and continue to seek ways to strengthen and to expand the program. All CCHS students who qualify for the magnet program with its more demanding curriculum should be able to take magnet courses. Test scores of resident and other non-magnet students will be analyzed to identify students who qualify for the DCSS magnet lottery. Those students so identified may be offered magnet classes in the area of English and Social Studies beginning in the ninth grade. Upon CCHS teacher recommendation, these students may also be offered magnet classes in science and mathematics beginning in the tenth grade. Magnet students who fail to meet the academic criteria for the magnet program may remain at CCHS as charter students.

Resident and Charter Programs

CCHS seeks to narrow the gap between the high achiever magnet program and the resident and charter student programs by making benefits of attending CCHS available to resident and magnet students alike to enhance the educational experience for every student. These benefits include access to the best teachers, high teacher expectations for resident and charter students and effective action to improve the low performing students. In addition, CCHS will separately measure and track results for magnet and resident/charter students for PSAT, SAT and GHSGT.

Special Education Students

CCHS will identify special education students through the Student Support Team referral process that is currently in place. Students who move into the CCHS attendance area with an active Individual Education Plan (IEP) are also served through special education. All special education students will continue to be served according to the dictates of their IEP as mandated by federal law. At CCHS, as in all schools, progress of special education students will be measured

individually by noting progress toward meeting specific IEP goals, which are different for each student. This is part of the standard IEP process.

Impact Program for Gifted Students

As stated above, to serve its mission CCHS focuses on academic excellence for high achievers. In addition to the Magnet program, increasing AP course participation and improving test scores, CCHS will continue the impact program in language arts for gifted students while seeking innovative ways to strengthen and expand the program.

AP Classes

Because of CCHS's academic focus and documented academic success, the offering and scheduling of AP classes is of particular importance. It is important that an AP class is offered when there are enough qualified students interested. The principal and the assistant principal for instruction will determine how best to offer AP classes as requested by students. CCHS reserves the right to limit the student to teacher ratio in AP courses to 28:1. Based on the findings of the Tennessee STAR Project and a body of additional published evidence, CCHS reserves the right to limit student to teacher ratios in AP science courses to 24:1. CCHS will continue to conduct an advisory process to encourage qualified students to take AP courses. The seven period day schedule model facilitates the success of this program.

Ninth Grade Academy

Students enter CCHS in ninth grade. The Ninth Grade Academy offers an opportunity to teach these students appropriate behaviors and study skills to enable their academic success. To accomplish this goal, CCHS has established regular and accelerated core courses within each teaching team that will accommodate the academic needs of all learners, and located the core classes for each team within close proximity to each other to facilitate team conferencing and cross-curricular planning among teachers. Elective classes will allow students from different teams to attend classes together. The Ninth Grade Academy shall be staffed and fully funded by DeKalb County School System (DCSS) within earned FTE points.

Summer Bridge Program

Pursuant to the mandate of its most recent charter, CCHS explored the creation and implementation of a decision making course at CCHS. It was the consensus of the faculty and Governance Council sub-committee charged with this responsibility that this course should take the form of an approximately week long orientation program for rising 9th graders prior to the commencement of the academic year. In conjunction with the opportunity offered by DCSS, this program was implemented prior to the 2008-2009 academic year. The strengths and problems connected with this course will be evaluated by CCHS beginning with the 2009-2010 academic year. Modifications to the program will be recommended to enhance attendance, and if appropriate, offer one-half Carnegie unit credit for successful completion of the course.

Adequate Yearly Progress (AYP)

The No Child Left Behind Act has set AYP annual measurable objectives in each of the last five years. CCHS has met those objectives for all pertinent subgroups in each year. For example, in the 2007-2008 academic year, the AYP annual measurable objectives were 87.7% for language arts and 74.9% for math. CCHS scored 96.0% and 88.4% respectively and our Improvement

Status was categorized as “Distinguished”. While AYP objectives are reported at the overall school level, CCHS will measure and track performance for magnet and resident/charter students to confirm that both programs are meeting AYP objectives. In addition, although ESOL students may not constitute a subgroup because of their smaller size, CCHS will also track AYP results for this group of students.

ESOL and At-Risk Students

For all at-risk students and all students in the ESOL program in the ninth grade, a reading program has been developed and implemented as a part of their curriculum, which will serve as a supplemental educational service and a remediation program. At-risk students are defined as exhibiting one or more of the following characteristics:

- One or more years below grade level in reading ability
- A history of academic and/or behavior difficulties
- Inadequate language arts and math skills

CCHS will also continue to implement DCSS ESOL and at-risk programs with an emphasis on moving students from these programs to the regular resident/charter student curriculum.

Principal’s Club

A Principal’s Club has been initiated to focus on targeted groups identified through AYP data. The overall purpose of the club is to motivate this group of students to focus on their academics.

Course Offerings

It is important that CCHS has the ability to develop and expand course offerings to meet the needs of our students. DCSS cannot mandate the removal of an existing course at CCHS without research-based justification for the removal of the course. CCHS shall be exempt from DCSS approval for new elective course offerings; provided such courses are included in the state-approved course list and adequate local funds (CCHS generated) can be accessed for textbooks and necessary instructional supplies.

Testing

CCHS will adhere to the DCSS testing schedule for all tests which currently include the GHSGT, EOCT and GHSGWT.

Grading

Teachers in all CCHS classes will determine grading policies to be used in their individual course offerings. The current DeKalb County grading scale will remain in place.

Grade Reports

To promote efficient communication with parents and students, all CCHS teachers issue ten grade reports during the school year. In both the first and second semesters, grade reports are issued at the six, nine, twelve and fifteen week points as well as the end of each semester. These grade reports constitute official notification of grade deficiencies for all students. Parents are now able to access their student’s grades on-demand via the Internet. The CCHS faculty encourages all parents to make use of this tool regularly and contact the teacher as concerns

arise. As parents become more familiar with this process, CCHS may explore decreasing the number of progress reports issued during the school year.

Graduation Credentials

CCHS follows the DCSS guidelines in awarding graduation diplomas.

Community Enrichment

Chamblee Charter High School will explore offering a series of evening enrichment classes to adults in the community. It is contemplated that the classes will be held at CCHS and taught by CCHS faculty members. Each attendee will pay a modest fee; a portion of which will be paid-over to the teacher, the balance of which will be retained and expended by CCHS pursuant to its authority under this charter. This program shall abide by DeKalb County Board of Education's policy KG specifically to ensure superintendent authorization, insurance requirements, and the requirement that the facilities are used for non-commercial purposes. The Academic Council and Community Relations Committee of the Governance Council will determine whether there is sufficient community and faculty interest to justify the implementation of this program by the close of the 2009-2010 academic year.

Certified Substitute Teacher Program

CCHS will assign substitute teachers determined to be eligible and qualified by DCSS. However, CCHS will maintain a pool of substitute teachers consisting of retired teachers from CCHS who hold current teaching certificates, who may work as substitute teachers without completing DCSS's substitute teacher's training certification program.

Learning Environment

Discipline and Code of Conduct

CCHS shall follow the discipline Code of Conduct and the procedures established by DCSS that are more fully described in Appendix B. Consistent with those rules and procedures, CCHS has created a student handbook (please see Appendix C). CCHS will establish and monitor policies with respect to specific areas of conduct that are consistent with the DCSS rules and procedures and the established Code of Conduct.

Character Development and Social Responsibility

CCHS is very diverse. Its student body represents a wide variety of cultures, nationalities and socio-economic backgrounds. Approximately 50% of the student body is transported to the school from outside the resident attendance area of CCHS. Therefore, CCHS's focus and major challenge is to celebrate our differences and create common ground in an equitable, collaborative and congenial atmosphere.

Although various programs are in place to mediate, counsel and redirect inappropriate behavior, our faculty and student opinion surveys and discipline data indicate that cheating and theft are

major areas for concern. CCHS continues to be committed to maintaining and expanding its character education program. Service learning and character building programs are key components. The Governance Council has set up a special committee to identify problems and recommend solutions using character education. The Counseling Department is in charge of maintaining and building a peer helper program and a mentoring program.

In addition, CCHS will develop an Honor Code that describes standards of appropriate and ethical behavior at school, including but not limited to academic behavior, and establish mechanisms for the code's enforcement and development over time.

CCHS will establish a standing committee of all stakeholders to both explicitly describe the privileges, rights and responsibilities of students, and to set forth conditions or achievements by which students may gain or lose such privileges and rights.

Dress Code

CCHS maintains a dress code that is outlined in Appendix C. The Governance Council may consider a demerit policy that may result in temporary suspension from certain privileges for repeat violators of the dress code.

Cell Phone Use

Many students at CCHS own cell phones. A problem lies in inappropriate use of the cell phone. Cell phones are to be turned off, secured and out of sight from the time the student enters the building until the dismissal bell. For detailed policy regarding cell phones refer to Appendix B (DCSS Code of Conduct) and Appendix C (Student Handbook).

Attendance Policy

A strict attendance policy will be implemented at CCHS pursuant to DCSS policies.

Tardy Policy

CCHS values instructional time. The Discipline Committee of the Governance Council will work with school administrators to review and modify the policy as needed.

In-School Suspension/Evening School Suspension

To ensure that students remain in class and receive the full benefit of instruction, note-taking and academic interaction with other students CCHS utilizes evening school suspension which is scheduled after school. One day's notice is given to parents to arrange for student transportation. Evening school suspension will not be waived for transportation reasons, jobs, sports practices, athletic competitions or any other extracurricular or co-curricular activities. In addition, CCHS may utilize in-school suspension to address behavior problems. The Governance Council continues to review this policy and reserves the right to modify it consistent with DCSS regulations.

Admission

All students who legally reside in the CCHS attendance area, as designated by DCSS, will be guaranteed a space at CCHS. In addition, students whose parents or legal guardian is a full-time teacher, professional or other employee at CCHS will be eligible to attend CCHS. Transportation to and from CCHS will be provided according to the DCSS policy.

DCSS conducts a magnet lottery each spring and students are chosen randomly to fill available seats for the high achiever magnet program at CCHS. In addition, students who legally reside within the DeKalb County school district but outside of the CCHS attendance area may apply to CCHS through the charter lottery. To maintain diversity, CCHS aspires to reach a diverse socio-economic class of students. Applications for CCHS's magnet and charter program are mailed by DCSS to all students in DeKalb County. If there are more applications than there are seats, a random selection process at CCHS will fill the available seats.

Schedule

CCHS will operate on a seven-period day for all grades. With DCSS's graduation requirements, this is necessary to enable students to receive enough Carnegie Units as well as take electives, and still stay on track for graduation. CCHS reserves the right to implement alternative means of scheduling within the SACS requirements while operating as a charter school. DCSS will provide staffing requisite to accommodate the seven-period day or any other Board-approved scheduling model.

Verifiable Academic Performance-Based Criteria

Two key components to being a successful charter school are setting goals and evaluating progress. The following are the benchmarks used to determine the success of CCHS. An annual report will be filed with DCSS and the Georgia Charter School Association and will be shared with all stakeholders. The annual report will include progress on the following measures:

1. Fall PSAT scores and spring SAT scores for all juniors will rise 3% over the duration of the charter.

To verify this goal:

Scores from these nationally administered exams will be charted on an annual basis and data disaggregated for resident/charter students and magnet students. The data will be used to determine if scores are rising for the target population. Lack of improvement will necessitate determining more effective strategies for achieving this goal. The baseline for comparison will be the score analysis provided by the testing agencies for the 2008-2009 academic testing year.

2. The total number of students taking the ACT and pre-ACT tests (EXPLORE and PLAN) will increase 10% over the duration of the charter.

To verify this goal:

Scores from this nationally administered exam will be charted on an annual basis to determine if more students are participating in this testing opportunity. The baseline for comparison will be the 2008-09 academic year.

3. The number of students taking at least one Advanced Placement test will increase 5% over the duration of the charter. The number of Advanced Placement test scores of three or higher will rise 3% over the duration of the charter. DCSS will pay the balance for AP tests contingent upon available funds.

To verify this goal:

Scores from the Advanced Placement School Report will be charted on an annual basis. Scores will be analyzed to determine the effectiveness of the program. The baseline for comparison will be the 2008-09 academic testing year.

4. The goals for the percent passing the Georgia High School Graduation Test (GHS GT) in each content area are:

	2009-10	2010-11	2011-12	2012-13	2013-14 (NCLB)
Language Arts	96	97	98	99	100
Writing	96	97	98	99	100
Mathematics	96	97	98	99	100
Science	95	97	98	99	100
Social Studies	95	96	97	98	100

To verify this goal:

Data will be examined from the GHS GT Score Report for ALL 11th grade students taking the test for the first time.

5. The number of Economically Disadvantaged students meeting or exceeding the Annual Measurable Objectives as defined by AYP guidelines on the enhanced Mathematics and Language Arts portions of the GHS GT will increase to meet AYP goals over the duration of the charter.

To verify this goal:

Data will be examined from the GHS GT Score Report. The scores for the spring of 2009 will be used as the baseline for comparison.

6. The percentage of students scoring a pass plus in all content areas of the GHS GT will increase over the duration of the charter.

To verify this goal:

Data will be examined from the GHS GT Score Report. The scores for the spring of 2009 will be used as the baseline for comparison.

7. A comparative effectiveness of the Accelerated Mathematics Program (AMP) will be charted over the duration of the charter.

To verify this goal:

Data will be collected on students from the CCHS Accelerated Mathematics Program (AMP). These students compete against other accelerated students from the best private and public high schools in numerous mathematical tournaments. The data will demonstrate how well the AMP students perform compared with other mathematically accelerated students at the state, national and international levels. Moreover, PSAT, SAT, SAT II, AP AB Calculus, AP BC Calculus and AP Statistics scores will also be collected. These records will be updated and used to determine the effectiveness of the AMP.

8. The total number of CCHS students participating in school organizations and athletics will increase over the duration of the charter.

To verify this goal:

Data will be collected from all coaches and sponsors and charted over the duration of the charter. The baseline for comparison will be the 2008-09 academic year.

9. The number of students enrolled in career technology courses will rise over the duration of the charter.

To verify this goal:

Data will be collected from the DCSS Information Data Management System to chart the number of students enrolled in career technology courses. The baseline for comparison will be the 2008-09 academic year.

10. Data on cheating and theft will be maintained over the duration of the charter to analyze the effectiveness of character education programs and initiatives.

To verify this goal:

The office of instruction and the office of discipline will maintain and chart records on cheating and theft incidents respectively and submit data to the Character Committee for analysis.

11. The number of 9th grade resident students who are academically retained in 9th grade and do not advance to 10th grade will decrease by 2-3% each year over the duration of the charter.

To verify this goal:

Data from the DCSS Information Data Management System will be charted and analyzed to determine the effectiveness of the Ninth Grade Academy and special focus programs for ninth graders. The baseline for comparison will be the 2008-09 academic year.

12. The goal for the percent of students meeting the standards of the End of Course Test for the following courses is:

	2009-10	2010-11	2011-12	2012-13	2013-14
Economics	91.5	92	92.5	93	93.5
United States History	85.5	86	86.5	87	87.5
Math I	*	*	*	*	*
Math II	*	*	*	*	*
Physical Science	55	65	70	75	80
Biology	87	89	91	93	95
Ninth Grade Literature	85	86	87	88	89
American Literature	91	91	92	92	93

To verify this goal:

Data will be charted from the End of Course School Report.

*The Math I and Math II EOCT's are under development at this time by the stae. At such time that those tests are administered for the first time, CCHS data will be used as a baseline and the goal will be to maintain or better the baseline data by 1% each year.

Stakeholder Involvement

Parents, faculty and community members were actively recruited and involved in developing the charter school petition, developing and implementing the improvement plan and identifying academic performance-based criteria for evaluating student progress. This entire process has been very collaborative and inclusive. The Governance Council initiated a committee to examine the need for a new charter in the fall of 2007. 2008-09 is the last year of the present charter and it was decided by the Governance Council that a rewritten charter should be completed by May of 2008. Committee meetings were open to all stakeholders and were well publicized. Faculty, staff and parents were solicited for ideas. Progress was reported on a regular basis to the Governance Council. Since its formation, the Governance Council has had an open door policy. Governance Council meetings are held at 7 a.m. once a month to accommodate teachers, administrators, community members and parents. Meetings are strictly kept to one hour in length.

Faculty members as well as those who travel to other parts of the country are encouraged to arrange visits to other high schools – charter, public and private – and report back to the CCHS Governance Council. Although CCHS has already proven to be remarkably successful in meeting its mission, our willingness to consider new ideas and innovate in order to better serve

the needs of our students is a hallmark of the CCHS culture and a foundation of the charter school initiative.

Parental involvement is essential to student achievement. Our Governance Council is 51% parents, as required by Georgia's charter school law. Seventeen parents serve as voting Governance Council members. Parents who are not Governance Council members are encouraged to attend Governance Council meetings and join the charter committees. Governance Council meetings and committee meetings are open meetings. Meeting times are posted on the CCHS website and in the school newsletter. Minutes of the meetings are posted on the CCHS website and are available to read in the main office of the school. CCHS will continue to maintain a separate Parent-Teacher-Student Association to provide a variety of volunteer opportunities for all parents.

Community involvement is often a little-recognized component of student success. CCHS is already fortunate to have two active and involved partners-in-education, Cox Enterprises, Inc. and Metals & Materials Engineers, LLC. CCHS also receives significant support from the City of Chamblee and the Chamblee Professional and Business Coalition. CCHS strives to strengthen and deepen these relationships. CCHS will emphasize school-to-work transitions as well as provide community service opportunities, career-shadowing opportunities and business/industry internships. To facilitate this process, community members are invited to serve as voting members on the CCHS Governance Council. Another important aspect of community involvement is outreach. It is essential that CCHS offer to help other schools that want to learn what makes CCHS a successful school. The administration and teachers are available to assist others in implementing ideas that have worked at CCHS.

Student involvement represents a third essential component in the life of CCHS, both academically and in extracurricular activities. CCHS has an active and committed Student Government Association. Students will continue to be represented on the Governance Council and will be invited to serve on subcommittees and ad hoc committees as the need arises.

Faculty involvement is always critical and CCHS has an extraordinary faculty that is dedicated to the education and growth of its students. It will remain involved in student organizations and community service projects and will be active participants in the development of the schedule and curriculum at CCHS through their participation in Talk Teams and their representation on the Governance Council.

The DCSS Central Administration and the DeKalb County Board of Education completes the circle of essential elements to student success at CCHS. This component is essential to the success of CCHS, especially in the areas of curriculum development, staff development, facility renovation and technology implementation. Federal and other grant monies awarded to the charter are expected to enhance the mission of CCHS, not replace DCSS funding.

The Parent Grievance Policy should be followed for all parent complaints. Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Parents are discouraged from becoming involved in disputes that do not directly impact them. Parents and staff are expected to be sensitive to the privacy of others. Therefore,

any discussions of concerns relating to a particular situation shall be limited to the parties directly involved.

Therefore, when parents have complaints or disagreements with any parties at CCHS that directly impact them, they should observe the following guidelines:

1. If the complaint involves an academic or athletic situation, parents should seek to resolve the issue with the classroom teacher/teacher assistant or coach/assistant coach as is appropriate.
2. If a resolution with the classroom faculty or coach is not possible, the parent should seek to resolve the issue with the Assistant Principal or the Principal.
3. If the complaint is related to the Assistant Principal or the Principal, the parent should seek to resolve the issue with the Assistant Principal or the Principal.
4. If the complaint is with a school-wide policy or procedure that is not directly related to the Charter, the parent should seek to resolve the issue with the Assistant Principal or the Principal.
5. If the complaint is with a school-wide policy or procedure that is dictated by the Charter, the parent should contact the Chair of the Governance Council.
6. The Chair will refer the parent to the appropriate Standing Committee to seek resolution of the grievance.
7. If resolution is not possible with any of the parties above, parents may submit complaints in writing or sign up to address the Governance Council at a regularly scheduled meeting. The parent will determine if they choose to present their concern in writing only or wish to address the Council. The Council will respond to grievances, in writing, no later than 30 days after the complaint is presented to the Council
8. Parents should remember the following when considering making a complaint to the Charter Council:
 - a. The Council will not address complaints unless steps 1 through 4 (as relevant) have been adhered to and resolution with the specified individuals has been attempted in good faith.
 - b. The Council will not address a complaint based on hearsay or made on behalf of another parent or family or staff member.
 - c. The Council will not address complaints that are made anonymously.
 - d. The Council will not address specific complaints about the performance of individual school employees.
9. If parents still believe that their grievance has not be resolved, they may present their concerns to the Area Assistant Superintendent.

This Grievance Policy is not designed to supercede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and the Family Educational Rights and Privacy Act (FERPA) as amended, 1996.

Effectiveness Evaluation

CCHS's commitment to excellence requires that data must be gathered from students, staff and community. Performance excellence is the result of a pragmatic system of continual improvement driven by students' needs. Data are gathered before forming action plans and after plans are implemented. At the end of each school year, the Governance Council will generate an annual report which details progress made in the previous year in meeting the performance based goals and the performance of students on all standardized tests. All state-mandated assessment scores and accountability measures will be part of the annual report. The annual report will be made public on or before October 1st of each year and available to all parents, guardians, teachers, county school board members and state school board members.

Control and Management

CCHS is located at 3688 Chamblee Dunwoody Road, Chamblee, Georgia 30341. CCHS, and its Governance Council, is subject to the control and management of the DeKalb County School Board to the extent provided in the Charter School Act at O.C.G.A. § 20-2-2065(b) and except as otherwise set out in this charter. CCHS will remain subject to all federal, state and local rules, regulations and statutes relating to civil rights, insurance, the protection of the physical health and safety of school students, employees and visitors, conflicting interest transactions and the prevention of unlawful conduct. CCHS will also remain subject to all laws relating to unlawful conduct in or near a public school and will be subject to an annual financial audit in the manner required of a local school. Federal and other grant monies awarded to CCHS are expected to enhance the curriculum, not replace DCSS funding.

Governing Body

CCHS shall be governed by a Governance Council with the responsibilities and a structure that is set out below pursuant to O.C.G.A. §20-2-2062 (5.1) The Governance Council's guiding philosophy is to serve students more effectively by providing efficient communication between the stakeholders, encouraging and utilizing stakeholder collaboration and insuring timely student-centered decision making. The Governance Council will address, in a flexible and timely manner, issues that include, but are not limited to: curriculum, instruction, discipline, community service and human relations. The principal, as the chief administrator of CCHS, will continue to oversee the day-to-day operations of the school and accept recommendations from the Governance Council for approval.

Governance Council Responsibilities

The Governance Council shall consider those matters set out below and address other issues which it determines by vote to have school-wide impact and to be best resolved in the Governance Council with approval by the principal.

1. Gathering information and ideas from all staff, administrators, students and parents through faculty meetings, Talk Teams, PTSA, committees and other resources.

2. Disseminating information as described in #1, above, as well as the substance of Governance Council discussions and decisions reached.
3. Establishing school-wide improvement priorities and collecting and assessing information concerning efforts for and results of improvement initiatives.
4. Coordinating task forces and committees.
5. Considering and acting on business brought by any member of the CCHS community, provided it has initially come through the principal. It is anticipated that issues involving student affairs including, but not limited to, discipline will be handled consistent with currently existing procedures.
6. Proposing, defining and establishing amendments to the charter.
7. Ensuring that all decisions are consistent with our guiding principles, goals and objectives.
8. Offering input in the hiring of the principal and assistant principals.

The Scope and Power of the Governance Council

The administration (the Principal and all Assistant Principals) will be responsible for the day-to-day operations of CCHS and for carrying out the policies and procedures of the CCHS charter and/or the DeKalb County and State of Georgia Board of Education. The principal shall serve as the Chief Executive Officer of CCHS. The Governance Council shall take no action that is in violation of state or local educational policies (excluding policies from which CCHS is exempt under the charter), legitimate legal codes and any other government regulations that may apply.

Governance Council Structure

The Governance Council shall consist of 33 voting members and 6 non-voting members, as follows:

Voting Members

- 1 principal (a permanent position)
- 1 assistant principal (to be elected to the GC by faculty)
- 8 certified staff (1 teacher from each Talk Team)
- 2 students (1 sophomore; 1 junior)
- 17 parents of CCHS students
- 1 immediate past Governance Council chairperson
- 1 parent of a CCHS student also representing the Dunwoody-Chamblee Parents Council
- 1 Member of the Community
- 1 liaison from Cox Enterprises, Inc.

Non-Voting Advisory Seats on the Governance Council

- 1 parliamentarian
- 1 DeKalb County School Board member who represents the Chamblee district
- 4 students, one from each grade level

Faculty and Staff Involvement/Talk Teams

The entire CCHS staff is divided into eight Talk Teams of approximately fifteen people per team. Each team contains a representative from every academic area as well as from other constituencies that make-up the school staff. Each Talk Team leader will represent the Talk Team on the Governance Council.

Student Involvement

The Student Government Association (SGA) shall determine the methods and procedures for choosing its two voting members on the Governance Council. The election of these representatives, which are limited to one sophomore and one junior, shall be under the direction and scrutiny of the SGA advisor. The SGA shall also select four students to serve as non-voting Governance Council members. Each of the non-voting members should be from a different class.

Parent Involvement

The PTSA Board shall act as the PTSA Advisory Committee. The officers of the parent teacher group (presently the CCHS PTSA) will solicit applications from parents interested in serving on the Governance Council. Public notice of vacancies will be publicized in the parent newsletter. The Executive Board will review the applications and will submit a slate of nominees to the PTSA Board. The PTSA Board will vote on their choices for Governance Council members by voice vote, unless there are more nominees than positions in which case there will be a paper ballot. Parents will have seventeen voting positions.

Duration of Terms

Students shall serve terms of one year only. All other Governance Council members shall be elected to serve a term of two years. Governance Council members shall be limited to two consecutive terms, not including the years served as a Governance Council officer.

Method of Filling a Vacant Seat on the Governance Council

If a Governance Council member should, for any reason be unable to complete his/her term, the group he/she represents shall elect a new representative. A seat shall be considered vacant if a member misses two consecutive officially scheduled meetings or misses a combined total of four meetings in any one school year. The Governance Council shall consider any mitigating circumstances and will then make a determination regarding whether or not the seat is vacant by a two-thirds majority vote of members present.

Election of Governance Council Officers

The Governance Council will identify a nominating committee in February to find officers for the coming school year. They will present a slate of officers to the Governance Council and that slate will be presented to the CCHS community four to six weeks before the last day of school, at which time election locations and times will also be announced. The Deputy Chairperson shall become the Governance Council Chairperson for the following year.

Conflict of Interest

The Governance Council will seek to avoid conflicts of interest in all matters and manners, including but not limited to serving on committees where a member might have a financial

interest, or directing the Governance Council to vote on policies that directly affect their child's grade or status in an extra-curricular activity. If any person believes a conflict of interest exists, that issue should be first raised to a member of the Governance Council's Executive Board. If the person is not satisfied with the result, the conflict should be then raised with the principal, and the procedures set out in the grievance policy should be followed.

Governance Council Procedures

- Proceedings of the Governance Council shall be conducted to encourage the free exchange of ideas and the efficient consideration of business. The parliamentarian, according to Robert's Rules of Order, Revised 75th (hereinafter, Robert's Rules) shall settle unresolved procedural disputes.
- One-half plus one of the voting members must be present for a quorum.
- No official business may be conducted without a quorum. Discussion may take place, but no motions or resolutions may be voted upon without a quorum.
- Reaching consensus is the preferred method of decision-making. However, if a vote is necessary to resolve a dispute, a two-thirds majority is required to pass non-procedural motions or resolutions. A simple majority may pass procedural motions or resolutions (i.e., to table a motion, etc.) except as noted in Robert's Rules.
- Appeals concerning actions and decisions of the Governance Council following the due process described in this section shall be directed first to the Area Assistant Superintendent.
- Any member or non-member may present issues before the Governance Council by means of one week's advance notice to the principal or the Governance Council chairperson, who shall then place the issue on the agenda for discussion at the next scheduled meeting.

Governance Council Officers/Duties and Responsibilities

The following officers will serve the Governance Council:

- The Chairperson shall preside at the meetings and assume the standard and customary charges of that office as specified in Robert's Rules.
- The Deputy Chairperson shall act as a regular member of the Governance Council, except in cases of the Chairperson's absence or incapacity, in which event he/she will act as the Chairperson. The following year the Deputy Chairperson shall become the Governance Council Chairperson. This ensures an orderly transition of power.

- The Recording Secretary shall keep and publish the official minutes of all Governance Council meetings.
- The Parliamentarian, a non-voting member of the Governance Council, shall make the final decisions on issues of parliamentary procedures.

Governance Council Chairperson:

The duties and responsibilities of the Governance Council Chairperson are to:

- Ensure the Governance Council adheres to the goals and objectives outlined in the CCHS charter.
- Ensure that rules of order are maintained, including reviewing the rules of order as necessary or deferring to the parliamentarian.
- Prepare an agenda with the principal, with specific time allotted to each item of business.
- Present the agenda for each meeting.
- Conduct the Governance Council meeting in a timely and efficient manner, attempting to limit the meeting length to no more than one hour.
- Conduct the business of the council honestly and in good faith.
- Ensure that all Governance Council decisions are communicated to the school community at-large with the approval of the principal.

Deputy Chairperson:

The Deputy Chairperson's duties and responsibilities are to:

- Serve as Acting Chairperson in the absence of the Chairperson.
- Serve as Timekeeper for each meeting, following the allotted time on the agenda.
- Assist the Chairperson in the execution of his/her responsibilities.
- Perform any other duties that may be assigned by the Governance Council.

Recording Secretary:

The duties and responsibilities of the Recording Secretary shall be to:

- Record the official minutes of the meetings of the Governance Council, including, but not limited to, general proceedings, decisions made, motions and resolutions passed, committee assignments and reports and schedules.

- Maintain accurate and careful records of the motions and amendments before the Governance Council.
- Maintain the files of the Governance Council.
- Draft Governance Council correspondence.
- Publish the minutes of each Governance Council meeting.
- Provide copies of all business to all Governance Council members.
- Distribute timely reminders to all Governance Council members via e-mail regarding upcoming Governance Council meetings.

Parliamentarian (a non-voting member):

The Parliamentarian’s decisions are final except when overridden by a two-thirds majority of present voting members. A motion to override the Parliamentarian is the highest order. The Parliamentarian need not be present for the Governance Council to conduct business. In the absence of the Parliamentarian, the Chairperson shall assume those responsibilities; however, the Governance Council may move to consult Robert’s Rules. The Parliamentarian shall serve a term of one year.

The Parliamentarian’s duties and responsibilities are to:

- Clarify points of order as disputes arise on the floor.
- Bring all “out of order” events to the attention of the Chairperson.
- Act as a consultant to any member of the Governance Council in matters of parliamentary procedure.

Governance Council Schedule

The Governance Council shall hold one business meeting per month. The Chairperson, with a simple majority in agreement, may call additional meetings, as he/she deems necessary. The Governance Council shall determine the dates and times of these meetings. A school year schedule for the regular meetings shall be published and available for all parents to pick-up on registration day.

Principal Selection/Administrative Vacancy

CCHS will not independently evaluate the performance of the principal or assistant principals. Any complaints about their performance will be subject to the grievance procedure set out in this charter. However, in the event of an administrative vacancy, the Governance Council shall select members to serve on the Principal Selection Interview Committee pursuant to established DCSS procedures.

Standing Committees

The standing committees shall consist of volunteer stakeholders. A Governance Council voting member shall chair each committee. They shall schedule their own meetings and report to the Governance Council. Governance Council members shall be chosen to lead school-wide committees in the following governance areas:

- Academic Council
- Community Service/Outreach
- Discipline and Safety
- Financial Planning
- Technology
- Character Development/Honor Bound
- Long Range Planning

Each committee shall elect a chairperson and that person shall be a Governance Council voting member.

Academic Council

This committee shall be responsible for curriculum and instructional issues. These may include, but are not limited to, reviewing and revising curricula, recommending new curricula, monitoring and evaluating scheduling and making recommendations about instructional materials. The Academic Council will also have responsibility to monitor progress on the Verifiable Academic Performance-Based Criteria. They will assist the administration in preparing the Charter Annual Report as required by the state.

Community Outreach

This committee shall be responsible for developing and monitoring community outreach programs. These may include, but are not limited to, developing new partnerships, public relations initiatives, apprenticeship programs and mentoring programs for students, reaching out to our entire school community via civic, youth and volunteer groups. This committee shall encourage our students to work with other students at our feeder middle school and elementary schools. This committee will also be responsible for recruiting new members for the Governance Council. They will work with the PTSA to publicize openings and provide applications. An important part of this committee's work is keeping the community abreast of Governance Council activities.

Discipline and Safety

This committee shall be responsible for discipline and safety issues. The committee will collect, process and report discipline and safety-related information to the Governance Council and make specific recommendations concerning these matters to the Governance Council and the administration. The discipline and safety committee shall be responsible for, but not limited to:

- Formulating school-wide discipline policies not prohibited by local, state or federal law, and consistent with the DCSS Student Rights and Responsibilities Code of Student Conduct.

- Working with the assistant principal for discipline to resolve any discipline matters that affect the CCHS community.
- Developing and maintaining a Safe School Plan.

Financial Planning

This committee shall be responsible to the principal for, but not limited to, determining and prioritizing financial needs and developing creative ways to fund instructional programs and other CCHS needs. This committee will seek grants needed to provide special programs to students.

Technology

This committee shall be an umbrella committee, overseeing with the principal, the implementation of technology throughout CCHS for academic and administrative purposes. The technical support specialist will be part of this committee. The technology committee will be responsible for monitoring the use of technology and looking for opportunities to enhance technology resources at CCHS and will track this for the annual report.

Character Development

This committee will be responsible to the principal for implementing character education programs at CCHS and evaluating their effectiveness. The duties of this committee will include:

- Working with the English Department to formalize ways to link literature to character development themes.
- Working with the discipline committee, student government and school staff to develop programs that deal with character and safety issues such as cheating, bullying, sexual harassment, drugs and alcohol and unsafe driving.
- Evaluate the effectiveness of the Peer Helper program.
- Investigate character programs at other high schools and recommend ideas for CCHS.

Long-Range Planning Committee

This committee shall study, advise, and find means to build a new campus for CCHS, including athletic and artistic venues. In addition, this committee shall explore innovative educational strategies for CCHS, taking into consideration CCHS's place in its community and within the DCSS community of schools. This committee may also recommend other initiatives that in its opinion will improve the physical and educational environment at CCHS.

Staff and Faculty

CCHS will request the allotment of DCSS-sponsored faculty positions or support personnel allocated by DCSS based on need and as prescribed by state law. CCHS does not expect DCSS to fund additional staff members to implement the charter, but does expect DCSS to support the CCHS schedule model as approved by the DCSS School Board and as supported at all other DCSS high schools. Personnel matters are to be administered pursuant to DCSS policies and procedures already in place, including the recruiting, hiring, compensation and evaluation of all CCHS administrators, faculty and staff. These policies include the requirement that all administrators, faculty and staff will be fingerprinted and have a criminal record check prior to employment. Further, pursuant to DCSS rules and regulations, all students will be taught by individuals certified by the Georgia Professional Standards Commission.

In the event that CCHS receives additional funds through grants awarded to charter schools, CCHS shall request that DCSS utilize all or part of that money to hire independent contractors/consultants above and beyond the standard configuration allotted to each DCSS high school. This will allow CCHS to meet the diverse instructional needs of CCHS students and the resulting management and administrative needs of CCHS. Any visiting or adjunct teachers hired who may not be certified by DCSS but who are experts in their fields (i.e., creative artists, business leaders and political leaders) shall serve as guest speakers, under the direction of certified teachers.

As all CCHS employees shall be employees of DCSS, payroll services shall continue to be provided by DCSS, including group insurance and tax-sheltered retirement annuities. The establishment of the charter school will not negatively impact salaries and benefits.

Financial Policies and Procedures

As a conversion-charter school, CCHS receives its funding from federal, state and local sources as allocated by DCSS. CCHS does not intend to alter that relationship and the budget estimates for the first year and duration of the charter set out in Appendix D are estimates provided from information made available by DCSS. DCSS shall continue to direct financial matters pertaining to CCHS, including developing budgets, determining and funding insurance needs and accounting for and auditing revenue and expenditures.

Pursuant to the requirements of the Charter Schools Act, CCHS will continue to benefit from county-wide services provided to other schools in DeKalb County, such as transportation, personnel, payroll, accounting, curriculum, directors, special program support and maintenance and operations. All food service at CCHS will be provided by personnel pursuant to DCSS policy and procedures already in place.

The per-pupil allotment for CCHS shall be no less than the enrollment for the school based on the fall FTE count each school year. Attendance data and statistical reports will be used to document student counts.

Funds available to CCHS shall be the same as those sent to the county using the State Direct Instructional Operational costs allotment for each fiscal year. Any local supplement shall be no less than that provided to other high schools in the DeKalb County School System. The Governance Council shall work with the principal in setting goals with respect to disbursement of the instructional budget provided to CCHS to meet ends outlined in the school's strategic improvement plan but ultimate authority for disbursement of the instructional budget shall remain with the principal pursuant to DCSS guidelines.

CCHS is not presently seeking grants from any foundation, agency or other entity. Pursuant to its authority under this charter, CCHS may seek such grants. The Governance Council, through its financial planning committee shall assist the principal and school bookkeeper in accounting for any monies received from grants in a manner consistent with the requirements of DCSS and in a manner satisfactory to the foundation, agency or entity issuing the grant. In addition, CCHS may lease space on the school premises after hours for community and business programs at no cost to the school system as an additional source of funds for our instructional programs. Examples of facilities that may be leased subject to planned school activities include: the gymnasium, the swimming pool, computer labs, classrooms, the cafeteria, the practice field and the tennis courts. No leases will be entered into that will interfere with any on-going and/or planned CCHS activity, including practices, or that can be expected to result in damage to CCHS property. CCHS will also have local controls of money earned through school-wide fund raising events, soft drinks and vending machine profits. CCHS will maintain records pertaining to all revenues and expenditures of all monies so received.

In addition, CCHS shall have the option, using the local school account, to purchase materials and resources outside of the DCSS bid process. The Financial Committee of the Governance Council shall have the responsibility of soliciting bids and recommending approval to the principal for expenditures from funds allotted to the school. The Financial Planning Committee, along with the CCHS bookkeeper/business manager, shall be responsible for matching invoices and purchase orders to be forwarded with the principal's approval to the central office for payment.

Duration of the Charter

CCHS' charter shall operate for five years beginning with the 2009-10 academic year.

Acknowledgments

- CCHS shall maintain accreditation through the Southern Association of Colleges and Schools (SACS).
- CCHS shall not be exempt from any federal or state laws or regulations relating to disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

- CCHS shall be subject to all reporting requirements of O.C.G.A. § 20-2-320.
- CCHS shall be subject to provisions of O.C.G.A. § 20-2-1050 requiring a brief period of quiet reflection.
- CCHS shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).
- CCHS shall be subject to the accountability provisions of O.C.G.A. §§ 20-14-30 – 20-14-41.
- CCHS shall be in compliance with all building codes, standards and regulations, fire requirements, safety requirements, environmental requirements and accessibility requirements. A copy of a certificate of occupancy is attached as Appendix E. All other documents evidencing compliance will be maintained at the school or at DCSS offices.
- CCHS shall comply with all state and federal regulations with regard to ESOL/ELL students and provide all state and federally mandated services.
- CCHS shall comply with the federal monitoring requirements for schools receiving federal funds should we receive any federal funding.
- CCHS shall follow the State Board of Education Rule 160-4-9.04 to resolve any conflicts between DCSS and the charter school.

Appendix A: Waivers

Some of the charter provisions arguably require waivers from certain statutes, regulations, policies and procedures. In no instance is a complete waiver of a policy or procedure sought. In many instances, the policies and procedures could be interpreted in a manner consistent with the charter provisions. The pertinent statutes, regulations, policies and procedures are set-out below along with an explanation as to (1) the nature of the waiver sought and (2) how the waiver does not undermine intent of the specified statute, regulation, policy or procedure.

State Statutes and Rules

O.C.G.A. §20-2-155.

This statute appears to contemplate an in-school suspension program. CCHS seeks to continue its evening school suspension program as set-out on page 8. However, the charter gives CCHS the flexibility (subject to approval by the Governance Council) to return to the in-school suspension program consistent with present DCSS procedures. The evening school suspension program in CCHS's present charter is still favored by a majority of the faculty and staff because it involves less interruption to the teachers' instructional time and efforts during the school day.

O.C.G.A. §20-2-501.

As discussed below, the on-site financial management (p. 22) authorizes CCHS to generate modest revenue and have spending control over certain matters. Arguably, this is prohibited as contracts or purchases over \$100.00 must be in compliance with specified rules and regulations. Again, this provision is contained in CCHS's charter and involves a relatively small amount of money.

DeKalb County Board of Education Procedures and Policies

DGE

On page 23, CCHS is authorized to generate certain revenue by charging for the use of certain facilities and to control how certain funds are spent. This policy and procedure is already in place and involves a relatively small amount of money. Further, before any purchases are made, the CCHS Governance Council will review the proposal and oversee the expenditure.

IC/ICFA

Provisions contained on pages 4, 6 and 9 allow school control of course sequencing. They also allow CCHS to continue its advanced math curriculum. Also, CCHS will maintain its seven period day for all students during the lifetime of the charter. This waiver is limited to addressing the specifically mentioned areas and contemplates that any new courses will be created in cooperation with DCSS so as to assure Carnegie Unit credit. These changes maintain the DCSS Board of Education control over core curriculum, and, with the exception of the world language and decision-making courses, embody policies and procedures already in place at CCHS.

IHE (I)(B)(2-5)/IHE (VI)/IHAD

The waiver with respect to these policies and procedures is to the grade reports set-out on page 7. This procedure allows CCHS teachers to issue electronic grade reports at 6, 9, 12 and 15 weeks, and to allow those reports to supplant the need for written plan of remediation. All other DCSS policies with respect to grades, promotion and graduation are unaffected by anything contained in the charter.