

# **CHAMBLEE CHARTER HIGH SCHOOL**

**CHARTER 2006-2009**

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# **CHAMBLEE CHARTER HIGH SCHOOL**

## **CHARTER FOR 2006-2009**

Chamblee Charter High School (CCHS) has been a charter school since 2001. 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 1290-1350 students. The CCHS student body is diverse academically, socio-economically, culturally and racially. The racial composition is 47% African American, 35% Caucasian, 8% Asian, 7% Hispanic and 3% Native American. Twenty-four languages are represented at CCHS, with English being the most predominant followed by Spanish. There are 26 students enrolled in three classes of English for Speakers of Other Languages (ESOL), representing grades 9-12. Approximately 21% of the students receive free or reduced breakfast and lunch. Approximately 33% 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 focus of the CCHS curriculum will follow the Georgia Performance Standards as required by Georgia state law. CCHS annually offers 17-19 Advanced Placement courses. During the last school year, 282 students participated in at least one AP course. Ninety-eight percent of graduating seniors attend college.

### **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.
- The school 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 help prepare students for today's world.
- A variety of extra-curricular activities provides students the opportunity to explore interests and develop 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 the spring of 2004. The committee gathered data from faculty, administrators, students and parents to determine a plan for improvement. A School Improvement Plan prepared for the most recent re-accreditation site visit by the Southern Association of Colleges and Schools (SACS) in February of 2004 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 the metropolitan Atlanta area, we recognize the need 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**

#### **Increased Science Proficiency**

The Georgia High School Graduation Test (GHSGT) 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 86% of all first time test takers passing, including special education students. The percentage of students receiving a pass plus in science has increased from 24% to 41% from 2002 to 2004. Biology objectives make up 33-35% of the science GHSGT, physical science 33-35% and process/research skills 30-32%. With these percentages in mind, 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 GHSGT in science and invite them to attend a workshop to review science objectives.

Through the ninth grade study skills class, CCHS will address science process/research skills with an emphasis on GHSGT objectives.

CCHS will strengthen science achievement for all students by encouraging students to pursue their interests in science and by using a variety of teaching methods. Students have the opportunity to participate in a variety of science activities outside of the classroom including, but not limited to, 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. Strengthening science instruction by using a variety of teaching strategies will be a main focus. 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.

### **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 mix with each other. The Ninth Grade Academy shall be staffed and fully funded by DeKalb County School System (DCSS) within earned FTE points.

### **Magnet Program**

CCHS has hosted a high achiever magnet program for fourteen years. The program has provided students across DeKalb County with a challenging and innovative curriculum in a diverse environment. We shall preserve and expand the high achiever magnet program at CCHS 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 grade nine. Upon CCHS teacher recommendation, these students may also be offered magnet classes in science and mathematics beginning in grade ten. 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. We want to make benefits of attending CCHS available to resident and magnet students alike and 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.

## **ESOL and At-Risk Students**

For all at-risk students and all students in the ESOL program in grade nine, a reading program will be developed and implemented as a part of their curriculum. 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

## **Special Education Students**

CCHS will identify special education students through the Student Support Team referral process which 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's 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**

CCHS will continue the impact program in language arts for gifted students while seeking innovative ways to strengthen and expand the program.

## **Grading**

Teachers in all CCHS classes will determine grading policies to be used in their individual course offerings. The current 2004-05 DeKalb County grading scale will remain in place.

## **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.

## **Accelerated Math**

The accelerated mathematics program in the CCHS magnet 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 what scheduling model is implemented. Mathematically-gifted students will have the opportunity to take Accelerated Geometry and Algebra II as freshmen, Algebra II and Precalculus as sophomores and Advanced Placement (AP) BC Calculus as juniors. If they earn a score of four or five on the AP Examination, they qualify to take Honors Multivariable Calculus in their senior year which carries the same quality point weight in grading as an AP course.

## **World Languages**

The CCHS Department of World Languages will offer general and advanced language courses at the beginning and intermediate levels in German, French 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 cannot be successful in a traditionally structured class. There is now a 1-year foreign language requirement for those students working towards a technical diploma. The foreign language department will work to offer a Spanish class that will focus on verbal acquisition of a language and on the culture of that language. This is not intended to be an “easier” course, but rather an innovative way to provide students with the rudiments of a new language. By using a high percentage of visual, kinesthetic and tactile activities, CCHS would be able to better serve the needs of special education students, as well as other students who find language acquisition difficult. It would be desirable to have this class team taught with a special education teacher when it fulfills an identified student’s IEP. These classes would be designed to meet the requirements for Carnegie Units. It is intended that these classes would: 1) fulfill the 1-year language requirement for a technical diploma, and 2) provide a stronger foundation for those students wanting to go on to the traditional first and second year classes. DCSS will provide state approved codes that will insure elective Carnegie Unit credit for this course.

## **Decision-Making Course for Students**

A decision-making course may be made available for general education elective credit for all students. This class would focus on:

- exploration of personal skills, aptitudes and interests
- development of resumes, job-seeking skills and interviewing skills
- exploration of post-secondary educational and career options
- interpersonal ethics in the academics environment and the work place

## **Grade Reports**

In an effort to promote efficient communication with parents and students, all CCHS teachers issue eight grade reports (showing all grades) during the school year. In both the first and second semesters, grade reports are issued at six, nine, twelve and fifteen weeks. These grade reports constitute official notification of grade deficiencies for resident, charter and magnet students. The CCHS faculty encourages parents to call and schedule conferences any time there is a concern about a student’s grades.

## **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 instructional assistant principal will determine how best to offer AP classes as requested by students. CCHS reserves the right to determine the appropriate ratio of students to teachers in AP classes. 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.



## **Graduation Credentials**

CCHS follows the DCSS guidelines in awarding graduation diplomas.

## **Learning Environment**

### **Discipline and Code of Conduct**

CCHS shall follow the discipline Code of Conduct and the procedures established by DCSS which are more fully described in Appendix B. Consistent with those rules and procedures, CCHS has created a student handbook which is set-out in 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 residence area of CCHS. Therefore, CCHS's focus and major challenge is to celebrate our differences and create common ground in an equitable 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.

### **Dress Code**

CCHS maintains a dress code which is outlined in Appendix C. The Governance Council will consider a demerit policy which 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 secured and out of sight from the time the student enters the building until the dismissal bell. Visible cell phones will be taken and secured until the end of the day. If a cell phone sounds or appears to be in use in the classroom, it is treated under the discipline brochure as a classroom disturbance.

### **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 insure that students remain in class and receive the full benefit of instruction, note-taking and academic interaction with other students, in-school suspension has been changed to evening school suspension and is scheduled after school. One day's notice is given to parents to make arrangements 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. The Governance Council continues to review this policy and reserves the right to substitute a policy of in-school suspension 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, all students who complete grade eight at Chamblee Middle School will be guaranteed a space at CCHS. Transportation to and from CCHS will be provided by DCSS for both magnet students and students in the resident area. Students admitted from Chamblee Middle School who are neither resident students nor magnet students will not have transportation provided. It will be the responsibility of their parent or guardian to provide transportation.

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 and who do not attend Chamblee Middle School may apply to CCHS through the charter lottery. If there are more applications than there are seats, the available seats will be filled by a random selection process at CCHS, guided by the principal. Students who gain a seat at CCHS through the random charter selection process will be provided transportation by DCSS to the extent that it does not require adding a bus or a route.

Students who live in the CCHS attendance area, but who do not wish to attend CCHS, may elect instead to attend a school that is paired with Chamblee High School, with transportation to be provided by DCSS. DCSS will identify the paired school.

Children of teachers and other staff members, including custodians, cafeteria workers and bus drivers who serve CCHS, will be eligible to attend CCHS, regardless of where they live for as long as their parent is employed by DCSS. If the student's parent leaves DCSS before the student graduates, the student must obtain special permission to remain at CCHS. (This is not applicable if parent and student reside in CCHS attendance district.)

## **Schedule**

CCHS will operate on a seven-period day for all grades. With DCSS's new graduation requirements, this is necessary to allow students to receive enough Carnegie Units as well as take electives. CCHS will reserve 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 Board of Education and will be shared with all stakeholders. The annual report will include progress on the following measures:

1. SAT scores for resident/charter seniors and PSAT scores for resident/charter 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 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 2004-05 academic testing year.

2. The number of students taking the ACT 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 2004-05 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.

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 2004-05 academic testing year.

4. The percentage of students passing the Science and Social Studies portion of the Georgia High School Graduation Test will increase 3% over the duration of the charter.

To verify this goal:

Data will be examined from the GHST Score Report. The scores for the spring of 2005 will be used as the baseline for comparison.

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 GHSGT will increase by 5% over the duration of the charter.

To verify this goal:

Data will be examined from the GHST Score Report. The scores for the spring of 2005 will be used as the baseline for comparison.

6. The percentage of students scoring *a pass phis* in all four content areas of the GHSGT will increase over the duration of the charter.

To verify this goal:

Data will be examined from the GHST Score Report. The scores for the spring of 2005 will be used as the baseline for comparison.

7. A comparative effectiveness of the accelerated mathematics curriculum 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 and SAT II scores for the AMP students will also be collected. These records will be maintained and updated by the Math Department and used to determine the effectiveness of course offerings in 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 2005-06 academic year.

9. The number of teachers infusing technology into curriculum offerings will increase over the duration of the charter.

To verify this goal:

Teachers will be surveyed annually to determine amount and types of technology used in instruction. The Math Department will record this data. The baseline for comparison will be the 2005-06 academic year.

10. 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 AS400 system to chart the number of students enrolled in courses in the areas of Business Education, Technology Education, Broadcasting, Family and Consumer Science, Introduction to Teaching, Computer Graphics, Introduction to Computer Science, AP Computer Science and ROTC. The baseline for comparison will be the 2005-06 academic year.

11. 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 and submit data to the Character Committee for analysis.

12. There will be a decrease by 2-3% each year in the ninth grade residential academic retention rate over the duration of the charter.

To verify this goal:

The Ninth Grade Academic team will analyze and chart data from the AS400 to determine the effectiveness of programs developed to address at-risk students. The baseline for comparison will be 2004-05 academic year.

13. The drop-out rate will decrease over the duration of the charter.

To verify this goal:

Data from the AS400 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 2004-05 academic year.

14. There will be a 3% increase in the number of students meeting the standards on the End of Course Test scores in Algebra, Economics, Geometry, United States History and Physical Science over the duration of the charter.

To verify this goal:

Data will be charted from the End of Course School Reprot. The baseline for comparison will be the 2004-05 academic 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 2004. 2005-06 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 2005. 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. 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. During the recent site visit for re-accreditation by SACS, the visiting committee noted that they had never seen so many parents volunteering in a school. Our Governance Council is 51% parents, as required by the charter school law. Fifteen parents serve as voting Governance Council members. Parents who are not Governance Council members are encouraged to attend Governance Council meetings and joint 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 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 an active and involved partner-in-education, Cox Enterprises, Inc. 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 on the CCHS Governance Council. Another important aspect of community involvement is outreach. It is essential that CCHS offer to help other schools who want to learn what makes CCHS a successful school. The administration and teachers are more than happy 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 curriculum, not replace DCSS funding.

## **Effectiveness Evaluation**

CCHS's commitment to excellence insures 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 is gathered prior to 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 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. As a charter school, CCHS will be 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). 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**

Shared governance is a significant asset to the successful operation of any school, but is essential for a charter school. 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, instructions, 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 for approval from the Governance Council.

## **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 so-gathered 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. Insuring 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 (principal, instruction assistant principal, discipline/facilities assistant principal and attendance/transportation assistant principal) 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 which 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 Chamblee Business and Professional Coalition Board member (advisory)\*  
1 liaison from Cox Enterprises, Inc. (advisory)\*

#### Non-Voting Advisory Seats on the Governance Council

1 parliamentarian\*  
1 DeKalb County School Board member who represents the Chamblee district (advisory)\*  
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 (custodial, secretarial, etc.). Each Talk Team will select one member to 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 paper ballot. Parents will have fifteen 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 by the Governance Council officers.

#### 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.

### **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 parliamentary, according to Robert's Rules of Order, Revised 75<sup>th</sup> (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 and then to the 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 insures 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:

- Insure the Governance Council adheres to the goals and objectives outlined in the CCHS charter.
- Insurer 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.
- Insure 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 which 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**

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. Each committee shall be chaired by a Governance Council voting member. 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

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 our partnership with Cox Enterprises, Inc., 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 which 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 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.

## **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. 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 procedure already in place.

The per-pupil allotment for CCHS shall be no less than the enrollment for the school based on the FTE count as of October 1 of 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 schools in the DeKalb County School System. The Governance Council shall work with the principal in setting goals with respect to disbursement of the instructions budget provided to CCHS to meet ends outlined in the school's strategic improvement plan.

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 three years beginning with the 2006-07 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.