

Chamblee Charter High School Charter Renewal Petition

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EXECUTIVE SUMMARY FOR CONVERSION CHARTER RENEWAL PETITION

The mission of Chamblee Charter High School (CCHS) is to foster excellence by promoting the intellectual, social, moral and physical growth of every enrolled student. CCHS has worked toward this mission as a conversion charter school since 2001, and has demonstrated success by developing and sustaining a strong academic curriculum within a school climate that values its diversity - 47% of its students are Black; 22% are White; 14% are Hispanic; 13% are Asian and 4% Multi-racial; 42% of CCHS' students are eligible for free-and-reduced-price-meals. CCHS as a community of students, teachers and parents thrives in this diversity by insisting on high expectations for all students.

Significant changes are proposed for the new charter term. CCHS will implement two academic innovations for the new charter period, a STEAM (Science, Technology, Engineering, the Arts, and Math) program and the development and implementation of a flexible scheduling system that will allow both teachers and students to maximize the use of learning time at school. A third innovation is a system for Participatory Governance. While the Governing Board has ultimate responsibility for vetting major changes, Faculty, Students and Parents will have a greater voice, and the ability to initiate proposals for innovation and change, through a Tricameral Advisory body. This system is intended to increase morale, buy-in and participation in school improvement, taking advantage of the experience many of our teachers bring and providing a platform for innovation that is grounded in the classroom, where the need for change often first becomes evident.

Defining and exercising the new autonomy requirements for conversion charter schools is the major change from the current charter period to the new one. To meet these requirements, a non-profit corporation has been formed to submit the petition, with a Governing Board of highly professional leaders with backgrounds in the law, finance, higher education, human resources, Board service and other expertise. The CCHS Governing Board will exercise fiduciary responsibility for the corporation that will operate CCHS. The School Community has been inspired to expand our vision, collaborate in new ways to articulate the innovative ideas contained in this petition, and draw upon new resources both internal and external as we discuss implementation. Many challenges have been overcome as well as this petition

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has been prepared. We anticipate many more successes and challenges for Chamblee Charter High School and DeKalb County School System as we pioneer a new relationship and mold CCHS into an innovative educational model for DeKalb County, the State and the nation.

CCHS met AYP every applicable year except for 2010-11. In that year, 86.1% of the economically disadvantaged students at CCHS scored at the meets or exceeds level of the Georgia High School Graduation Test for Language Arts, which did not meet the required target of 90.1%. Although the 86.1% CCHS performance exceeded the 70.1% performance of the district the target was not achieved. The Georgia Department of Education ended the use of the GHSGT Language Arts test the following year. CCHS met all other components of the 2010-11 AYP requirements.

CCHS met most of the performance goals and measurable objectives defined in the current charter. Student success in Advanced Placement tests were sustained, with approximately 700 scores of 3, 4, or 5 on AP tests each year of the charter. Student participation in AP did not meet the goal established in the charter, due primarily to the fact that the goal was stated in absolute numbers of students taking at least 1 AP course and CCHS enrollment dropped over 15% during the current charter period. However, the percentage of students taking at least 1 AP course grew from 30% to approximately 35%. During the charter period CCHS consistently earned AP awards, including AP Merit School, AP STEM School, AP STEM Access and Support School and AP STEM Achievement awards.

After an initial dip, CCHS students demonstrated success in the Georgia High School Writing test, with passing scores in the last three years of the charter term at or above 94%.

The Math program at CCHS remains strong, as demonstrated by the accomplishments of the CCHS Math Team and by student success in AP math classes. For four of the five years of the charter term 98% or more of CCHS AP Math students scored a 3, 4, or 5 on the AP exam.

The PASCH (Partner Schulen) German Program at CCHS celebrates its fifth year for excellence and progressive approaches in teaching German. During the current charter period, Chamblee Charter High School was officially recognized by the German government as one of 900 schools worldwide which offer the German Language Diploma or *DSD2*. CCHS will be the only public high school in

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Georgia to offer this Diploma to its senior students. The Diploma is recognized all over the world as the official proof of college graduate level fluency in the German language. CCHS students were honored by the German Consul in Atlanta for top performance in the 2014 DSD 2 German Language Diploma Exam. CCHS students placed top 5 in the world in two German competitions.

Areas in which CCHS performance on charter targets was not achieved are SAT scores, EOCT scores in Physical Science, and number of students enrolled in CTAE classes. Mitigating factors are described below.

The CCHS 2013-14 SAT score of 1501 is 118 points lower than the 2012-13 score, and is 211 points lower than the 2013-14 target of 1712. The drop in scores is primarily attributed to the first implementation of a DCSD-wide SAT School Day program, in which all CCHS juniors took the SAT during the school day. (While we consider the fact that more juniors took the SAT a positive, the broader academic range resulted in lower average scores.) CCHS has always encouraged all students to take the SAT, advertised the testing dates, provided help with enrollment and fee reduction forms, and offered elective courses in critical reading and math to strengthen skills tested on the SAT. However, taking the SAT is typically a deliberate choice made by a student and their parent/guardian and is conducted on a Saturday. The School Day SAT was not optional. It was conducted during a regular school day and all students present were required to take it. Even so, the 2013 CCHS SAT score was 167 points higher than the Georgia average.

This is a perennial problem with using SAT scores as a measure, nationally, state and countywide. There is no way to adjust for local decisions about who will take the test. Schools like CCHS, as well as districts and states who wish to extend access to the SAT to more students are compared to others who limit access to their brightest students, which skews the averages. Placing the interests of students before rankings is a justifiable decision at every level. In comparison with other DCSS students, test takers in the School Day SAT program at Chamblee Charter High School represented 6% of the DeKalb County School District (DCSD) participants. However, CCHS students represented 31% of the DCSD students who scored 700-800 in Critical Reading, 42% of the DCSD students who

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scored 700-800 in Math, and 25% of the DCSD students who scored 700-800 in Writing. Similarly, CCHS students scoring below 400 in the Critical Reading or Math or Writing sections represented less than 3% of DCSD test takers that day. SAT targets for the current charter period were based on the baseline values defined five years ago in 2008-09, in which a School Day SAT assessment was not considered. The target of 1712 was aggressive and unfortunately was not met. 2014 SAT scores for DCSD and Georgia are not yet posted on the GaDOE website. However, the 2013 CCHS score of 1619 was 278 points higher than the DCSD average. The 2014 DCSD average will likely be reduced by the SAT School Day program and we expect that the CCHS score will still be a significant achievement under these new circumstances.

EOCT scores for Physical Science at CCHS remain a problem, although there are significant mitigating factors. Fewer than 100 CCHS students take the Physical Science EOCT each year, and fewer than 50 students took the Physical Science EOCT the last two years. This is because the vast majority of CCHS students take a full year of Chemistry and a full year of Physics rather than the one year Physical Science combination of chemistry and physics, and thus these students do not take the Physical Science EOCT. Thus even with the poor pass rate, few students are affected. For example, in 2013-14, 16 students did not meet standards.

CCHS remains committed to improved achievement for all students. To address Physical Science achievement, CCHS implemented several strategies. These included evaluation of the collaborative model used in Physical Science instructional delivery, the use of hands-on projects whenever possible, and the use of a Universal Screener for math and reading by science teachers. Universal Screener results were used to differentiate Physical Science instruction and identify supplemental materials for instruction.

The use of the Universal Screener was a new strategy for science teachers and there is a learning curve for the teachers to achieve maximum results. CCHS is pleased with the 10% improvement in pass rate from 2012-13 to 2013-14, when the Universal Screener was first used, and expects sustained and increased improvement when more features of the Universal Screener are implemented. Currently, the use of the Universal Screener is being expanded to include use the Instructional Planning reports for math

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and reading to assist with development of skills for the open response questions of the Georgia Milestones assessments.

The decrease in the number of CCHS students enrolled in CTAE courses is mitigated by the decrease in enrollment from the year in which targets were set and by a three year construction program including total demolition and rebuilding of the CCHS facility. CCHS enrollment in 2013-14 is 17% lower than the year in which CTAE enrollment targets were established so it is not unexpected that an increase in CTAE enrollment did not occur. In addition, CTAE facilities were affected for the last three years of the charter by the construction program. Specifically, the video broadcast facility was not available, ending enrollment in this popular CTAE option. The video broadcasting CTAE pathway has been reestablished in the 2014-15 school year and rebuilding this popular program should increase CTAE enrollment. In addition, in 2014-15 CCHS added the first course in the CTAE Graphic Design pathway. Implementation of the STEAM program should also build CTAE enrollment and available pathways for CCHS students.

CCHS did not receive a breach of contract notice during the current charter term. Termination proceedings were not initiated during the current charter term.

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I. CHARTER SCHOOL / PETITIONER INFORMATION

DCSD Q1 Information Page

Charter School Name: **Chamblee Charter High School**

Charter School Type: **Renewal** (Start-Up, Conversion, Cluster, or Renewal)

Grade Levels Served: **9 - 12** Ages Served: **14 - 19**

Proposed Opening/Renewal Day: **July 1, 2015**

Proposed Charter Term : **July 1, 2015 to June 30, 2020**

The petition should be consistent with the DCSD policy that the charter will be issued for up to a five year period and renewal charters will be issued for up to five years, based on whether or not performance goals have been met as specified in the charter.

Primary Contact: **Beverly Moon, Chair, CCHS Governance Council**

Phone:

Address: **3688 Chamblee-Dunwoody Road**
Chamblee, GA 30341-2143

Is this representative authorized to execute the charter contract? Yes No

The Petitioner should indicate all grade levels to be served each year during the charter term. For each year of the charter term, please indicate the maximum number of pupils the charter school plans to serve each school year.

Year/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-2016										300	326	350	300	1276
2016-2017										350	314	326	350	1340
2017-2018										380	360	314	326	1380
2018-2019										367	380	360	314	1421
2019-2020										357	367	380	360	1464

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Charter School Name: Chamblee Charter High School

Type: Locally Approved Conversion Renewal

Approved by the: DeKalb Board of Education on _____, 201__

Grade Levels Served: 9 - 12

Ages Served: 14 - 19

Proposed Opening/Renewal Date: July 1, 2015

Proposed Charter Term: July 1, 2015 – June 30, 2020 (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

Mission Statement: The mission of Chamblee Charter High School (CCHS) is to foster excellence by promoting the intellectual, social, moral and physical growth of every student.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1										300	326	350	300	1276
Yr 2										350	314	326	350	1340
Yr 3										380	360	314	326	1380
Yr 4										367	380	360	314	1421
Yr 5										357	367	380	360	1464
Yr 6														
Yr 7														
Yr 8														
Yr 9														
Yr 10														

Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit. A list of secure and verifiable documents can be found on our website. This form should be completed by the CEO or President of the Non-profit Corporation.

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O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract, as referenced in O.C.G.A. § 50-36-1, from the State Board of Education, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

- 1) X I am a United States citizen.
- 2) _____ I am a legal permanent resident of the United States.
- 3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document, as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

Drivers License issued by the State of Georgia

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in _____ (city), _____ (state).

Signature of Applicant

Printed Name of Applicant

SUBSCRIBED AND SWORN

BEFORE ME ON THIS THE

 DAY OF _____, 20

NOTARY PUBLIC

My Commission Expires:

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II. MISSION STATEMENT AND INNOVATION

DCSD Q2, Q3

DCSD Q2 Charter School Mission

The mission of Chamblee Charter High School (CCHS) is to foster excellence by promoting the intellectual, social, moral and physical growth of every enrolled student. CCHS has worked toward this mission as a conversion charter school since 2001, and has demonstrated success by developing and sustaining a strong academic curriculum within a school climate that values its diversity - 47% of its students are Black; 22% are White; 14% are Hispanic; 13% are Asian and 4% Multi-racial; 42% of CCHS' students are eligible for free-and-reduced-price-meals. CCHS as a community of students, teachers and parents thrives in this diversity by insisting on high expectations for all students.

Chamblee Charter High School, DeKalb County's second-oldest public high school, was founded in 1905 as a one-room, one teacher public grammar school. In 1917, high school level courses were added to provide a quality public education for students who intended to obtain a high school diploma and go to college at a time when neither goal was common. From 1928, Chamblee High School served secondary students from the Brookhaven, Chamblee, Doraville and Dunwoody communities. Continuously accredited since then, Chamblee High School was named a National Blue Ribbon School of Excellence in 1996.

Chamblee Charter High School (CCHS) became a conversion charter school in 2001. The school's strengths include long-standing traditions of actively involved parents and community; academically engaged students within an ethnically and socio-economically diverse student body; and a committed and professional faculty and staff. This strong foundation uniquely suits CCHS to take the next step for a conversion charter school: developing true autonomy. By identifying and embracing flexible and innovative programs from other high-performing schools, CCHS will have the opportunity to actualize even better outcomes for an even greater number of our students.

CCHS envisions a shift from the current one-size-fits-all educational delivery system to an innovative learning community where high expectations will hold our students responsible for their own growth. Structured guidance and mentoring of students will support the development of capacities to

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achieve real-world success. As an autonomous charter school, CCHS' goal aims to graduate responsible, informed, global citizens who are technology adept, critical thinkers and problem –solvers. CCHS graduates will be skilled in communicating their ideas, comfortable in collaborating with others, and successful in developing benefits from differences. CCHS will create what will become an educational model for DeKalb and for Georgia.

DCSD Q3 Innovation

Over the next five years, beginning with school year 2015-2016, CCHS seeks to innovate by pursuing the following:

1. **Innovation in Curriculum** through implementing a *Science, Technology, Engineering, Arts and Mathematics* (STEAM) program that both uniquely suits and helps grow our current strengths.
2. **Innovation in Scheduling** through changing *how teachers and students interact and use their time* to maximize responsiveness to student needs, leading to efficacy in learning and proficiency in subject matter.
3. **Innovation in Governance** through changing *planning and decision-making* to maximize involvement and engagement by all stakeholders in Chamblee Charter High School.

CCHS will explore and implement new systems of technological support opening genuinely novel frontiers in education and producing the right conditions for authentic school reform. The CCHS student-teacher-parent community will continue to grow a supportive culture of high standards and expectations that empower the school faculty to deliver data-driven instruction, to create learning opportunities with more effective feedback, to encourage students to spend more time learning, and to produce the conditions for the school to offer meaningful small-group tutoring and differentiation (Dobbie & Fryer, 2013).

Innovation in Curriculum

The Science, Technology, Engineering, Arts, and Math program (STEAM) will be established and expanded over the next five years. The STEAM program draws upon the strengths of CCHS' existing

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STEAM classes; introduces project-based learning experiences within the STEAM disciplines; provides Career Pathway internships/apprenticeships; and includes a research and writing course for 4-credit pathway completion. CCHS intends to obtain STEM Program certification by the Georgia Department of Education during this charter period. An overview of the STEAM program is in Appendix 23.

The CCHS STEAM program is open to all CCHS students, not just those who have already demonstrated high academic success. The collaborative nature of STEAM courses and the strong link between academics and career opportunities is designed to engage students who otherwise may lack motivation to be successful in school (Conley, & French, 2013; Judson, 2014).

Initially, the CCHS community explored STEM as the focus for curricular innovation. The STEM initiative was based on an assessment of existing strengths and interests of the CCHS community, knowledge of an abundance of research showing the value of STEM study to students (Wiswall, Stiefel, Schwartz, & Boccardo, 2014), as well as the understanding that the completion of STEM-related career pathways could offer CCHS students meaningful career opportunities in the future (National Research Council, 2011). However, during discussions about introducing the STEM curriculum, the CCHS community spoke passionately about the need to include the arts in the STEM program. The wealth of research-based support for the inclusion of arts with STEM confirmed the decision to develop a STE(A)M program (Rinne, Gregory, Yarmolinskaya, & Hardiman, 2011; Stone & Lewis, 2012). CCHS is proud to pioneer this initiative with our students.

STEAM students will choose their coursework at CCHS while meeting the goals of the program. In addition to the core-content area courses (Language Arts, Mathematics, Social Studies, and Science) required for graduation, basic STEAM program requirements include:

- One 3-4 year STEAM course sequence (Engineering, Computer Science, Video Broadcasting, Literary Arts, Visual Arts, Performing Arts, or Advanced Academics).
- One Senior Capstone Experience (internship or a rigorous research project).
- STEAM extracurricular activities encompassing both STEM and the Arts (clubs, job-shadowing experiences, competitions, etc).

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- At least one AP or dual-enrollment class.

CCHS will offer a highly structured option in which STEAM students will take their core STEAM classes together, as well as an option in which students will have the ability to select more individualized class sequences that best meet their needs, career goals, and interests.

The STEAM program at CCHS is distinct and unique in DCSD. DCSD currently offers, at the high school level, two Schools of Choice with a STEM focus: Columbia High School and Arabia Mountain High School. Columbia High School hosts the Special Interest Magnet Program for Mathematics, Science and Technology while Arabia Mountain High School hosts the Environmental, Energy, and Engineering Magnet Program. Students must meet academic requirements and submit an application for attendance. AMHS students must also write an essay, submit an academic recommendation, and submit to an interview before being accepted into AMHS. While the brochures for these programs on the DCSD website describe a rich, hands-on STEM environment, there is no mention at all about including the Arts as an integral part of the curriculum.

DCSD offers an Arts-focused high school option at the DeKalb School of the Arts. Students must meet academic requirements, submit an application for attendance, submit two academic recommendation forms, two arts recommendation forms, and audition in two arts disciplines. While the brochure for this program on the DCSD website describes a strong academic focus in addition to the arts, there is no mention at all about including the STEM disciplines as an integral part of the curriculum.

The International Baccalaureate program offered at Tucker High School, Martin Luther King, Jr., High School, and Druid Hills High School, emphasizes first language, second language, social studies, mathematics, science, and fine arts. This high school program is only open to 11th and 12th graders, who must meet academic requirements, submit an application for attendance, submit two favorable teacher recommendations, submit an essay, and submit to an interview before being accepted into the IB Program. While this program does include mathematics, science, and fine arts in its focus, there is no emphasis on engineering or technology. Indeed, there is no opportunity within this rigid international curriculum, for students to begin or continue engineering or technology interests in the school setting.

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The STEAM program at Chamblee Charter High School is markedly different from other high school offerings at DCSD. There are no academic requirements for inclusion, there are no additional requirements such as interviews or essays or teacher recommendations. The STEAM curriculum includes collaborative projects between all of the STEAM disciplines. Internships, job shadowing, and mandatory participation in Arts *and* STEM clubs, events, or competitions are integral to STEAM at CCHS.

Innovation in Scheduling

CCHS will phase-in, with teacher and student input, the *Mastery Learning System (MLS)* initiative. This new scheduling model will alter how teachers and students use their time. The goal is to unlock the ability of students to learn and teachers to teach. Flexibility is the key. The school schedule will be re-structured to allow instructional time to be allotted more flexibly so that the individualized instructional needs of our students can be addressed in an efficient and effective manner within our school context (Hughes & Silva, 2013).

Students need time and support for individual learning combined with the incentive to reach for their personal best. Students come to CCHS with great differences in preparation, motivation and ability. With our current, traditional school scheduling model, students are placed in a classroom with a large number of students who possess a variety of levels of previous learning experiences, interests, and skills. Traditionally scheduled classes meet for a fixed amount of time with a single teacher who is responsible for moving all of them together through the entire curriculum before the course ends. For some the pace will be just right, but for many the class will be too slow or too fast.

The Mastery Learning System will address this problem by providing more time and attention to those students who need more time and attention, and providing the opportunity to move on further and faster to those students who could move on further and faster. Just as importantly, this initiative will build a learning culture that gives students incentives to take advantage of the possibilities that such a system will offer them (Rhodes, Stevens, & Hemmings, 2011).

Instead of being locked in to a rigid schedule, time will be allotted according to the needs of the students and the plans of the faculty. For example, a unit in physics might contain conceptual content that

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requires a teacher presentation, a demonstration, or an assigned online learning segment (using a flipped classroom model). All students will be scheduled for this, and then given a brief online assessment to check understanding. Those who show they have a genuine grasp of the material will then be scheduled for the associated lab. Those who do not show a genuine grasp of the material will be scheduled for further explanation, support, or tutorial, and then the lab. The software platform will handle the scheduling, assessment, and online deliverables. Time for the presentation and the tutorial will be determined by the teacher and will be set to the exact amount of time needed, and no more. Using the planning tools of the software platform, no one will spend any more time on things than was actually required, and no one will be moved on before they are ready.

The advantages of the Mastery Learning System initiative for the individual learner are many:

1) Students will be afforded the opportunity to learn the content in a way and at a pace that caters to their assessed needs, sometimes in greater depth, and sometimes with greater breadth when compared to the current traditional schedule (Farbman, 2012).

2) Time and resources will be used more efficiently during the instructional day, and lessons will not be artificially constrained by school timetables. For example, when the need presents, teachers could deliver a lecture once to 100 students, for instance, instead of four times to 25. If the lecture or demonstration has a particular natural length then that is exactly what can be scheduled – learning experiences will not be cut unnecessarily to fit into a single class period, or spread awkwardly over multiple class periods. Extra time and instruction will be directed toward those who need the instructional support or remediation, and in small numbers that make this more effective.

3) Facilities and school resources will be managed and utilized with greater efficiency. If a lab is set up to run an experiment for only 15 students at a time, then that is how many will be offered the learning experience at a particular point in time.

4) Students will acquire the real-world skills to regulate their own learning, developing the self-knowledge and capacity needed to take on this responsibility. Students will be guided to set goals, prioritize, and use time in the ways that are most productive for them. Over time, students will acquire

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the skills to be successful and life-long learners (Farrington, Roderick, Allensworth, et al., 2012).

This new system of incentives will increase motivation and achievement. Mastery will be expected from our students, and they will be held responsible for that mastery. In turn, students who show themselves capable of taking on that responsibility will be granted greater opportunities to manage their own learning time. On the other hand, where students do not meet required standards, the individual learner will receive closer guidance, and be required to attend tutoring, remediation, and instructional support (Conley & French, 2013).

Furthermore, every student who has demonstrated mastery in an area will spend time tutoring a peer in that area. This will be both for their own good, as research clearly indicates that teaching is an excellent way of increasing understanding and consolidating skills and knowledge, and for the good of others, who will receive additional support (Bowman-Perrott, Davis, Vannest, Williams, Greenwood, et al, 2013; Hattie, 2013).

Creating the Mastery Learning System will require the development of partnerships with experts in academia and private industry. Similar flexible scheduling systems are being used in the United States and will serve as a reference point as we develop our MLS strategy, adapting from existing systems where appropriate. Milestones related to the development and implementation of MLS can be found in the Educational Program and School Operations sections.

Innovation in Governance

To more authentically engage larger numbers of school-community stakeholders in the vision and mission of CCHS, new school governing processes will be introduced. A bottom-up tricameral governing system will be introduced to maximize stakeholder involvement in the school improvement decision-making process, to maximize responsiveness to local needs and conditions, and to maximize stakeholder investment in the solutions that are devised (Hughes, & Silva, 2013).

The CCHS vision is to have a tricameral Advisory Council overseen by the Governing Board. The three bodies in the tricameral Advisory Council will consist of: teachers and staff; students; and parents and community. The Governing Board will have ultimate legal and fiduciary responsibility. Each

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body will be capable of originating policy, in an advisory role. The teacher and parent bodies will play the most important roles, which are to formally adopt school policies (or pass proposals through both bodies.) The student body would play a more limited consultative role. The Principal and the Board will have veto powers. The Board, in view of its uniquely defined role, would have the power to demand that certain matters be addressed, and to impose solutions in the absence of such decisions. Given the powers granted to the Board by statute, no policy will be officially adopted until voted on by the Board. In essence, the Board will have all the powers traditionally vested to it in Georgia charter schools, but will defer to the Advisory Council wherever possible, thus enabling a decision-making process that originates where needs are most in focus, in the classroom. A more detailed explanation of the proposed plan is found in the Governance section.

Examples of Waivers Needed for Innovation Implementation

Implementation of the academic, organizational, and governance/financial innovations contained in this charter petition will require waivers from DCSD policy. For example, implementation of the STEAM program will require a waiver from DCSD Board Policy IDCJ, Work-Study Programs. DCSD's work-study program, derived from SBOE Rules 160-4-3-.14 and 160-4-3-.02, addresses only a semester long work-based learning program in which students leave campus during one or two class periods a day for an entire semester. The STEAM program internship does not fit this structure. CCHS will establish a local policy governing STEAM program internships, adapting the DCSD work-based learning forms as necessary to fit program needs. The CCHS Governance Board shall establish all necessary policies and procedures to provide innovative internship opportunities for CCHS students.

In addition, the DCSD Internal Grant Opportunity procedure, found at <http://www.dekalb.k12.ga.us/research-and-evaluation/>, shall not apply at CCHS. The related DCSD Board Fiscal Policy DFK, Gifts and Bequests, must also be waived. For example, DFK section II A(2), states "All monetary gifts intended to secure specific goods and/or equipment must be approved by the Superintendent." which is inconsistent with CCHS autonomy. The CCHS Governance Board with input

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from the tricameral Advisory Council will develop policies and procedures describing how grant funding will be acquired and administered at CCHS.

DCSD Board Policy AF, School Day, must also be waived in order to implement petition innovations. Policy AF states that the DCSD Superintendent must approve the CCHS daily schedule. Instead, the CCHS Governance Board, shall approve the daily schedule submitted by the CCHS Principal with input through the tricameral Advisory Council. Requiring approval by the DCSD Superintendent conflicts with the autonomy of the CCHS Governance Board.

CCHS also intends to continue to exercise its current waiver of DCSD Board Policy IHA, Grading Systems, which states that “The Superintendent or his/her designee shall have the responsibility for developing and implementing a uniform procedure for evaluating and communicating student progress.” CCHS has successfully exercised this waiver under its last two charters. CCHS believes that individual teachers are competent to define an appropriate grading policy and that a single uniform grading policy is not appropriate.

Many DCSD Board policies must be waived in order for CCHS to achieve the levels of autonomy described in this petition and required by law. For example, DCSD Board Policy BBFA and BBFA-R(1), Local School Councils states that “The role of the school council in the principal selection process shall be advisory and will be specified in regulations developed by the Superintendent.” This policy shall not apply at CCHS. The CCHS Governing Board shall have autonomy with respect to personnel selection. DCSD Board Policy DID, Audits, must be waived because the statement “The Superintendent or designee shall direct the preparation of audits of accounts administered by principals or other administrative agents.” shall not apply at CCHS. The CCHS Governance Board must direct financial matters at CCHS.

III. DESCRIPTION OF THE EDUCATIONAL PROGRAM

DCSD Q4 – Q11

DCSD Q4 Focus of Curriculum AND

DCSD Q5 Description of Curriculum and How It will be Implemented

Chamblee Charter High School will fully implement the Georgia Common Core Performance Standards (GCCPS), and, as appropriate and beneficial, will integrate and align STEAM (Science,

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Technology, Engineering, Arts, and Mathematics) standards with GCCPS. STEAM will be the framework for inter-disciplinary course study, an approach that expands collaboration between previously discrete fields of math and science (including technology and engineering) with the arts. The arts offer a key to understanding math and science (including technology and engineering), thus STEAM will not only encourage student engagement, but also provides natural connections when teaching across the curriculum. STEAM will also foster innovation, the development of 21st Century skills and critical thinking.

DeKalb County School District (DCSD) uses Race to the Top (RT3) funding to expand and integrate STEM into the curriculum to meet the following goals, aligned with the 2012-2017 Excellence in Education Plan:

- Create student-centered learning environments that empower students to become innovators and technology-proficient problem-solvers to gain 21st Century skills.
- Provide high quality STEM professional learning for administrators, teachers and counselors.
- Engage partnerships that allow schools and industry to connect the school district in improving student's STEM-career opportunities.

The goals above, combined with the addition of the arts component, demonstrate that CCHS's initiative to provide STEAM learning pathways is aligned with and supported by DCSD's strategic plan. A STEAM model, properly executed, can bring all the benefits of STEM – plus the academic benefits of arts, music, character development, and student achievement (Hallam, 2010; Deasy, 2002; Ritchhart, 2002; Ruppert, 2006). The STEAM initiative at CCHS will enable significant gains in academic performance, as well as support the cognitive, personal, social, and civic development of our students. Arts education is no longer a luxury, but a necessary step in promoting new ways of thinking, sparking creativity and imagination, thereby leading to innovation. Over the time period of this charter renewal, CCHS expects to achieve the following from implementation of the STEAM innovation:

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Academic Performance

- Higher levels of achievement in reading and writing.
- Higher levels of achievement in math computation, application and comprehension.
- Significant gains in IQ, classroom grades and performance on standardized tests.
- Increased attendance rates and reduced dropout rates (Catterall, 2012; Ruppert, 2006; Judson, 2014).

Cognitive development of essential, independent critical thinking skills including:

- abstract reasoning and problem-solving skills;
- imagination, creative thinking, adaptability; and
- flexibility, originality, and abstract understandings (Hallam, 2010; Rinne, Gregory, Yarmolinskaya, & Hardiman, 2011; Ritchard, 2002).

Personal Development including healthy expression and self-regulation of emotions resulting in:

- increased engagement in learning;
- increased motivation;
- improved self-concept; and
- improved self-confidence (Deasy, 2002; Hallam, 2010).

Social and Civic Growth that increases the capacity for collaboration and teamwork which result in:

- increased participation in social and community issues;
- increased civic and economic participation; and
- leadership skill development and growth (Catterall, 2012; Ritchart, 2002).

CCHS will offer horizontal and vertical planning among teachers; inter-disciplinary and trans-disciplinary instruction; and transformative community and business partnerships that serve the spectrum of student needs associated with college-and-career-related pathways. Significant professional development will be needed for teachers transitioning to the STEAM curricular framework. CCHS' Fine Arts faculty will collaboratively plan with core content area teachers to assure greater levels of arts integration in the general education classrooms. On-site and off-site training, including observation of other successful STEAM settings, will be offered.

STEAM represents a major curricular innovation, but is not the only innovation in CCHS' educational program. The other two pillars of our proposal, Mastery Learning System and Tricameral policy initiative, will also contribute to the outcomes associated with STEAM. These will change the kinds of learning experiences we can offer to our students and our ways of developing such experiences. Together, the initiatives offer an unprecedented new process by which to drive true educational

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innovation.

CCHS' governance model will encourage experimentation, and investment in those experiments. Under the tricameral model, advocates for good research-based ideas can make a case for school adoption, and if practical and affordable, the school community can consider piloting the idea. For example, when a group of teachers want to try something new, they will draft a proposal that clearly articulates the goals, methods, necessary resources, empirical support and means for assessing the success or failure of the program. A case will be made to the faculty body (or a subcommittee thereof), which will provide feedback. If the proposal is supported by the faculty, it will then be passed on for consideration by the parents and students. The proposal then must gain the support of the parents in order to be passed up to the Governing Board, who will adopt the policy formally (or not). Parents or community enterprises can offer proposals for work-based learning or internships to the parent and community body. If a proposal passes that hurdle, it will go to the teachers and students. Then, if the teachers approve it, it will go to the Governing Board. Where there is interest in a specific change, but disagreement regarding content, implementation, etc, a joint appointed committee of faculty/staff, parents/community and students will work to consensus, then bring the proposal back for a vote of faculty/staff and parents/community. If the Governing Board has concerns or input on the policies, they can choose to pass policies back to the tricameral structure for further consideration.

New ideas will have the advantage of coming with built-in buy-in – they will already have a constituency that is enthusiastic enough about them to have developed the proposal, and be persuasive enough to have convinced the whole community of their worth. Instead of dealing with initiatives and programs imposed from governing bodies that may be unfamiliar with the local school context, we will be implementing programs that address needs that are specific to the needs of the students at the school.

The Mastery Learning System will also be a source of innovation in the educational program. No longer tied to the limits of traditional schedules, CCHS will be able to offer learning opportunities that were just impractical before the charter. Short- and long-term projects, interdisciplinary activities, internships, work-based learning opportunities and other, previously unimaginable options will be much

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easier to coordinate and offer to students.

Even within traditional subjects and courses, the Mastery Learning System will offer new and exciting options. For instance, the English/Language Arts Department has already begun discussing offering smaller, more focused special topics. Instead of offering just one long class on American Literature, a selection of special topics, like Early Twentieth Century Literature, the Harlem Renaissance, Women Writers, could be offered that would cater to student interests and teacher enthusiasms. Students would fulfill the course requirement by taking a selection of such shorter sub-courses. The department will have to produce a compelling plan that the requisite performance standards are covered by such combinations, and an assessment plan to ensure mastery, but such a plan would offer students both choice and a more personally-compelling learning experience.

The other major advantage to the educational program that Mastery Learning System will deliver is flexibility in terms of educational delivery systems. Students vary in so many ways. Given differences in levels of preparation, motivation and ability, differentiation is an absolute requirement of modern education. The same tools also are not always suited to all subject matters. Because of CCHS' new school structure, CCHS will be able to test and adopt new learning strategies best suited to serving the requirements of particular student groups and subjects, applying them in the ways and places they are most likely to be successful. CCHS is already investigating the development of a close relationship with the College of Education at Georgia State University for exactly this reason, and the Chair of the Learning Technologies Division at GSU has accepted nomination to the Governing Board and is working already on bringing in their resources and knowledge.

Another crucial aspect of the proposed Educational Program is the continuation of the current Magnet Program for High Achievers. One of the ways that CCHS has served DeKalb County students living outside of the borders of the CCHS resident attendance zone has been as home to DeKalb County's Magnet Program for High Achievers. When students enrolled in Kittredge Magnet Program for High Achievers were ready for high school, Chamblee High School was selected as the location because it had the space, as well as a history of academic excellence. The Magnet Program has been co-located at

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Chamblee for the past 23 years, and takes students selected by DeKalb County Schools who are continuing from and the Magnet Program for high Achievers co-located at Chamblee Middle School. In addition to providing a demanding and rigorous education to Magnet students drawn from the diversity of the whole county, the Magnet Program has provided numerous benefits for Chamblee's residential and charter students, helping the school to maintain high standards for all students. This program has been a win-win for Chamblee and more broadly, for DeKalb County students. CCHS plans to continue to host this program during the term of the renewal. The Magnet program is crucial in the development of our educational innovations because it will help ensure that our programs grow in ways that will serve the full academic and socio-economic range of students.

DCSD Q6 Curriculum

CCHS will continue to offer a full curriculum aligned with the Georgia Common Core Performance Standards, in accordance with the content at <https://www.georgiastandards.org>. A brief description of the strong academic offerings and supplemental extracurricular activities at CCHS is provided in the following paragraphs.

Science - All science classes address process and research skills in science. Students participate in the Science Fair as a distinctive means of providing hands-on experience in using these skills by students on a topic of interest selected by the student. CCHS offers Advanced Placement science courses, including AP Biology, AP Environmental Science, AP Physics, AP Computer Science, and AP Chemistry. Students are encouraged to challenge themselves with these courses. Courses under consideration for addition to the curriculum are Materials Science, Forensics, and Biotechnology.

In addition, CCHS offers a strong line-up of extracurricular clubs and activities to nurture and develop science skills, including Science Olympiad, Science National Honor Society, Anatomy Club, Astronomy Club, as well as before- and after-school tutoring sessions.

Science teachers use results from Universal Screeners to help identify and address deficits in literacy and/or math skills that might affect student achievement, especially to help support the needs of English Language Learners (ELL) or exceptional education students.

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One recent feature of science instruction at CCHS is the expanded use of advanced digital data acquisition and analysis units. These devices improve the accuracy of experimental measurements and provide students with hands-on experience with systems that they will likely see in a college or industrial setting. Collaborative projects developed as part of the STEAM program are being developed by core STEAM teachers. A recent in-service session was used to introduce all CCHS faculty to the Interactive Notebook technique, which is frequently used in Science instruction to guide students to synthesize and communicate information. Laboratory experiments form a strong portion of science instructional practice. As part of the STEAM program students will be assisted in establishing Internships in fields of scientific interest. This program will be piloted during the 2014-15 school year.

Social Studies - 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 by encouraging students to participate in National History Day competition and to enroll in Advanced Placement social studies classes. AP offerings include AP Human Geography, AP World History, AP United States History, AP Government, AP Microeconomics, and AP Macroeconomics.

The Social Studies department sponsors a variety of related activities both inside and outside of the classroom: the Close-Up program which provides students immersion in the political process of Washington, D.C.; the We the People program to promote civic responsibility; the Mock Trial program to provide simulated judicial experience for students interested in a legal career; the Model UN to provide opportunities to learn negotiating skills; recognition of Constitution Day every year on September 17th; the Global Issues group to explore current events beyond our borders; the Student Government Association to develop leadership skills, and Young Conservatives and Young Democrats groups.

English/Language Arts – The CCHS English/Language Arts (ELA) department offers a wide range of courses, implementing a variety of strategies to guide student achievement for all students. Each year the ELA department administers a Universal Screener to all students at the beginning of the year. Results are

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shared with all faculty to help inform instruction in all areas. All ELA teachers will document tutoring attendance and target struggling students through invitation or request to attend tutoring sessions with a focus on grammar exercises, vocabulary and/or writing techniques. By reviewing Lexile Reading Levels, students in need of targeted support, will be encouraged to attend Lunch Seminars and practice USA Test Prep, enroll in Reading Enrichment Program (REP), and/or invited to join Principal's Club. (Zemelman, Daniels, and Hyde's Best Practices in Education, <http://www.criticallinks.org/launch/pdf/1R.5.pdf>) ELA teachers encourage students to meet the challenge of AP courses, including AP Literature and AP Language. CCHS offers a popular SAT Reading course to encourage student success in this important college readiness assessment.

CCHS students benefit from the wide variety of curricular and extracurricular activities to develop student proficiency in literary pursuits. These include Yearbook (*Chamhian*), Creative Writing, the student newspaper (*Blue and Gold*), Literary Magazine (*et cetera*), Poetry Out Loud events, the Helen Ruffin Reading Bowl, Read to Feed event, Debate Club, and a Drama class which includes students writing and performing original work. CCHS students produce exemplary entries in poetry and other literary forms for contests such as the national PTA Reflections contest.

Implementation of the Mastery Learning System should result in increased instructional time for students who struggle with ELA as well as providing opportunities for students to pursue advanced interests in the literary arts. As part of the STEAM program Internship opportunities in literary arts will be developed.

Mathematics – CCHS has established a strong advanced mathematics program during its previous charter periods and will continue to nurture this program. CCHS students are encouraged to take Advanced Placement and post-Advanced Placement mathematics courses, including AP Statistics, AP Calculus AB, AP Calculus BC, and Multivariate Calculus. CCHS students score extremely well on AP exams. For example, 96% of students earned the highest score of “5” on the AP Calculus BC exam in 2014.

In addition to the strong classroom based advanced math program, the CCHS Math Team competes against students from the best private and public high schools in regional, state, and

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international competitions. CCHS Math Team Honors in 2013-14 are shown in the table below

CCHS Math Team Honors 2013-14	
Regional and State Honors	<ul style="list-style-type: none">• First Place in the Greater Atlanta Mathematics Examination• First Place in the Georgia Math League• First Place in the 4A Division of the State Invitational Math Tournament
National Honors	<ul style="list-style-type: none">• Second Place in Mathfax Advanced Math• First Place in Mathfax Algebra II• Sixth Place in the National Continental Calculus Competition
International Honors	<ul style="list-style-type: none">• Ranked #6 Globally in the American Scholastics Mathematics Competition, out of 200 international teams

The CCHS Math department collaborates with our feeder school, Chamblee Middle School, to assess students prior to entering ninth grade to ensure proper placement in math to promote student success. A SAT Prep class was introduced in 2013-14 to promote student success in this important college readiness assessment.

As part of the STEAM program, graphic digital data acquisition devices have been procured for use in Math classes. A STEAM collaborative unit was developed in the summer of 2014 and will be introduced in the 2014-15 school year.

A unique CCHS celebration of Math was introduced in the 2012-13 school year, Pi Day. Celebrated on March 14, this event engages students and faculty in a celebration of all things mathematical as well as pie.

World Languages - The CCHS Department of World Languages currently offers general and advanced language courses at the beginning and intermediate levels in German, French, and Spanish. Advanced Placement and post-AP courses are offered.

Of particular note is the German program. In March of 2011, Chamblee Charter High School was officially recognized by the German government as one of 900 schools worldwide which offer the German Language Diploma (DSD2). CCHS is the only public high school in Georgia to offer this

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Diploma to its senior students. The Diploma is recognized all over the world as the official proof of college graduate level fluency in the German language. In 2014 CCHS students received the best scores on the DSD 2 exam any school (including German schools) has ever received here in the Southeast, and were honored by the German Consul in Atlanta.

A full range of extracurricular clubs is offered to encourage student interest in the languages and cultures of the world. The CCHS International Night, sponsored by the World Languages department, is a very popular event celebrating the diversity of the CCHS student body with food and music.

Career Technology – CCHS currently offers strong Career Technology programs in Army ROTC, Engineering, Business and Computing, Family and Consumer Services, and Video Broadcasting. CCHS has active co-curricular organizations including the Technology Student Association and the Future Business Leaders of America. CCHS students also participate in the National Society of Black Engineers, which earned two top 10 honors at the 40th Annual NSBE National Conference. CCHS started a chapter of the Society of Hispanic Engineers Junior Chapter in 2013-14. The Video Broadcasting pathway was shuttered for three years while the CCHS campus was torn down and rebuilt. Students are excited to re-start this popular career pathway.

As an outgrowth of STEAM meetings, an introductory Graphic Design course was added in the 2014-15 school year. Follow-on courses in this Career Tech pathway are planned to permit students to become pathway completers. Graphic Design serves as a practical application of artistic skills and represents an exciting new component for our STEAM program

Fine Arts – CCHS is fortunate to have strong programs in the visual and performing arts. Visual arts offerings include photography, drawing and painting, sculpture, and AP Studio Art 2D Design and AP Studio Art Drawing Portfolio. In addition to expressing creativity and developing related skills, CCHS students use art as a means of service. Examples include The Memory Project, in which CCHS students painted portraits for orphans in Mexico. Members of the Art Club and Art National Honor Society also engage in service projects, and the annual CCHS Art show is well attended.

Performing arts offerings include band and jazz band, orchestra, and chorus. CCHS musical

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groups regularly participate in community activities and earn high honors in regional and state music competitions. Musical events held at CCHS are advertised to the community and are well attended.

Students are eagerly awaiting their first performances in the new auditorium at CCHS, which will be the first time they have performed in a school setting other than a cafeteria. Advanced Placement Music Theory is offered at CCHS.

Physical Education – CCHS offers a traditional Physical Education program. Students take a required ninth grade PE course, the required Health course, and may choose from Weight Training, Swimming, or general PE courses to fulfill the second PE requirement for graduation. This second requirement may also be fulfilled by verified participation in a school-sponsored athletic team or marching band. CCHS PE teachers as well as committed teachers from other departments serve as coaches for the full scholastic athletic program, which includes football, basketball, cross country, softball, volleyball, baseball, track and field, swimming and diving, ultimate Frisbee, and lacrosse.

DCSD Q7 Class Sizes/Student-to-Teacher Ratios

To best serve students while allowing the most effective implementation of CCHS' proposed instructional plans, CCHS' will keep student -to-teacher ratios as low as sustainably possible. Initially, CCHS will target a range of 25:1 and will continue to comply with federally mandated class sizes.

With implementation of the Mastery Learning System, "class size" will be variable -- a much less well-defined quantity. Students enrolled in a class may meet in a large group one day for lecture, then the same students may meet later in the week in smaller groups (e.g., labs of 20-30 students, discussion groups of 10-20 students, and/or tutorials and remediation in small groups of 1-5). This will not require CCHS to go beyond its FTE allotment.

DCSD Q8 Gifted and Talented Students

CCHS will continue to comply with current DCSD policy for gifted and talented students. More than 40% of CCHS students are identified as gifted. CCHS provides gifted services by placing gifted certified teachers in mixed ability classrooms as well as in classrooms containing only gifted students.

A faculty member designated as the Gifted Coordinator works with the Assistant Principal for

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Instruction to ensure that gifted services are delivered effectively. Duties of the Gifted Coordinator include monitoring PSAT and SAT scores to identify students who have not previously been identified as Gifted. All students are eligible to be identified as Gifted including ELL and Exceptional Education students, economically disadvantaged, and minority students. The Gifted Coordinator will schedule appropriate testing if the student and parent/guardian agree [SBOE 160-4-2-.38]. The Gifted Coordinator also monitors progress of students in the Gifted program and encourages CCHS teachers to seek Gifted certification [PSC Rule 505-2.107]. By encouraging faculty members to obtain their gifted endorsement it is anticipated that the benefits of those teaching methods and strategies will be used appropriately whether students are formally identified as gifted and talented or not.

The Mastery Learning System is not just a plan to address the academic deficiencies of underperforming students. While CCHS is an academically demanding school, many CCHS students have the need to be further challenged. The Mastery Learning System provides the opportunity (and the incentive) for students to extend themselves and do more than they would be able to under existing systems. With current, traditional models, students can sign up for more advanced and more demanding classes, of which CCHS has unparalleled offerings, but still may progress only at the pace of those classes. With this new model, Mastery Learning System, students will be allowed (and encouraged) to move as fast through the required material as they can (while still demonstrating mastery).

Extracurricular Activities and Auxiliary Educational Activities

DCSD Q9 Q10

DCSD Q9

Extracurricular Activities

CCHS will continue its extensive current extracurricular activity offerings while seeking to expand those offerings in ways that serve the school's mission. A list of extracurricular clubs, specifying grade-level eligibility is available as part of Appendix 15. As the STEAM program is expanded, we anticipate the addition of related clubs. The Mastery Learning System may permit integration of educationally relevant extracurricular activities into the school day (for those students making good progress in required classes) so as to expand their reach and value to those unable to participate outside the regular school day.

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CCHS's membership in the Georgia High School Association (GHSA) and all rules for eligibility in academic competitions and competitive sports will continue to apply.

DCSD Q10 Partnerships to Offer Extracurricular Activities

CCHS does not have contracts with organizations to provide extracurricular activities. Rather, the CCHS community steps up to this task. CCHS has an active PTSA as well as booster clubs for most sports and arts activities.

DCSD Q11 High School Graduation Requirements

CCHS will follow state graduation requirements pursuant to SBOE Rule 160-4-2-.48 related to credits or units to be earned and the completion credentials to be awarded. In compliance with state rules, the scheduling system will ensure that a minimum of 150 hours of teacher contact are offered per unit in all strands offering graduation credit. However, in conformity with recent rule clarifications, individual students do not need to participate in 150 hours to receive credit, which permits the flexibility necessary for the proposed innovations.

Students electing the STEAM pathway will meet requirements that exceed DCSD graduation requirements. STEAM students must complete a 3-4 year STEAM course sequence (Engineering, Computer Science, Video Broadcasting, Literary Arts, Visual Arts, Performing Arts, and/or Advanced Academics) to receive the STEAM seal on their diploma. Also required is one Senior Capstone Experience (internship or rigorous research project), at least one AP class or Dual Enrollment class and STEAM extracurricular activities encompassing both STEM and the Arts (clubs, job-shadowing experiences, competitions, etc).

IV. STATE AND FEDERALLY MANDATED SERVICES

DCSD Q12 – Q16

DCSD Q12 Meeting Needs of Students with Special Needs and Disabilities

Chamblee Charter High School (CCHS) will continue to serve students with disabilities in compliance with all state and federal laws, rules and regulations related to serving students with special needs, including but not limited to: Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA). CCHS may,

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however, waive district guidelines relating to staffing in order to better serve our population of students with special needs. CCHS will identify students with disabilities through the Student Support Team referral process that is currently in place. The team will consist of the SST Coordinator, the school psychologist; the lead teacher for special education (LTSE); a counselor; teachers; and the students parents) Students who are identified as underperforming through the Response to Intervention (RTI) problem-solving process will be monitored in the general education environment. Research based interventions will be utilized by their classroom teacher and the intervention will be modified according to the student's progress and the response to the interventions. Referrals to SST may be made by teachers, counselors or parents. Special education services will be provided to eligible students in compliance with all federal and state laws, rules and regulations.

The lead teacher for special education (LTSE) will oversee the delivery of service to students with special needs. The student, their parent(s), teachers, counselor and itinerant specialists will work to develop an Individualized Education Plan (IEP) that details academic strengths, needs, services, parent concerns, transition plans, supports and accommodations. Individualized goals will be set according to student needs and will be monitored by a special education teacher/case manager. Parents will receive documentation of their student's progress in meeting those goals whenever progress reports are issued. Meetings to update IEPs will be held at least annually or whenever a parent or teacher feels it in the best interest of that student.

CCHS will consider a full/partial release teacher-role that is dedicated exclusively to supporting teachers of students with special needs. The addition of this position to the special education department will assure that consult students' IEPs are closely monitored, research-based instructional strategies are implemented in co-teaching classrooms, and class-sizes are in accordance with federal and state guidelines. Delivered IEPs will be implemented as written and reviewed or updated according to federal law. A continuum of services, such as one-on-one and small group instructional settings will be provided for students with disabilities (SWDs) to ensure that each student is provided FAPE (Free Appropriate Public Education), and served in the least restrictive environment (LRE). Students with special needs will

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be assessed according to state requirements including The Georgia Milestones and SLOs assessments. CCHS may however, choose to opt out of or replace assessments utilized by DCSD, but not required by the state if the CCHS Governance Board finds that the replacement of an assessment will better serve our students. Students will receive both classroom and testing accommodations according to their Individualized Education Plans.

Students with special needs will continue to come from the CCHS attendance area as well as be eligible to be selected through CCHS charter school lottery, when it is deemed an appropriate placement by the a committee of CCHS affiliated special education specialists lead by the CCHS LTSE.

Additional Strategies for CCHS Students with Special Needs

In addition to the supports and accommodations required by federal law for students with special needs, CCHS plans to implement the following strategies to ensure the success of CCHS students with special needs:

- CCHS will offer additional courses that develop meaningful life-skills (Conley & McGaughy, 2012) (i.e., personal banking and finance).
- CCHS will offer courses that provide hands-on learning opportunities that will prepare students for education, training and work beyond high school (Stone & Lewis, 2012). These courses will include career training and internships while fulfilling state graduation requirements, and will be designed to align to new pathways as part of CCHS' STEAM Program.
- Although research-based evidence on the benefits of smaller class size at the high school level is inconclusive (Biddle & Berliner 2014), studies have confirmed a positive relationship between smaller class sizes, the amount of teacher attention, and the level of student engagement at the secondary level, especially among low attaining students (Blatchford, Bassett, & Brown, 2011). As funding allows, CCHS will reduce the maximum number of students with special needs per class from ten to its former limit of seven. This reduction will be addressed through the Mastery Learning System innovation, and adjusted according to the assessed needs of the individual learners at the school.

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- Core content area teachers will plan and work collaboratively with special education teachers to instruct students with disabilities who are placed in co-taught settings (Ford, 2013; Scruggs, Mastropieri, Berkeley, & Graetz). This collaboration will be encouraged and monitored both by the LTSE, administration and department heads. Scheduling priority will be given to successful co-teaching partnerships when possible.
- Course placement decisions for SWD will be prioritized according to the skill level of the students, and within the least restrictive environment (Ford, 2013).

Plans for Innovation Implementation for students with special needs

To support students with special needs in adjusting to the Mastery Learning and STEAM innovations, CCHS will put the following supports into place:

- Student scheduling will be closely monitored by case managers, the LTSE and their classroom teachers.
- All scheduling is still subject to each student's service hours and course requirements stated in each individual student's IEP.
- STEAM pathway courses will be developed in a way that supports students with special needs who are seeking to enter the workforce immediately after graduation.

DCSD Q13 Educational Services for English Language Learners

All students who speak, read or understand English as a second language are screened for proficiency utilizing the federally mandated W-APT assessment [SBOE160-4-5-.02]. Students who score a 5.0 or above on this assessment do not qualify for ESOL (English for Speakers of Other Languages) services. Students who score a 1.9 or below with limited or no English language skills are placed in the Intensive English Language pullout program. The students who score a 2.0-4.9 qualify for regular ESOL services through an inclusion model following class size regulations as determined by the State Board of Education [SBOE 160-4-5-.02]. All English Language Learners (ELL) are required to take the federally mandated ACCESS assessment. In order to exit the ESOL program, students must have a composite score of 6.0 on the ACCESS. Those students who exit are monitored for an additional two years by the ESOL

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staff [SBOE 160- 3-1-.07]. Students will be taught by teachers with an ESOL Certificate or endorsement [O.C.G.A. 20-2-156]. ELL students will be included in all curricular and extracurricular activities at CCHS regardless of their ability to speak and understand the language of instruction.

Partnership with Hispanic Community Leaders to Improve Hispanic Graduation Rate

- We are seeking to partner with community leaders, (such as the Youth Outreach Director for the Latin American Association) to develop initiatives aimed at improving the Graduation Rate for Hispanic students at Chamblee Charter High School. Currently at 54% graduation rate for Hispanic students, we will implement initiatives intended to improve the graduation rate substantially over the five year period. To date, the Latin American Association Youth Outreach staff has offered to provide a workshop for CCHS staff on how to work with students from Latin America. We will schedule that workshop as a first step.
- We will encourage parents and students to access free, interactive digital textbooks through the Georgia Department of Education's website. The DOE reports that students who have used the these resources have been very successful. Studies have shown that using a variety of media improves learning for English Language Learners.
- The digital textbooks are currently available for middle and high school courses and can be accessed by visiting www.gavirtualllearning.org/Resources. The texts cover an array of subjects and feature interactive content, including study guides, discussion questions, games, audio recordings, and quizzes.

ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.

DCSD Q14- Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA

CCHS will do the following:

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.

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- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD forms for Section 504.
- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the Code of Student Conduct.
- Participate in workshops, in-service and/or trainings offered by DCSD for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSD Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract certified special education teachers to provide services to eligible students.

The DeKalb County School District will:

- Provide professional development training for the SST.
- Provide professional development training for the Section 504 team.
- As appropriate, provide professional technical/consultative assistance when requested by the charter school.
- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a free and appropriate public education (FAPE).

CCHS will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA).

DCSD Q15- Supplemental Education Services

Chamblee Charter High School offers several instructional programs to assist students who require additional support in mastering content knowledge or improving their test-taking skills. Students

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may take advantage of the lunch seminar, scheduled during the A or D lunch block to review material related to assessments required for graduation. A CCHS staff member is available in the computer lab during each lunch period to help maintain a quiet environment and to provide additional academic support. The lunch seminar time allows students to prepare for standardized tests, extend learning opportunities, obtain additional tutorial help, and/or study independently. CCHS students also have access to USATestprep, an Internet based study tool, which connects students to thousands of standardized practice questions, educational games, and a video library.

Students may take advantage of USATestprep through their seminar time or on their own, as the site is available 24 hours a day, 7 days a week. As an elective option, students may also enroll in one of CCHS' SAT preparation courses - Critical Reading or Mathematics. Both electives allow students to build a foundation for success by incorporating the required study tools and allowing extensive in-class practice. CCHS also uses the Nelson-Denny Reading Test to measure the reading ability of all incoming students (resident, magnet or charter), including the entire freshmen class. This test is used to help us identify students in need of remedial reading instruction. Test results will be part of each student's academic baseline. Students, who require additional reading support, will receive targeted instruction through CCHS' Remedial Education Program (REP). Additionally, CCHS students have access to peer tutoring through the Math Team, Interact, National Honor Society, and Beta Club members.

DCSD Q16 Remediation Services

All services described in Question 15 are considered remedial services. CCHS will continue to serve remedial education students and will comply with state laws, rules, and regulations related to the identification, eligibility, testing, placement and instructional delivery of services. CCHS will follow the GaDOE Remedial Education Program (REP) guidelines including, but not limited to, any two indicators from the following list:

- Student Support Team documentation and recommendation
- Documented low performance in math or reading
- Retained students

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- Eligibility under Chapter A of Part 1 of Title 1
- Inability to verbally express ideas or to write or dictate a meaningful sentences
- MAP test results below the 25th percentile
- “Does Not Meet” or “Failed” for grades 9-12 in EOCT for reading, language arts or math
- Eligibility according to the IEP for SPED students who are not served through SPED

Remedial students will receive research-based instruction that support improved levels of achievement, particularly among high-priority underperforming students. Some examples may include but not be limited to: previewing, questioning, corrective instruction, tutoring, nonlinguistic representations, graphic organizers, cues, simulations, summarizing, and note-taking (Hattie, 2013).

Progress monitoring data will be collected regularly and used to assess growth, develop instructional plans, and support student mastery of state standards (Reddy & Dudek, 2014; Fuchs, Fuchs, & Compton, 2012). Finally, CCHS will collect data and report required information for REP according to Georgia Department of Education guidelines.

V. PERFORMANCE GOALS AND MEASURABLE OBJECTIVES

DCSD Q17

DCSD Q17 Performance Based Goals

CCHS has established academic and organizational performance-based goals and measurable objectives to ensure that steady progress is made toward achieving our mission.

Academic Goals

Academic Goal 1: Demonstrate Proficiency and/or Improvement in Beating the Odds Score.

During each year of the charter term, CCHS shall “beat the odds” as determined by a formula measuring expected student growth.

The Beating the Odds analysis is a cross-sectional, fixed effects regression model that uses the following factors from the CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI data.

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a. Student-based Factors

% African American	% Hispanic
% White	% Other
% Free/Reduced Lunch	% Students with Disabilities
% English Learners	% Gifted

b. School-based Factors

School Size (FTE)

Student/Teacher Ratio

School Configuration/CCRPI Score Type (e.g., Middle, High)

Locale Type (i.e. City, Town, Rural)

District Performance (fixed effect)

The renewal decision at the end of the charter term will be based in part on whether the school “beat the odds” in all years of the charter term except for the year in which renewal is sought.

Academic Goal 2: Demonstrate proficiency and/or improvement on the CCRPI

The 2013 CCRPI score for CCHS is 78.6 which exceeds the average score of 62.1 for high schools in DCSD as well as the average score of 72 for the state of Georgia. . 2012 CCHS CCRPI scores also exceeded the average for DCSD and the State.

The implementation of the STEAM program and the Mastery Learning System are innovative means of targeting improved academic achievement, progress, achievement gap, and challenge points. The Mastery Learning System will provide additional instructional time during the school day for those students who need it, create a culture that supports data-driven instruction, and result in improved student growth. The improvement in performance will be reflected in the sub-components of the CCRPI and the BTO. The positive impact of STEAM on the CCRPI is discussed below in the Goal 3 section.

- A. Measure 1: The CCHS CCRPI score shall be equal to or better than both the State and the DCSD score in 2015-16, and better than both the State and DCSD score in 2016-17 and all remaining years of the charter contract.

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- B. Measure 2: If the CCHS baseline CCRPI (2014-15) is lower than either or both DCSD and the State, CCHS shall have until the end of the 2015-17 school year to close the gap between CCHS and whichever score is higher, DCSD or the State.
- C. Measure 3: In 2016-17 and all remaining years of the charter contract, the CCHS CCRPI score shall be better than both the State and DCSD.

The renewal decision at the end of the charter term will be based in part on whether the CCHS CCRPI score was equal to or better than both the State and DCSD in 2015-16, and better than both the State and DCSD in 2016-17.

Academic Goal 3: Implementation of the CCHS STEAM Program.

In addition to the overall CCRPI measure, CCHS will monitor progress in implementing its innovative STEAM (Science, Technology, Engineering, Arts, & Mathematics) program. Our goal is to earn STEM (Science, Technology, Engineering, & Mathematics) certification by the Georgia Department of Education prior to the 2017 school year. STEM Program certification will directly contribute to the points earned on the “Exceeding the Bar” portion of the CCRPI. Indirectly, CCRPI will increase through indicators 9, 10, 11, and 12 of the “Achievement,” and indicators 1 and 6 in the “Exceeding the Bar” portions of the instrument.

CCHS’ STEAM program is open to all students. Outreach and support will be provided, consistent with STEM Program certification requirements, to student groups such as minorities, the economically disadvantaged, ELLs, and SWDs who are traditionally underserved in STEM education and careers. Thus, the STEAM initiative will be a catalyst for improvement in CCRPI categories including achievement, progress, achievement gap, and challenge points, as well as be reflected in positive changes in the “Performance Flags” portion of the CCRPI. In addition, CCHS will monitor the success of the STEAM program by tracking annually the number of students enrolled in the STEAM program and the number of CCHS graduates who complete STEAM program requirements.

Milestones associated with STEAM Program implementation are shown in the table below:

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Year	STEAM Program Milestones
2013-14 (current-	<ul style="list-style-type: none"> • Begin Internship program • Complete self-assessment for Georgia STEM Program certification • Develop plan of study • Common STEAM planning period • Develop collaborative STEAM units • Form STEAM Team of parents and faculty • Increase outreach of STEM opportunities, especially to traditionally under-represented populations • Record evidence of STEM activities
2014-15 (current-	<ul style="list-style-type: none"> • Expand Internship program • Form STEAM Booster club • Implement collaborative STEAM units • Invite STEM Coordinator from Georgia DOE to assess readiness • Hold STEAM emphasis event each semester, for outreach and recognition. Include schools in CCHS cluster. Continue emphasis to traditionally under-represented populations. • Record evidence of STEM activities
2015-16	<ul style="list-style-type: none"> • Expand Internship program • Record evidence of STEM activities
2016-17	<ul style="list-style-type: none"> • Submit STEM Program certification application
2017-18 and beyond	<ul style="list-style-type: none"> • Continue STEAM program, adding refinements and pathways as needed

Measure – Achieving STEM Program certification by the Georgia Department of Education.

Benchmark – Not applicable.

Target – CCHS will target achieving STEM Program certification prior to the beginning of the 2017 school year.

Organizational Goals

Organizational Goal 1: Developing the whole student through community service.

In keeping with the CCHS mission of promoting the social and moral growth of every student, community service by students, faculty and staff, and parents is valued and encouraged. Students engage in community service on their own, with clubs, and also as a part of the strong CCHS administrative support of community service events, which have established a culture of service in the community:

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- *CCHS Day of Service* – An annual Day of Service for CCHS students, parents, and teachers. Events are held on Saturdays and include landscaping, painting, writing letters to soldiers, preparing scrapbooks of the school’s history, and many other similar activities.
- *Senior Day of Service* – An annual Day of Service for CCHS seniors. Over 200 students volunteer at off-site locations including the Chamblee branch of the DeKalb Library, local Keswick Park, Senior Connections, Sheltering Arms Child Development Center, local elementary schools, and the City of Chamblee Police department.
- *Cox Trot for Life Walk/Run* – The annual Cox Trot for Life walk/run fundraiser for Donate Life Georgia. This event is in honor of Kathryn Kennedy Cox, a Chamblee student who died in an automobile accident in 2006. Students, faculty, and community members participate to raise funds and awareness for organ donation.

CCHS established the Bulldog Service Award several years ago to recognize outstanding community service by its students. Individual students participate in community service events at the school and within the community. Those who document their service hours are eligible for the Bulldog Service Award. To earn this award, freshmen must document 20 hours of community service. Sophomores, juniors and seniors must document 30 hours of community service per year to earn the Award. To earn the Senior Bulldog Service Award of Distinction, a student must earn the Bulldog Service Award in his or her sophomore, junior, and senior years. Community service recognition awards are presented by the principal at the annual Honors Programs for students.

Measure: Increase in the percentage of students earning the Bulldog Service Award.

Benchmark: The percentage of students earning the Bulldog Service Award in 2013-14, will serve as the benchmark.

Target: To increase the level of participation by CCHS students in community service, as measured by community service forms turned in by students for the Bulldog Service Award, by 1% per year over the life of the charter.

Organizational Goal 2: Ensure Governing Board members receive effective training.

As CCHS forms its first Governing Board, effective training will be essential to ensuring that Board members understand and perform their duty to govern CCHS. At the first Governing Board meeting, a Board member training plan will be established. Reputable training providers such as the

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Georgia Charter Schools Association and resources from the Charter Schools Division of Georgia Department of Education will be considered first for our Board.

Measure – All Governing Board members shall participate in training at least annually.

Benchmark – N/A.

Target – All Governing Board members shall participate in training at least annually.

Organizational Goal 3: The Governing Board shall exercise autonomy with regard to budget, personnel, and curriculum.

During the period governed by this petition the CCHS Governing Board is charged with exercising autonomy with regard to budget, personnel, and curriculum. Details of the results of the exercise of this autonomy by the Governing Board cannot be stated prior to the first meeting of the Governing Board. Therefore, it is essential that there is evidence that each year of the charter period that the Governing Board is exercising, and being allowed to exercise, its desired autonomy with regard to budget, personnel, and curriculum.

Measure – Evidence of autonomy shall be evident in official minutes of Governing Board meetings.

Benchmark – N/A.

Target – Evidence of autonomy shall be evident in Governing Board minutes in discussions and decisions regarding budget, personnel, and curriculum matters.

Organizational Goal 4: Demonstrate Progress in Mastery Learning System.

Year	Mastery Learning System Milestones
2014-15 (pre-charter)	<ul style="list-style-type: none"> • Complete research on schools with flexible scheduling • Visit schools as possible • Initial discussions with technology partner candidates
2015-16	<ul style="list-style-type: none"> • Prepare requirements document • Select technology partner • Develop draft implementation plan • Establish project evaluation criteria
2016-17	<ul style="list-style-type: none"> • Implement plan • Limited pilot and roll-out • Formal project evaluation

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2017-18 and beyond	<ul style="list-style-type: none">• Continue implementation if evaluation criteria achieved
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Measure – Development of a Program Plan and meeting Program milestones. Initial milestones are shown in the table above. Decision criteria will be included to ensure that MLS continues to be in consonance with the mission of CCHS, including improved student achievement and financial sustainability.

Benchmark – N/A.

Target – Achievement of all Program milestones in the Program Plan.

Organizational Goal 5: Effective Engagement of CCHS Stakeholders in Governance.

The institution of the tricameral CCHS Advisory Council will begin during the charter period. Its main purpose is to provide a strong, structured mechanism for CCHS stakeholder participation in governance at CCHS. It is important that the success of this structure be evaluated at least annually to determine if changes are needed.

Measure – Evidence of effective engagement of CCHS stakeholders in governance shall be evident in official minutes of the Advisory Council and/or the Governing Board. An annual survey of CCHS stakeholders will be used to assess effective engagement in governance.

Target – Because moving to an autonomous form of local governance will undoubtedly include some trial and error, the initial target is deliberately set low at 55%. CCHS hopes to regularly achieve a satisfaction level of 90% or higher in the latter years of the charter period.

Benchmark – Official minutes of the Advisory Council, to include the Faculty and Staff, Student, and Parent/Community committees, shall indicate participation and resolution of stakeholder proposals. The results of the first survey to assess CCHS stakeholder effective engagement in governance, to be conducted near the end of the 2015-16 school year, will be used as a baseline.

Organizational Goal 6: CCHS will be an economically sustainable school.

Sound fiscal operation and planning are necessary if CCHS is to be an economically sustainable school, able to accomplish its mission. The five measures listed below are designed to guide CCHS

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financial operations and planning and provide DCSD and the State with evidence that CCHS is operating in an economically sustainable manner.

Measure 1– Each year, CCHS will operate in a fiscally sound manner as measured by an external audit that is submitted on time, with no major findings.

Measure 2 - Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3 - Yearly balance sheets will demonstrate that CCHS maintains adequate cash reserves.

Measure 4 - CCHS will meet all Generally Accepted Government Auditing Standards (GAGAS) as demonstrated by external, annual audit reports.

Measure 5 - CCHS will meet all financial reporting deadlines set by the Department.

Target – The Governing Board will implement policies and procedures, to include review periods during each fiscal year, to ensure that all measures are achieved.

Benchmark – Results at the end of the first year of the charter period will serve as the benchmark.

VI. DESCRIPTION OF ASSESSMENT METHODS

DCSD Q18 – Q19

DCSD Q18 Student Performance Data, Student Improvement, Monitoring, and the Assessment Calendar

Chamblee Charter High School (CCHS) will to administer the state-mandated Georgia Milestones Tests , and state-mandated Student Learning Objectives (SLO) in core content areas without Georgia Milestones Tests. CCHS reserves the right within the constraints of the Single Statewide Accountability System to develop or select SLOs that align more closely with the STEAM curriculum, when doing so would provide higher-quality information on student progress. State assessments will be administered in accordance with the DCSD testing calendar. CCHS will make every effort to avoid conflicts between Georgia Milestones Test dates and Advanced Placement test dates.

Baseline student performance data for the initial year of the 2015 autonomous charter will be drawn from the data from these tests. The percentage of students in the “Meets” and “Exceeds” categories

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by grade and subject, as well as the raw scores, will serve as a baseline for goal setting in subsequent years. The data will be analyzed by subgroup, including SWD, ED, and LEP, as well as racial/ethnic data consistent with ESEA reporting guidelines, to establish baselines for those student populations. CCHS will track student performance and demonstrate student improvement by benchmarking growth of measures on a school-wide basis, on the basis of particular subjects and teachers, and by monitoring individual student achievement over time. The College & Career Ready Performance Indices (CCRPI) will be a major measure, both in the aggregate and in its component measures. Analysis of these and other data will be used in an ongoing and active process of self-assessment, reflection and continuous improvement, both at a school level and at the level of the individual teacher.

Formative and Summative Assessment within Mastery Learning System

In addition to these measures, CCHS' plans for innovation in scheduling require a school-wide commitment to the development of authentic, reliable and regular assessments of student progress. The success of the new system will come from ensuring that interventions are swift and appropriate, and thus students (and teachers) need to know how they are doing on a very fine-grained basis. Thus assessment is not going to be an "add-on" but an integral part of the planning and scheduling process.

Planning by individual teachers and/or teams will follow the following sequence:

1. What are the objectives? What skills/knowledge do we expect the student to master?
2. How will we assess whether the student has attained mastery?
3. How will we guide the student to that mastery?

Expanded use of the Star Reading and Star Math assessment tools is being introduced prior to the start of the new charter. These assessment items are aligned with Georgia's Common Core standards, and in fact were selected by DCSD for use in all schools. It is possible that these tools will meet the needs of the MLS for the English/Language Arts and Mathematics domains. Another option we will explore is the Star Custom system, which aligns with the MLS objective of students taking increased responsibility for their own learning, including the use of assessments to confirm mastery or reveal deficits. Reporting features provide teachers with assessment results which can be combined with other student responses

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such as classroom participation, special projects, and other types of assessments to permit the teacher to confirm student mastery.

In addition to ongoing efforts to improve the authenticity and validity of CCHS's evaluation measures, a results-oriented school culture will be reinforced by the requirements and benefits of the unique and innovative CCHS scheduling system. We will attempt to enhance these effects by seeking to convince the students of the following precepts:

1. CCHS expects genuine and authentic mastery (not just "passing the test")
2. The first step to mastery is to know what you know and know what you don't know
3. The best way to know these things is to take assessment seriously.

One of the major benefits of the Mastery Learning System is that it aligns the needs of the student with the training and experience of the teacher. CCHS students and teachers will be held to high standards of performance. Students are expected to master the material, seeking help as needed. Teachers are expected to identify students for whom mastery of specific subject matter is elusive and provide the necessary help utilizing options provided by Mastery Learning System.

DCSD Q19 Required Accountability Provisions and Assessment Guidelines

CCHS will take intentional action to comply with accountability and assessment provisions of O. G. C. A. § 20-14-30 through § 20-14-41. Examples include but are not limited to:

- providing for appropriate levels of interventions for students at risk of not meeting state standards through activities such as tutoring, mentoring, remedial services, or specific research based instructional practices. Similarly CCHS will provide appropriate levels of intervention for students needing enrichment such as differentiating instructional levels to provide more rigor or modifying assessment methods or expectations.
- collecting appropriate data, analyzing it both in the aggregate and disaggregated, and utilizing the data to inform instructional practices.
- providing data requested by DCSD to support statewide reporting mandates and to support strategic planning for the DCSD and oversight of CCHS.

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- complying with any state performance audits conducted of DCSD schools and making data and stakeholders available for such audits
- continuing to strive to raise achievement and close the achievement gap by using data from statewide assessments such as CCRPI to set goals and action plans for improvement.

The CCHS Mastery Learning System, when implemented, will provide strong support for prompt and properly-directed interventions designed to meet students' needs appropriately, and close achievement gaps. In addition, the ongoing assessment that is an integral part of the MLS will ensure that students, teachers and parents are all fully aware in a timely manner of student's progress toward mastery and success.

CCHS likewise will comply with federal accountability requirements, and participate in all mandated statewide assessments. CCHS shall adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Model, and other state and local guidance on assessment. CCHS will participate in any required test administration training by DCSD.

VII. DESCRIPTION OF SCHOOL OPERATIONS

DCSD Q20 – Q34

DCSD Q20 Attendance Zone

The primary attendance zone for CCHS is defined by DCSD. Appendix 3 shows the geographic boundaries of the CCHS attendance zone. The charter attendance zone is all of DeKalb County.

DCSD Q21 School Calendar & Schedule

Chamblee Charter High School's proposed annual calendar will follow the DCSD calendar for 2015-2016 (not yet published). CCHS' traditional 7-period daily school schedule for school year 2015-2016 is included in Appendix 5. The 2015-2016 calendar will be included when it is available. CCHS will align its school calendar with that of DCSD. Chamblee Charter High School may not begin the school year more than two weeks before or two weeks after the beginning of DCSD's school year.

DCSD Q22 Admissions, Enrollment and Withdrawal

CCHS will use an admissions procedure in accordance with Charter Schools Act of 1998. CCHS anticipates aligning its charter application cycle with that of DCSD, although it reserves the right to

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change the timing as necessary. CCHS will provide information to DCSD for inclusion in the DCSD School Choice Programs Catalog, to provide the public with information about the Charter program at CCHS and the application procedure. CCHS will decide in the first year of the Charter whether to relieve DCSD of the responsibility for handling the CCHS Charter admissions process. The current charter application form used by DCSD for CCHS charter admission and a draft application form which would be used if CCHS elects to handle charter admissions in-house are included in Appendix 2. CCHS will not charge tuition or use admissions criteria or require from applicants to the Charter School who reside outside the attendance zone submission of letters of recommendation, essays, resumes, or other narrative summary of the student's school and community activities, such as grades, academic programs, attendance records or disciplinary history. Also, CCHS will not require parents or guardians or students to attend a meeting, be interviewed and/or tour the facilities.

CCHS will enroll any student who legally resides in the local attendance zone as defined by DCSD as of the date this charter renewal petition is submitted. Students who legally reside in the specified attendance area must also submit a completed registration form, signed by at least one parent or guardian. All charter school applicants must legally reside in DeKalb County.

Magnet Program Enrollment

CCHS will enroll any student who is a legal resident of DeKalb County and is matriculating from Chamblee Middle School to Chamblee Charter High School in the co-located Magnet Program for High Achievers run by DCSD, upon completion of a registration form signed by at least one parent or guardian. CCHS will negotiate with DCSD's and Georgia Department of Education's Charter Divisions to determine how best to fill new or additional magnet seats in grades 9-12.

Pursuant to O.C.G.A. § 20-2-2066(a) and (b), CCHS will use the following enrollment priorities:

1. A student who legally resides in the local attendance zone for CCHS
2. Current students at CCHS who have not graduated
3. A sibling of a student enrolled in CCHS
4. A student whose parent or guardian is a full-time teacher, professional, or other

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employee at CCHS

5. A student who legally resides in the charter attendance zone (DeKalb County)

Once enrolled, all students, whether resident, charter or magnet, will be governed by the policies and procedures established for Chamblee Charter High School in this Charter Petition.

CCHS shall not discriminate on any basis prohibited by law, including, but not limited to: sex, race, religion, national origin, sexual persuasion, aptitude or disability. Proof of residency will be required of all students who enroll in Chamblee Charter High School with the exception of children of CCHS employees who may live outside of DeKalb County. When the number of admissions applications exceeds the number of available charter seats, a lottery for the available seats will be held. Students who are not selected in the charter lottery will be wait-listed according to the date/time stamped on their admissions form. The wait list will be established upon the conclusion of the lottery. The oldest date/time stamped on the Admissions Form will be at the top of the wait list; the most recent date/time stamped on the Admissions Form will be at the bottom of the list. Admissions Forms do not carry over from year to year.

Procedures for student applications and available space

If after application of the enrollment priorities (1) through (5) established in this petition, CCHS capacity remains, additional charter school students shall be selected through a random selection process conducted through a public lottery held at the DCSD Central Office in the first year of this Charter period. Lotteries in subsequent years may be held at Chamblee Charter High School. The date and time of the lottery will be defined in the CCHS charter application materials. The application will be available via Chamblee Charter High School's website and the application deadline will be advertised via Parent Link, DCSD School Choice materials and School web page on the DCSD site. To be entered into the lottery, the student must legally reside within the boundaries of DeKalb County and must submit a completed Admissions Form, signed by at least one parent or guardian. Proof of residency will be required of all students who enroll in Chamblee Charter High School, with the exception of children of CCHS employees who may live outside of DeKalb County.

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Student withdrawal or transfer

CCHS shall comply with the provisions of O.C.G.A. §20-2-2066(d). A student may withdraw without penalty from CCHS at any time and enroll in another public school within the local system pursuant to policies of DCSD. A student who is suspended or expelled from CCHS as a result of disciplinary action may enroll in another public school within the local system if, following DCSD policy, the student would not otherwise have been suspended or expelled.

In accordance with approved policy in its current charter, CCHS is not opposed to permitting magnet students who live outside the CCHS resident attendance area and who fail to meet the academic criteria for the Magnet Program to continue at CCHS. However, that decision rests with the student and his/her parents/guardians, in consultation with the DCSD Magnet Office, with the understanding that a student outside the CCHS resident attendance area who exits from the Magnet Program co-located at CCHS will no longer be provided with DCSD transportation.

CCHS understands that a daily report of attendance and discipline incidents to DCSD using an agreed upon method of data collection is required. DCSD will provide the necessary software and training for the student information system software, while CCHS shall provide hardware and on-site support.

CCHS understands that student information software is to be used for the collection of all data and information required by O.C.G.A. § 20-2-320 for mandatory reporting to the Georgia Department of Education (GDOE) and Federal agencies (Example: Discipline).

DCSD Q23 Recruitment and Diversity

Chamblee Charter High School already closely reflects the demographics of DeKalb County, GA, per the most recent 2012-2013 Report Card published by the Governor's Office of Student Achievement and by the State and County Quick Facts 2013 published by the U. S. Census Bureau.

Race / Ethnicity	Chamblee Charter High School (1)	DeKalb County Schools (1)	DeKalb County, GA (2)
African American (Black)	47.0%	68.0%	54.8%

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Race / Ethnicity	Chamblee Charter High School (1)	DeKalb County Schools (1)	DeKalb County, GA (2)
Asian	13.0%	6.0%	5.6%
Caucasian (White)	22.0%	11.0%	30.0%
Hispanic	14.0%	13.0%	9.1%
Multiracial	4.0%	2.0%	2.0%
Other Sub-groups			
Limited English Proficient	4.0%	13.0%	18.6%
Students with Disability	8.0%	8.6%	NA
Eligible for Free / Reduced Meals	42.0%	71.0%	18.6%

(1) Governor’s Office of Student Achievement; (2) State and County Quick Facts, U. S. Census

CCHS will make every effort to educate the public regarding the mission, academic programs, achievement outcomes, and enrollment information to raise awareness about CCHS via website, social media, traditional media, and listserv updates. Where possible, given the limitations of time and distance, CCHS will actively participate, when invited, in community-based events throughout DeKalb County

DCSD Q24_ General Provisions Regarding Student Discipline

Chamblee Charter High School has adopted the DeKalb County Code of Student Conduct. The code of conduct and programs for informing students and parents regarding student rights, responsibilities, and character development are available at <http://www.dekalb.k12.ga.us/student-relations>. The DCSS Code of Student Conduct describes the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures). Chamblee Charter High School also publishes its own Student/Parent handbook (Appendix 16). Section II, pages 14-28, describes Student Expectations and Rules. By signing for and acknowledging the Code of Conduct and the CCHS Student/Parent handbook, parents and students agree to:

- Abide by the discipline and dress code policies of CCHS and the DeKalb County School System.
- Cooperate with and demonstrate respectful behavior towards teachers, staff, and students.

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- Support the student conduct codes and policies of CCHS and the DeKalb County School System as outlined in the DeKalb County Code of Conduct/Students Rights and Responsibilities and in the CCHS code of conduct.

Within the first two years of the charter, we will request the student body of the tricameral Advisory Council to review the CCHS Academic Honesty policy and revise as necessary to sustain and improve a culture of integrity and /or an honor code that is fair and reasonable.

CCHS will work with the Department of Safe Schools and Student Relations in matters pertaining to the Code of Conduct, ensuring due process, safe school planning, and initiatives such as the district-wide Bullying Awareness Campaign.

DCSD Q25 Discipline Provisions and Students with Disabilities

Students with special needs will be disciplined in compliance with federal due process procedures in the case of suspension or expulsion of more than 10 days (manifestation determination), “special circumstances” related to weapons, drugs, or serious bodily injury, and due process, or other matters covered under federal law. CCHS will collaborate with DCSD to ensure discipline is handled appropriately for these students.

DCSD Q26 Grievance Policy

CCHS adapted its rules and procedures for grievances and complaints from pages 48-49 of the DCSD Code of Student Conduct.. For example:

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 as is appropriate. 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.
2. If the complaint is related to the Assistant Principal, the parent should seek to resolve the issue with the Principal.
3. If the complaint is with a school-wide policy or procedure the parent should seek to resolve the issue with the Assistant Principal or the Principal.

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4. Complaint associated with a school-wide policy or procedure may be addressed to the Advisory Council, at the complainants' choice. If resolution is not possible with any of the parties above, parents may follow the Appeals and Grievance procedures which the Governing Board will establish to address such situations. Parents may also choose to or sign up to address the Governing Board at a regularly scheduled meeting. The Governing Board will respond to grievances, in writing, typically no later than 30 days after the complaint is presented to the Governing Board.

Parents should remember the following when considering making a complaint to the Governing Board:

- The Governing Board 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.
- The Governing Board will not address a complaint based on hearsay or made on behalf of another parent or family or staff member.
- The Governing Board will not address complaints that are made anonymously.
- The Governing Board will not address specific complaints about the performance of individual school employees.

If protocol has been followed, and the parents still believe that their grievance has not been resolved, they may present their concerns to the Regional Superintendent. The Regional Superintendent will review the complaint, meet with the parties as needed and communicate a resolution to the parents and Governing Board. This Grievance Policy is not designed to supersede or supplant federal law and parental rights under The Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act (FERPA)

Expectations for student behavior and the grievance process for students are described in the *DeKalb County School District Code of Student Conduct: Student Rights and Responsibilities and Character Development Handbook*. At the beginning of each school year, the content of this handbook is taught, all

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students and parents must sign the handbook acknowledging its receipt, and all students are tested on the handbook. Content of the handbook includes, but is not limited to:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Policy Statement• Purpose of the Code of Student Conduct• Violations Index• Offenses and Consequences• Disciplinary Jurisdiction over Student Conduct | <ul style="list-style-type: none">• Investigation of Misconduct• Explanation of Disciplinary Levels• Definitions of Terms• Student Discipline Procedures/Appeals• Keeping Weapons Out of School |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

DCSD Q27 Personnel

CCHS is eager to embrace the new level of autonomy granted by DCSD and the State related to personnel, and our approach in implementing that autonomy will be measured, deliberate and cautious to reflect the will and the needs of our faculty and administration. We appreciate the opportunity to determine the specific areas and pace of assuming autonomy that will allow for a smooth transition for our faculty and staff whose primary focus is not the logistics of payroll and benefits, but students.

Chamblee Charter High School will assume autonomy for personnel following the legal establishment of the Governing Board, and a waiting period while that Board is trained, and their committees, including a Human Resources Committee, established and up to speed with current procedures and priorities for improving the teaching and learning environment. The Governing Board will by law have the final decision-making responsibility to determine the specific areas and pace of assuming local control. The first key task of the Board will be to establish priorities and guidelines for the assumption of autonomy. The results of their plan will be one of the Organizational Goals for which CCHS will be held accountable in the annual charter report.

Therefore, as stated in this section, initially CCHS has chosen to begin the new autonomous charter period with few changes in current personnel policies and procedures. The major change will be the hiring, by the Governing Board, of the Principal, and Chief Financial Officer. An organizational chart is in Appendix 19.

In the first year of the charter period, annual contracts will be offered, following current DCSD personnel policy, practices, and salary and benefit levels, to current CCHS teachers, staff and Assistant

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Principals.

One significant benefit of being an autonomous charter school is the opportunity and obligation to drive responsibility and accountability for school operations to the local school level. We expect that a high level of autonomy will result in renewed administrative vigor, and combined with sound personnel policies, procedures and practices developed and approved by the Chamblee Charter High School Governing Board in close consultation with the tricameral Advisory Council will lead to improved teacher morale and effectiveness, paralleled by improved student performance.

Chamblee Charter High School (CCHS) will follow the same or similar personnel guidelines as other DeKalb County schools. The difference is that personnel will be managed at the local school level. The Governing Board will hire the Chief Financial Officer (CFO) and will hire the Principal with faculty and parent input. The Principal and CFO will collaborate with the Human Resources Committee of the Governing Board to define recruitment and hiring process for site personnel. The Principal, CFO and Governing Board will be responsible for hiring an Operations Manager. We expect this position to grow in future years into a Chief Operations Officer (COO) role. The Principal, in consultation with the relevant departments, will hire future Assistant Principals, Teachers, Counselors, Media Specialists, Para professionals, Substitute Teachers and find coaches and club sponsors.

The Principal's role will have an Academic focus, responsible for developing and implementing policies and initiatives that improve student achievement. This includes the responsibilities associated with hiring, supporting, and supervising personnel in the roles of academic administrators, teaching faculty, counselors, media specialists, para-professionals, substitute teachers, clerical staff, coaches, and club sponsors.

The CFO will direct the Operations Manager and the Bookkeeper to ensure that CCHS financial operations are conducted properly. The Operations Manager will be responsible for overseeing the school's daily operations, and handling the upkeep of the facility. This includes the responsibilities of hiring, supporting, and supervising personnel performing the roles of safety officers, maintenance & custodial staff and food service. Together, the Principal and Operations Manager will manage the daily

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structures, systems and processes that support the inner workings of the school. The Principal and CFO will each report monthly to the CCHS Governing Board on their respective areas of responsibility.

The CCHS Governing Board will review the Teacher Keys Effectiveness System (TKES), Leader Keys Effectiveness System (LKES), and school accountability outcomes with the Principal annually. The Principal, CFO, and teaching faculty, administrators and classified staff are hired for one contract year. The current Faculty Handbook is Appendix 15.

DCSD Q28 Staff Qualifications, Recruitment, and Hiring Practices, Procedures, and Compensation

For the school year 2015-2016, contracts for all employees signed with DeKalb County School District will be honored. A Personnel Transition Plan will be developed by the Human Resources committee of the CCHS Governing Board to ensure a smooth transition and that the administration is in place to perform necessary tasks prior to the beginning of the 2015-16 school year, and that a complete and qualified staff is assembled prior to the beginning of the 2015-16 school year.

Upon approval of this petition by DCSD, the Human Resources committee of the CCHS Governing Board will develop the Personnel Transition Plan. Key necessary elements of such a plan are listed below; however, the Human Resources committee will use their expertise to turn these notional elements into a sequenced, effective tool.

Upon approval of petition by DCSD,

- Human Resources Committee will solicit input for Principal and Chief Financial Officer job descriptions using current CCHS Governance Council structure
- Human Resources Committee will finalize job descriptions for Principal and Chief Financial Officer
- Human Resources Committee will establish milestones for hiring these positions and any additional faculty and staff

Upon approval of this petition by GaDOE,

- Human Resources Committee will publicize Principal and CFO job openings

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- Human Resources Committee will produce a short list of candidates for Principal.
- Short-listed candidates will make a presentation to parents, faculty and staff, who will vote on their candidate preferences
- The Governing Board will conduct interviews with short-listed candidates for Principal and shall, upon consideration of the recommendations of teachers, parents and the Human Resources Committee make a final decision
- Human Resources Committee will conduct interviews for CFO in consultation with the Principal and present selections to full Board for approval
- Upon hiring of CFO, CFO begins detailed monthly budget and operations planning
- Principal and CFO determine if additional faculty and staff are required
- With assistance from Human Resources Committee, Principal and CFO publicize job openings
- Principal conducts interviews for faculty (in consultation with relevant departments) and staff as needed and reports to Board

Ideally, administrative hiring decisions would be complete no later than July 2015, to smooth the transition to the beginning of the new charter period.

Employment procedures and policies. CCHS will initially negotiate a partnership with DeKalb County to administer CCHS' human resources services. However, the CCHS Governing Board retains the right to recruit, hire, and dismiss personnel. CCHS will utilize the DCSD human resources system for all personnel processing, information, reporting, background checks and payroll management with the following exceptions:

- The CCHS Governing Board retains the right to decline to participate in DCSD's customary annual personnel balancing procedures.
- To fill a Principal or CFO position, the CCHS Governing Board reserves the right to recruit and offer a contract to the best-qualified candidate.
- The CCHS Governing Board reserves the right to contract out necessary support personnel

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(independent contractors) that may be used for specific requirements of the charter.

- CCHS will host recruitment fairs for potential employees as well as participate in job fairs offered through Teach for Georgia and the Georgia Charter Schools Association.
- CCHS will form partnerships with local colleges, universities and technical schools to help train pre-service teachers, and identify the best candidates for future certified and classified vacancies.
- The CFO or designee will review and approve the payroll register monthly.
- In requesting waivers from state and local laws, policies, and procedures related to personnel, CCHS makes the following assurances:
 - Job descriptions comparable to those in other public schools will be made available through PATS for open positions. Initial job descriptions for the Principal, Assistant Principals, and CFO are included in Appendix 18.
 - CCHS will adopt a comprehensive set of human resources policies that are compliant with federal and state laws and regulations including, but not limited to: the Fair Labor Standards Act (FLSA) as applicable, the Family and Medical Leave Act (FMLA), and Equal Employment Laws related to discrimination (civil rights, equal pay, disability, and age), child labor, drug free workplace, worker's compensation, privacy, jury duty, and military service. DSCD policies will be used as input as a set of CCHS policies are developed to support the mission and organizational structure of CCHS are developed and accepted by the Governing Board.
 - A position specification shall be developed for each new position prior to staffing the position. An updated position specification is required for a position if there is a significant change in the duties and responsibilities assigned to the position. The specification for each position vacated shall be reviewed and updated by the immediate supervisor before the position is re-staffed.
 - CCHS personnel are subject to compliance with all federal, state, and local rules and

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regulations including, without limitation, requirements concerning the recruitment of applicants and the use of background, criminal checks and fingerprinting. CCHS will not place an employee under the direct supervision of, nor shall an employee be evaluated by, a member of the employee's immediate family.

- The DCSD will not reassign employees from other schools to CCHS, nor will the DCSD reassign CCHS employees to other locations within the DCSD without the consent of the CCHS Governing Board.
- CCHS will use part-time staff as deemed necessary by the Principal, the CFO and Governing Board in those situations in which part-time faculty is the best instructional solution. CCHS affirms that it will not discriminate against any employee on the basis of race, creed, color, sex, national origin, sexual orientation, religion, ancestry, age or disability in the recruitment, selection, training, utilization, termination or other employment activities. Discrimination complaints may be filed with:

Sam Nunn Atlanta Federal Center

1000 Alabama Street SW, Suite 4R30

Atlanta, GA 30303 –

Telephone number: 404-562-6800 and/or

The U. S. Department of Education

Atlanta Office for Civil Rights

61 Forsyth Street, SW, Suite 19T70

Atlanta, GA 30303-31204 –

Telephone number: 404-562-3650

Questions concerning policies and practices of CCHS may be addressed to the Principal:

3688 Chamblee–Dunwoody Road

Chamblee, Georgia 30341678-676-6902

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Salary Schedule

At a minimum, CCHS will adopt the DCSD 2014-15 salary schedule for certified employees, as shown in Appendix 21. CCHS shall seek to develop performance-based incentives and teacher bonuses that are above and beyond that of DCSD. In circumstances where the CCHS Governing Board determines that a new salary schedule will benefit our teachers and students, and contribute to improved levels of student performance, and greater levels of local school autonomy, such a schedule shall be developed. This implementation will hinge on this salary schedule being fiscally viable and sustainable. The CCHS Governing Board will pursue the right to renegotiate the partnership with DCSD.

CCHS Staff Handbook

All CCHS staff is required to adhere to the policies and Procedures listed in Appendix 15, the CCHS Faculty and Staff Handbook, including but not limited to:

- All staff and Governance Board members will be required to have fingerprinting and a background check every two years.
- All staff is expected to be at work at their designated times and work on average 8 hours per day unless otherwise stipulated. If a staff member cannot come to work, it is the responsibility of the staff member to give at least a 48-hour advance notice of absence unless there has been an emergency that does not allow for the 48-hour advance notice. The employee is to notify the appointed support staff and their direct supervisor of their absence or tardiness.
- All staff is expected to receive a minimum of 15 hours of professional development per year. This may be in the form of trainings, workshops, conferences and other opportunities. Employees must give proof of attendance of professional development to the appointed support staff. Some professional development may take place at the school and be recorded via a sign-in sheet. Mandatory professional development for all staff is the following: Ethics training by the Georgia Professional Standards Commission, customer service training, sexual harassment training, and cultural sensitivity training. Failure to complete these mandatory trainings could result in termination of employment.

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- All staff will be evaluated through observation and will be given feedback via a CCHS evaluation form. In addition to the evaluation form, teachers will participate in Georgia TKES for the major component of their evaluation. An unsatisfactory evaluation can lead to job termination.
- All staff is required to attend at least one CCHS community activity such as a performance, an academic or athletic game or competition, or a community meeting.

Substitute teachers

In the instance of teacher absence from school, substitute teachers will be utilized to perform duties and responsibilities of teachers. A pool of 15-20 on-call substitute teachers will be identified by and contracted by the Principal. All hired substitutes will receive paid training so they understand the CCHS class scheduling, school procedures, and instructional expectations. Substitute teachers will be paid at a rate of \$80 per day, while substitute para-professionals will be paid at a rate \$60 per day. Persons who are certified in a core-content area at the secondary level will be given priority for short-term assignments. Highly qualified candidates will be identified and hired to perform substitute teacher assignments that extend more than twenty consecutive school days. In instances where a highly qualified candidate cannot be identified for an assignment that extends beyond twenty school days, CCHS will send a letter of notification to the parent/guardians of the students involved.

Treatment, Qualifications, Placement, Compensation and Evaluation

The treatment, qualifications, placement, compensation and evaluation of CCHS employees (certified, classified and administrative) include:

- Candidates for employment are required to complete an application through the PATS system.
- DCSD will provide administrator access to PATS to identify a pool of qualified candidates for interviews.
- With the approval of the CCHS Governing Board, the Principal and CFO will be responsible for making final offers to potential employees for responsible areas by providing a letter

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offering employment accompanied by a contract. Classified employees receiving hourly compensation will receive a letter of agreement in lieu of a contract.

- All potential employees will be subjected to a criminal background search before receiving an offer letter. CCHS Governing Board will hire the most qualified persons regardless of race, gender, or ethnicity.
- All teachers of the charter school shall be contributing members of the Georgia Teachers' Retirement System (TRS), and subject to its requirements, as well as pay Social Security tax.

Potential teachers must be certified in the area they are teaching or have a BA/BS degree in the area, from an accredited college of university acceptable to the Georgia Professional Standards Commission, with a minimum of 6 hours of educational course credits. This will allow CCHS to implement the STEAM curriculum by having teachers with a strong academic and practical knowledge base in the subject area they are teaching. The strong educational background of CCHS teachers will allow them to help students manage the flexible schedule and provide appropriate support to all students through utilizing varied research-based models of instruction.

Applicants must meet minimum criteria of passing the background check and fingerprinting, having all required certifications or other job requirements. CCHS will host recruitment fairs for potential employees as well as participate in job fairs offered by Teach for Georgia and the Georgia Charter Schools Association. CCHS will also recruit from local colleges, universities and technical schools. In addition, CCHS will attempt to hire persons who are qualified to teach for substitute teaching positions as they could become a potential permanent employee of CCHS.

DCSD Q29 Certification by the Georgia Professional Standards Commission

It is the responsibility of all professionally certified employees to obtain and maintain Georgia certification. Certification forms and information are available on the PSC's website at <http://www.gapsc.com>. As part of the agreement between DCSD and CCHS to outsource Human Resources services, CCHS will seek out and hire teachers who meet the federal definition of "highly qualified." In circumstances of difficult-to-fill certified vacancies, CCHS reserves the right to hire

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candidates within the NCLB flexibility clause on Highly Qualified Teachers. (Teachers must be certified in the subject area they are teaching or have a BA/BS in the area they are teaching with a minimum of 6 hours of educational course credits.) All teachers are expected to complete the minimum professional development hours required by the Georgia Professional Standards Commission.

DCSD Q30 Background Checks

Fingerprinting and criminal record checks will be required of all CCHS employees and CCHS Governing Board members. Employment by CCHS and appointment to the CCHS Governing Board will be provisional until the results of the criminal record/background checks are obtained.

DCSD Q31 Employee Evaluation

The evaluation system for teachers and administrators is multimodal and designed to insure continuing professional growth. CCHS will use the state of Georgia's Teacher Keys Effectiveness System (TKES), Leader Keys Effectiveness System (LKES) described at <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx> to evaluate certified staff. Classified staff will receive performance evaluations that are customary to DCSD. All CCHS faculty and staff will be evaluated by the employee's direct supervisor. CCHS employees have the right to follow the employee grievance procedures, and pursue a due process hearing with the CCHS Governing Board. An unsatisfactory evaluation may lead to termination of employment.

DCSD Q32 State Health Benefit Plan Participation

Pursuant to O.C.G.A. §20-2-880 and O.C.G.A. §20-2-910, CCHS will participate in the State Health Benefits Plan and it will be offered to all CCHS employees.

DCSD Q33 Transportation Services

CCHS will begin the new charter period by contracting with DeKalb County School District to seamlessly continue the transportation services currently provided. CCHS reserves the right to explore and potentially adopt other transportation services if we find a viable alternative that is deemed safe and financially affordable and approved by our Governing Board. Initially transportation will be provided according to DCSD policy for students residing in the DCSD primary attendance zone. Transportation

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will not be provided for students outside the primary attendance zone. The decision to provide transportation for Magnet Program students will be left to DCSD.

DCSD Q34 Food Service

Chamblee Charter High School will continue to provide food services and participate in the National School Lunch Program, providing breakfast and lunch to eligible students who have applied to participate. CCHS will begin the new charter period by contracting with DeKalb County School District to seamlessly continue the food service that has been provided. Beginning in year one students and parents will be engaged through clubs, parent groups, polls and dialogue to explore what food would best suit our students to be provided through the school. We reserve the right to exercise autonomy by renegotiating the relationship with DCSD beginning in year two or establishing a contract with an independent Food Service provider, per direction by the CCHS Governing Board,

VIII. FACILITIES

DCSD Q35 – Q39

DCSD Q35 Location of New or Existing Facilities and Modification

CCHS will use all of that certain parcel or tract of land or ground situated at 3688 Chamblee Dunwoody Road Chamblee GA 30341, in Land Lot 308, 18th District, County of DeKalb. The high school facility is new and construction is scheduled to be complete in 2014. Remaining construction activity is primarily related to athletic fields and tennis courts, although some outstanding items in the buildings are still being addressed. As of 2014-2015, CCHS is operating in both the Academic Building and Fine Arts / Gymnasium / Natatorium Building. During the three year construction period, the faculty, staff and students continued strive to excellence within a variety of classroom situations and configurations.

Building Capacity

The Chamblee Charter High School facility is designed to accommodate approximately 1,600 students. Chamblee Charter High School is an existing DeKalb County School District school and a conversion charter, not a start-up charter school

Quantity and types of rooms

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The CCHS facility consists of approximately 275,000 square feet, including approximately 84 classrooms, a media center, computer labs, specialized career technology classrooms, kitchen, cafeteria, performing arts, music and art rooms, natatorium, gymnasium and related administrative and support spaces. There are a number of small and large communicating spaces allowing for the various teaching and learning opportunities. A baseball field, softball field, tennis courts, and a multi-purpose athletic field are located on campus.

CCHS has school wide Wi-Fi to interactive Smart Boards and a Broadcast and Video Studio that can transmit school wide productions as well as facilitating higher education and joint learning environments world-wide through teleconferencing.

There are no modifications anticipated. There is no intention to lease or contract with a church or other religious organization

DCSD Q36 School Site Selection Form

Not applicable. Chamblee Charter High School is owned by the DeKalb County School District.

DCSD Q37 Documentation of Ownerships / Lease Agreements and Occupancy

Not applicable to Conversion Charter School

DCSD Q38 Certificate of Occupancy

The Certificate of Occupancy is held at DCSD's central office.

DCSD Q39 Safety and Health Requirements

CCHS acknowledges that in accordance with OCGA §20-2-1185, Safe School Plan, a Safe Schools Plan must be submitted to the Georgia Emergency Management Agency (GEMA) and DCSD for approval. The current approved Safe School Plan for the existing CCHS facility will be the basis for the plan to be submitted for use in the new charter period. The CCHS Safe School Plan is included in Appendix 22.

As an existing conversion charter school, CCHS will adhere to its current set of approved policies and procedures regarding measures taken to prohibit unauthorized persons from entering the building, including information on intrusion alarms, after-hours security, cameras, keyless entry pads and other

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monitoring devices used at CCHS. The current CCHS Faculty Handbook includes procedures for Keys/Access Cards, Burglar Alarms, Energy Conservation, Intruder Alerts, Fire Drill Procedures, Tornado Drill Procedures, and Bomb Threat Procedures. Other procedures will be developed and approved by the Governing Board as needed.

The custodial staff and Plant Engineer included in the proposed CCHS budget will ensure that the facility is maintained in excellent condition on a day-to-day basis and that facility maintenance is performed. CCHS will continue to comply with existing approved operations policies to ensure that all local and state policies related to health and safety will be met.

CCHS will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101. CCHS understands that it is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights, insurance, the protection of physical health and safety of school students, employees and visitors, conflicting interest transactions, and the prevention of unlawful conduct. The CCHS facility must meet all codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space.

IX. PARENT AND COMMUNITY INVOLVEMENT

DCSD Q40 Involvement in Developing the Petition

During the preparation of this charter petition, CCHS formed a Charter Renewal Committee. This Committee met regularly to solicit input from teachers, students and parents/guardians of our students. Surveys were developed and issued to teachers, students and parents/guardians in March and April of 2012. The surveys asked for input in the areas of academic programs, curriculum, special services, performance goals and objectives, AP classes, STEAM Program, administration/faculty resources, teacher quality, student academic honesty, safety and discipline, student behavior, school facilities and extracurricular activities. The survey results were summarized and shared with CCHS Administration and Faculty and the Charter Renewal Committee for incorporation into the Charter

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Renewal Petition where appropriate.

Over 75% of respondents stated that they were familiar with the differences between charter and non-charter schools and agreed that it is important for CCHS to remain a charter school. Responses and comments from the survey informed choices made in writing this petition. Examples follow.

There were many comments about inconsistencies in teacher quality, in areas such as content knowledge, classroom management, availability for tutoring the struggling student, and timely communication of grades and with parents. The transition to school-based control of the instructional staff during the charter period provides new options to address these concerns.

There were comments that CCHS did not use its charter status to greatest advantage, that unless exceptions were specifically noted in the charter petition, CCHS conformed to DCSD requirements just like any other DCSD school. In some cases, even explicit waivers in the charter were not permitted. The transition to a more autonomous charter, with blanket waivers from most district and state regulations, should result in the ability of the CCHS Principal, under the oversight of the Governing Board, to define policies aligned with the mission of CCHS rather than automatic conformity with DCSD policies.

Requiring parent volunteer hours was a frequent comment. Because CCHS students are drawn from all of the very large DeKalb County, many parents/guardians must travel long distances to get to school to volunteer. However, in discussions with other charter schools which require parental involvement it was found that much time and energy is required to track volunteer hours, and that no penalty can be enforced if parents/guardians do not fulfill volunteer requirements. Further, restricting student access based on the ability of parents/guardians to volunteer is not consistent with the welcoming spirit of CCHS. Therefore this petition does not contain requirements for parent/guardian volunteer hours.

When asked what works well at CCHS, the two most frequent responses were about the high academic expectations and about the diversity of CCHS students, including diversity due to the mix of resident, charter, and magnet students *and* the racial/ethnic and socioeconomic diversity of the students. Comments like “The charter school is a LIFESAVER” were frequent, as parents were pleased with the

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academic opportunities that CCHS provided for their charter students.

Finally, curricular related comments guided the innovations planned for this charter period. These include STEAM, continuance of the strong Advanced Placement offerings, and flexibility in instruction to be effective in meeting needs of the high achieving and low achieving students.

Meetings were held with the School Councils and/or PTA Executive Boards at each of the CCHS Feeder schools (Chamblee Middle School, Kittredge Magnet School, Montgomery Elementary School, Huntley Hills Elementary School and Ashford Park Elementary School) to present information about new initiatives for the upcoming charter period, discussion and input. A Charter Liaison from each feeder school was established and will be maintained for the duration of the new charter. Strong support was expressed by members of the CCHS feeder school community for continuation of our charter and the implementation of the STEAM program. Montgomery Elementary has a formal STEAM program and Chamblee Middle School is in the process of seeking STEM certification. Having a STEAM curriculum in high school is a positive factor when these parents consider high school options for their children.

DCSD Q41 Continuing Involvement of Parents and the Community

Community and parental involvement have been key to the success of CCHS and will be a vital force as CCHS enters a charter period with increased autonomy. A substantial demonstration of community support for CCHS is the ready way in which prospective Governing Board members accepted their role of service to CCHS. In some cases the prospective Board member contacted CCHS! These candidates are highly skilled professionals who have agreed to volunteer their services. They readily agreed to the roles and responsibilities outlined in the CCHS Governing Board Member packet included in Appendix 13.

Because Chamblee Charter High School has always been set apart from other high schools, Governor Roy Barnes of Georgia asked to speak at the Commencement Exercises for the Class of 1999. His comments about CHS were both descriptive and instructive: “Chamblee High School is one of Georgia’s finest. Chamblee High School offers diversity and produces excellence. And Chamblee High School is a place that builds bridges between races, cultures, and socioeconomic groups; a place that

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builds a strong foundation for the future – an excellent example that all of Georgia can follow. This is what the public school experience should be about, cultural diversity and academic excellence.”

For all of its stakeholders, Chamblee Charter High School embodies the true meaning, essence, and intent of American public education, offering diversity -- academically, racially, socio-economically, ethnically, and culturally -- without divisiveness. CCHS brings together students of all races, from many nationalities, from widely separate parts of DeKalb County, and with varying academic abilities, in a spirit of cooperation, accomplishment, and mutual respect. Chamblee’s stakeholders acknowledge that learning to work successfully in a diverse environment is combined with the opportunity to grow personally and academically is critical to future success.

While CCHS enjoys the informal support of numerous community businesses and individuals, four major partners have supported CCHS during its current charter period and will continue during the upcoming charter period. The four major partners are the Blue & Gold Foundation, Cox Enterprises, Northside Hospital, and the Chamblee Chamber of Commerce.

The Chamblee Blue & Gold Foundation is a pivotal part of community support for the school as well as a way to recognize faculty and graduates who exemplify the Chamblee Way. The Blue & Gold Foundation is a 501(c)(3) non-profit organization created to raise funds to support Chamblee Charter High School and the greater Chamblee Community. The Board includes parents, alumni, teachers, retired CHS administrators, community leaders, and other supporters of Chamblee Charter High School. The purpose of the foundation is to provide funds and support to CCHS faculty and students. The Blue & Gold Foundation typically receives annual donations of about \$20,000 from alumni around the nation. Recent gifts to faculty and students in 2012 include \$6,000 to the Science Department, \$500 to the Media Center for books, \$650 for Attendance Office supplies and additional funds to the Fine Arts Department. Appendix 10 lists examples of recent Blue & Gold Foundation support to CCHS.

Cox Enterprises is a Partner-in-Education with Chamblee Charter High School. Each year Cox Enterprises commits significant personnel and financial resources to mentoring students, providing funds and supporting students in the classroom and through extracurricular activities. For 24 years Cox

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employees have served as mentors to at-risk students in a structured mentoring program. Cox awards multiple student scholarships to CCHS students annually and provides financial support for the Math Team to compete locally, nationally and internationally. When Cox replaced furniture in its headquarters building, it offered CHS the opportunity to select whatever could be used. Then Cox delivered and set up the furniture which looked barely used. Currently, and frequently in the past, a Cox employee serves on the CCHS Governance Council as a community representative. With the implementation of CCHS' STEAM program a student internship/job-shadowing component may be added to CCHS' relationship with Cox.

Northside Hospital is another collaborative Partner-in-Education for CCHS, supporting programs that promote health and wellness and donating classroom supplies. Northside also displays CCHS student artwork at some of their local healthcare facilities. With the implementation of CCHS' STEAM program the relationship is anticipated to grow, as the proximity of Northside Hospital to CCHS is conducive to student internships, job shadowing, and working with our Anatomy Club students.

CCHS is a member of the **Chamblee Chamber of Commerce**, which was formed in April 2014. Prior to that time, CCHS was a founding member of the Chamblee Business and Professional Coalition, the lead organization to advance economic development in and around the City of Chamblee. CBPC was subsequently named Chamblee Business Association. CBA conducted local fundraising efforts to provide annual "Harris Scholarships" for CCHS students. The scholarship program is expected to continue under the Chamblee Chamber of Commerce leadership. The City of Brookhaven, which includes a large portion of the CCHS attendance area, was formed in 2012. Members of the City of Brookhaven government have been supportive of CCHS. Strengthening ties with this new city is anticipated.

Evidence of community engagement

Nearly 300 parents/guardians of school age children in the CCHS cluster signed a petition of support for CCHS to continue as a conversion charter school (Appendix 10). Strong bonds exist among stakeholders in the attendance zone.

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An indicator of strong support for CCHS's charter program is the large number of students on the waiting list to attend CCHS as charter students. There were 297 students on the wait list in 2012-13 and 263 students on the wait list in 2013-14. Furthermore, a large number of families choose to send more than one child to the charter program, even though this commitment may require persevering through Atlanta traffic to get their children to and from school each day. We are honored that the positive experience these families have had at CCHS cause them to choose CCHS again for their other children.

Partnerships and future community partnerships

CCHS continues to develop and strengthen its ties with local governments. While CCHS is located in the City of Chamblee, much of its attendance area is in the newly formed City of Brookhaven. The Mayor of Chamblee is a former CCHS Governance Council member, and members of the Brookhaven City Council have attended Governance Council meetings and have provided support, such as hosting Charter Rewrite meetings.

The CCHS Charter Renewal Committee has enlisted members from both the Chamblee and Brookhaven City Councils to use their experience to build relationships with local businesses. Brookhaven Councilman Bates Mattison proudly explains the relationship:

“The City of Brookhaven is dedicated to helping CCHS due to the direct benefit to the citizens of Brookhaven from an economic development standpoint. Our city must have successful public school options to attract businesses and residents to our area. Our city has established quarterly scheduled meetings with DeKalb County School District to discuss issues and projects relating to the schools within our attendance zones. As we continue to strengthen this partnership with the DeKalb county school board, we hope to find ways in which our city can partner with the school system to accomplish more than we might otherwise be able to accomplish working independently. Our city will continue to work with CCHS to support quality education for the children of our community, to strengthen communications to our residents, to ensure a strong community bond and awareness of the needs of our teachers and schools.”

CCHS' STEAM program has provided an opportunity to further develop additional community partnerships. The Region 7 Office of the Georgia Department of Transportation, located in the City of

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Chamblee, welcomed student interns in 2014. The experience was positive for both the GDOT and CCHS. Expectations are that this relationship will continue and grow. Internships with various schools in the Engineering College of the Georgia Institute of Technology were also positive. In addition to this formal relationship, CCHS will continue to provide information on STEAM activities at Georgia Tech for the benefit of our students and the strengthening of the CCHS/Georgia Tech relationship.

Partner Organizations

Evidence of support from these partners is included in Appendix 10. In addition, CCHS maintains a good relationship with Chamblee First United Methodist Church (CFUMC), located less than a mile from the school. As described in the letter of support from the Senior Pastor, found in Appendix 10, CCHS students have provided volunteer service to CFUMC and CFUMC has opened its doors to the CCHS community.

CCHS enjoys a good relationship with many other neighboring businesses. Many businesses were glad to offer parking spaces to CCHS students during the two-year construction project that spanned the 2012-13, 2013-14, and 2014-15 school years. No student parking spaces were available at CCHS. Walgreen's, Chamblee Plaza, Chamblee First United Methodist Church, Bank of America, and Office Depot were among the nearby local businesses who stepped up to help CCHS students during this time. This was especially helpful to CCHS charter students, as no DCSD school bus transportation is provided for them.

At this time, CCHS is not dependent on financial support from any outside organization to operate the school. CCHS appreciates the financial generosity of those who already donate to CCHS. Future plans are to pursue grants in order to be able to offer even more to increase the achievement of our students and the job satisfaction of our teachers and staff.

X. DEMONSTRATION OF FISCAL PLANS, AUTONOMY, AND DEMONSTRATION OF FEASIBILITY AND CONTROLS

DCSD Q42 – Q48

CCHS requests full autonomy over finance including budgets, financial policies and procedures, and compliance with federal, state and local financial reporting requirements. CCHS will follow

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generally accepted accounting principles, and is committed to ensuring fiscal stewardship and budgeting practices that are aligned with its mission and vision. CCHS will comply with the Local Units of Administration Manual as it pertains to charter schools.

DCSD Q42 Fiscal Plans

The CCHS Governing Board will be responsible for approving fiscal policies and guidelines.

These policies and guidelines shall address the following:

1. **Procedures for receipts**, which will outline processes to be followed upon receipt of money or non-monetary goods to ensure these resources are recorded and deposited properly, including receiving, depositing, recording and reconciling cash.
2. **Procedures Related to Bids**, which will provide for bid processes that are transparent and protect the integrity of the bid process itself and stewardship of public funds.
3. **Procedures for Disbursements**, which will provide an appropriate manner of disbursement of funds to ensure only authorized individuals have access to account information and are positioned to withdraw funds. These policies will shape procedures for vendor set-up and management; processing/approving purchase orders; processing invoices; and processing operating checks.
4. **Procedures for School Activity Accounts** will establish how CCHS will handle cash receipts, disbursements, and provide safeguards against theft and misappropriation. Procedures for Payroll, will specify how payroll is calculated and disbursed, thereby helping to ensure that relevant federal, state, and local laws are followed. These procedures also will include verification of payroll registers, methodology for setting up new employees, making payroll changes; processing payroll checks; and verifying payroll monthly.
5. **Investment policies and procedures** will provide guidance on how CCHS may invest its **resources and establish safeguards** to monitor investment decisions, including identification of investable assets vs. projected cash flow; timelines for investment portfolio; risk assessment; liquidity requirements; and diversification strategies.

Examples of controls to ensure appropriate stewardship of public funds include, but are not

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limited to, policies and documented practices related to:

Receipts: sequential/pre-numbered receipts; segregation of duties between individuals receiving money (via mail or in person) and individuals posting to the general ledger; separation between receiving money and depositing money; established number of days acceptable to hold receipts; established maximum amount of cash that can be held in vault; requiring receipt books/spreadsheets for each person (sponsors, bookkeepers, teachers, etc.) receiving cash and require verification methods.

Disbursements: Clear identification and protections with respect to signatory authority; maintenance of sequential check log; review of voided checks and voucher or reimbursement packages; pre-disbursement approval processes; password protection and maintenance for all hardware with the capacity to affect disbursements; check stock secured in a locked vault; review of new vendors; segregation of responsibilities between different employees for vendor set-up and vendor disbursements.

School Activity Accounts: Cash Disbursements: Require prior approval of expenses by appropriate personnel; Principal signing check is an acceptable approval of purchase, if it indicates the acceptance of responsibility for the validity of the purchase. When accepting responsibility, Principal should review the voucher package for accuracy prior to signing check; provide extracurricular sponsors and others periodic updates of the expenses recorded in applicable accounts; absolute prohibition on checks payable to cash.

Payroll: Thorough review of initial input; sequential log of employee numbers; redundant review of sample monthly salaries; pay adjustments must be approved/reviewed by CFO; external calculations of employee salaries reviewed by CFO; payroll reports comparison to initial salary calculations; review of new employees added; Principal or CFO approval; distribution of checks by personnel external to payroll; review of exception reports.

The CFO will present financial reports (i.e. balance sheet, income and expense, and budget versus actual) to the CCHS Governance Board Finance Committee for review and discussion

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each month. In turn, the chair of the Finance Committee will present a monthly report of fiscal health to the Governance Board.

CCHS will procure a Crime/Fidelity Bond covering all persons receiving or disbursing funds and will maintain this bond in the amount of \$1 million for the full term of the Charter. A Conflicts of Interest Policy, detailed in Appendix 8, will be adopted.

CCHS will not procure or attempt to procure the services of an Educational Management Organization. CCHS understands the responsibility of the CCHS Governance Board for oversight of finance and facilities planning (in collaboration with the DCSD). To this end, the CCHS will comply with DCSD requirements for financial reports, including but not limited to a monthly budget status report, monthly cash reports, and quarterly statements. Further, CCHS understands that it is subject to the DCSD's internal Audit Department.

DCSD Q43 Budget and Cash Flow Spreadsheet

The CCHS projected five-year budget may be found in Appendix 4. The CCHS Fiscal year shall be July 1 – June 30, and will utilize the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations. CCHS will utilize the state's Chart of Accounts and the adopted Budget will comply with O.C.G.A. § 20-2-171. The CCHS cash flow statements will show receipts and disbursements on a monthly basis along with beginning and ending balance and will demonstrate that CCHS has adequate resources to pay its expenses throughout the year. The Budget for CCHS will be based on sound, conservative, documented assumptions and will be aligned with the school's mission and vision. Proposed budgets will be based on projected enrollment based on historical data of CCHS demographics. The annual CCHS budget will include legal defense funds, legal representation, Crime/Fidelity Bond and other insurance, fingerprinting and background checks, among other items required by the DCSD. The CCHS Governing Board will approve all budget and cash flow statements and may amend the budget as necessary per its procedures. Furthermore, the receipts and disbursements on the cash flow statement will be consistent with the amounts in the budget. Any services contracted for by CCHS, including those contracted for with DCSD, will be detailed in contracts as

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required by DCSD. All contracts between CCHS and DCSD will be approved by the CCHS Governing Board and legal counsel and be reviewed by the CCHS Governing Board annually for compliance.

DCSD Q44 Chief Financial Officer

The CCHS Chief Financial Officer (CFO) shall be responsible for policies and guidelines for fiscal management and control, which must be approved by the Governing Board. CCHS will select its own CFO, meeting credentialing requirements required by the Charter School Rules and Guidelines. This individual will also have qualifications meeting the following at a minimum: 1) A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business or finance; or 2) documented experience of ten or more years in the field of business or financial management with supervisory experience. The CFO will also assist in complying with O.C.G.A. § 20-2-2065(b)(7) regarding annual financial audits.

DCSD Q45 Student Recruitment and Maintaining Enrollment

As a conversion charter, CCHS will obtain some students from the existing enrollment of the attendance zone. Historical CCHS student enrollment data are available and serve as reliable sources from which to model future changes in the school populations. Furthermore, CCHS will track demographic shifts and increases/decreases in numbers in the district and attendance zone annually and utilize these trends for forecasting. CCHS will publish information about its charter on its website and through other social, electronic, and print media outlets for those who may be interested in enrolling at CCHS should space allow.

DCSD Q46 Proposed Timeline for State and Local Funding

The initial allotment of federal, state and local funds due to CCHS is to be provided by July 1, 2015.

DCSD Q47 Representatives Responsible for Financial Management

The CFO will present financial reports (i.e. balance sheet, income and expense, and budget versus actual) to the CCHS Board for review and discussion each month. CCHS will procure a Crime/Fidelity Bond covering all persons receiving or disbursing funds and will maintain this bond in the amount of \$1

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million for the full term of the Charter. The Conflict of Interest form required by DCSD, found in Appendix 8, will be used.

CCHS will not procure or attempt to procure the services of an Educational Management Organization.

CCHS understands the responsibility of the CCHS Governing Board for oversight of finance and facilities planning (in collaboration with the DCSD). To this end, the CCHS will comply with DCSD requirements for financial reports, including but not limited to a monthly budget status report, monthly cash reports, and quarterly statements. Further, CCHS understands that it is subject to the DCSD's internal Audit Department.

DCSD Q48 Securing Grants and Fundraising

CCHS expects to regularly submit requests for additional funding from local, state, and federal sources, as well as corporations, individuals, foundations, philanthropic groups, and other sources. CCHS understands its responsibility for use and administration of federal, state, local, and private grant funds or donations. Further, CCHS understands its responsibility for repayment of any loans or demands for the repayment of grant funds obtained by CCHS. Any grants received by CCHS will be administered in accordance with the terms of the grant. Oversight for grant administration will be coordinated by the CFO and Principal, and the CCHS Governing Board will receive and review quarterly grant status updates. CCHS's budgets aligned with this Petition are based solely on guaranteed public revenue derived from currently published enrollment counts for each school. Any additional funds earned through grants, fundraising or private donations will be used to enhance current programming in accordance with the terms of the grant(s). If CCHS should cease operation as a charter, any grant funds or loan proceeds shall be distributed in accordance with the terms of the grant or loan. DCSD shall not be responsible for repayment of any grant or loans to CCHS.

XI. GOVERNANCE STRUCTURE

DCSD Q49- Q59

DCSD Q49 Selected Form of Governance

CCHS will use a Governance Board as provided in O.C.G.A. § 20-2-85. This autonomous

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Governing Board shall govern all decisions related to instruction, human resources, finances, and operations for Chamblee Charter High School. While the Governing Board retains all such powers and shall at all times be the ultimate authority and decision-maker, the Board is, where consistent with and allowed by current law, expected to consult with and defer to the considered judgments of the tricameral Advisory Council. At all times, however, the Board has the responsibility of maintaining strict oversight and ensuring that only policy consistent with legal and fiduciary requirements and with school goals can be formally adopted and enacted.

The tricameral Advisory Council structure will be collaboratively developed by a team that includes members from the following groups: the current Governance Council, PTSA, Academic Council, Student Government, and other faculty, staff, parent and community members. This development will be completed between Jan - July 2015. The plan will be presented to the new Governing Board for discussion, input and approval before September 1, 2015.

Only when passed by the Board do programs that have passed the tricameral Advisory Council become CCHS policy. In circumstances where the Governing Board find themselves in disagreement with suggestions originating from the tricameral Advisory Council, the preferred resolution shall be for them to return such policies to the Council, along with their concerns and/or suggestions for improvements and/or modifications. In circumstances where agreement on changes cannot be reached, or the Board feels that decisions need to be made on a timely basis and/or are not going to be resolved within the tricameral Advisory Council, the Board shall reassert its policy-making powers and step in and make such decisions.

The Governing Board will operate in accordance with the CCHS's articles of incorporation, bylaws, non-profit requirements, and applicable Georgia open meetings laws O.C.G.A. § 50-14-1 et seq. The members of the CCHS Governing Board shall serve in a voluntary capacity and will not be paid for their service. However, members of the Governing Board may be reimbursed for reasonable expenses incurred related to board service. The CCHS Governing Board shall advance the goals of CCHS by providing the governance function, which encompasses legal responsibilities, academics, fiscal health, planning, policy-making, fiduciary obligations, and by carrying out its statutory responsibilities

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associated with operating the charter in an efficient and ethical manner. Specifically, the Governing Board shall govern the Charter by setting policy and approving all budgets and significant transactions. The Governing Board also will be instrumental in building additional community and philanthropic support for the Charter. The Board will provide oversight of the tricameral Advisory Council and will provide oversight and ultimate responsibility for achievement of the charter's goals and objectives. Board members will all be fingerprinted and have criminal background checks at the beginning of each new term. All new board members will be communicated to the DCSD and updated with Georgia Secretary of State by way of corporate annual registration.

DCSD Q50 Board Control and Management

Chamblee Charter High School will be subject to provisions of O.C.G.A. § 50-14-1 et seq. (Open Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspections of Public Records.) in a manner consistent with the Charter Schools Act of 1998, as amended, and in accordance with the Constitution of the State of Georgia. 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.

DCSD Q51 Governing Board Roles, Functions and Composition

Chamblee Charter High School shall utilize an autonomous governing body in the form of a Governing Board, which shall operate in accordance with its bylaws and which shall be responsible for complying with and carrying out the provision of this Charter, including compliance with all applicable law. The Governing Board will consist of seven to eleven (7-11) members and will serve a maximum of a three year term. As stated in the bylaws in Appendix 12, the initial Governing Board members will serve staggered terms. Of the seven (or nine) directors deemed elected by approval of the Petition, four (or five) of those directors shall serve a term of three years, and three (or four) shall serve a term of two

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years, providing a staggered rotation. Thereafter, directors shall be elected for one (1) two-year term that begins on July 1 (the initial term.) If re-elected at the conclusion of the initial term, the director shall be able to serve an additional two-year term. Thereafter, a Director must wait at least one year before being eligible for re-nomination to the Governing Board, unless this requirement is waived by vote of 2/3 of the Governing Board.

It shall be the function of the Governing Board to uphold CCHS's mission to foster excellence by promoting the intellectual, social, moral and physical growth of every student, to implement the innovations outlined in this Petition for the Charter School, to work collaboratively with school officials to ensure the Charter School complies with the charter contract and all applicable federal, state and local laws that cannot be waived, to ensure effective organizational planning, and to ensure financial stability of the Charter School.

The Governing Board will conduct a 360-degree review of the principal's performance using the components of the Leaders Keys to Effectiveness System.

The Governing Board members shall be selected in accordance with the by-laws. Board members will be required to have a variety of areas of expertise, including legal, finance, secondary education, human resources, as well as experience serving on other boards. Governing Board members will serve a maximum of a three year term. Governing Board members will be required to complete a disclosure statement of potential conflicts. The Governing Board Conflict of Interest Form will be used to ensure an annual review of members in accordance to the by-laws. Human Resource committee will thoroughly research and review professionals to be presented for further review at the annual meeting.

The Officers shall be the Chair, Vice-Chair, Secretary, and Treasurer and such other Officers, if any, as the Board may appoint. Officers shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board; provided, however, that the initial Chair and Vice-Chair shall serve an initial two-year term. Officers shall be nominated by the appropriate committee after consultation with the Chair and the President and shall be approved by the Board. The Chair and the chairs of any committee shall hold office for the term of one

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year and may serve up to four (4) terms. All Officers shall hold office until their successors are chosen and qualified or until their earlier resignation or removal. Governing Board members will serve a maximum of a three year term. Governing Board Conflict of Interest Form will be used to ensure an annual review of members in accordance to the by-laws. Human Resource committee will thoroughly research and review professionals to be presented for further review at the annual meeting. An Officer may resign by giving written notice of his or her resignation to the Chair, Vice-Chair, or Secretary. Any Officer may be removed, with or without cause, by a majority vote of the full Board. Any Officer vacancies arising at any time and from any cause may be filled at any meeting of the Board.

The Governing Board shall adopt an annual training program, for all members that includes, at a minimum, training and program requirements established by the Georgia Charter School Association and by the State Board pursuant to O.C.G.A. § 20-2-230(b)(1). We will provide additional training in the initial year and at any other time deemed necessary. Subject matter will include but is not limited to director training, professionalism, conflicts of interest, compensation, mentoring, education and similar subjects. CCHS shall engage the services of the Georgia Charter Schools Association and/or other state approved/qualified vendors to provide board development and training services for a total of 6 hours per year. Training methods may include webinars, classes and conferences as available through GCSA, and other reputable organizations. The governing board will also participate in annual bi-annual board retreats and will discuss current research and best practices relevant to charter school governance.

Governance Board members may resign or be removed from office, if necessary, in accordance to the by-laws in Appendix 12.

DCSD Q52 Parent and Community Involvement on the Governing Board

Community members and other interested stakeholders may be nominated to serve on the CCHS Governing Board. Stakeholders will also be involved in the nomination process, as they were with the founding Board. CCHS does not anticipate that parents or guardians will serve while their children are attending CCHS unless there is a compelling reason for serving during that time. Families will be encouraged to check the CCHS website frequently for updates on Board activity, and for notice of any

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upcoming Board vacancies and with requests for nominations. Other community newspapers and postings may also be used. The CCHS student newspaper, the Blue and Gold, will be requested to include notices of Governing Board and Board vacancies. The tricameral Advisory Council shall also be a primary means of communication both to and from the Governing Board.

DCSD Q53 Certification of Incorporation

A copy of the certificate of incorporation from the Georgia Secretary of State for the required Georgia non-profit corporation, Chamblee Charter High School, Inc is found in Appendix 6.

DCSD Q 54 Governing Board Bylaws

Bylaws for the CCHS Governing Board are included in Appendix 12. These bylaws reflect the mission of CCHS and its non-profit status. The bylaws address all required elements, including:

- a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.
- b. The number of members to serve on the board after the charter school is authorized
- c. The responsibility and authority of the Governing Board policy and operations of Chamblee Charter High School.
- d. A list of committees of the Governing Board (which must include, at minimum, an executive, finance, and education/accountability committee). Governing Board members will chair the committees.
- e. The calendar for board meetings, providing for a minimum of six meetings per year.
- f. A list of the quorum and voting requirements for board meetings and committees.

DCSD Q55 Conflict of Interest

CCHS understands the importance of avoiding conflicts of interest and even the appearance of conflicts of interest. As a condition of service, Governing Board members will be required to complete the DCSD Conflict of Interest form provided in Appendix 8.

In many cases, conflicts may be waived as long as the affected Governing Board member discloses the interests to the Governing Board and recuses him or herself from voting when

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conflicted. In some cases the conflict of interest will mandate that one of the competing interests be given up.

As stated in the CCHS Governing Board Member Packet included in Appendix 13, CCHS Governing Board members understand that they will not be paid for their service as a Board member and will not be compensated as contractors or employees of any business entity doing business with CCHS. Governing Board members may receive per diem for expenses incurred.

DCSD Q56 Board Member Résumés

CCHS is proud to begin this charter period with the talented group of Governing Board members. These individuals represent relevant professional experience in areas such as law, finance, management, operations, and education. Each Board member expressed a particular commitment to CCHS. Board members identify with the mission of CCHS and the initiatives described in this petition. Their experience with CCHS, with local education issues, and international experience will serve our teachers and faculty well.

<u>CCHS Governing Board Member</u>	<u>Relevant Professional Experience</u>
Kathy Wilson-Chu	<ul style="list-style-type: none"> • Director of Network Engineering, AT&T • Champion of Diversity Award from AT&T • Prior Board Experience • Parent of CCHS Graduate
Stephen Harmon, Ph.D.	<ul style="list-style-type: none"> • Chair, Division of Learning Technologies at Georgia State University • Professional Experience in Instructional Technology and Project Evaluation
Matthew Harrison, Ph.D.	<ul style="list-style-type: none"> • Vice President of Talent Management at The Weather Company • Professional Experience in <ul style="list-style-type: none"> • Establishing HR Policies and Procedures • Performance Management • Leadership Development • Diversity and Inclusion • Former Mentor at CCHS
Robert Joseph, Ph.D.	<ul style="list-style-type: none"> • Information Technology Professional • Professional Experience in Development of School Information Systems
Uday R. Kumar	<ul style="list-style-type: none"> • Executive Director, Business Operations,

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<u>CCHS Governing Board Member</u>	<u>Relevant Professional Experience</u>
	Cox Communications • Management, including Finance, Marketing, and Operations • Prior Board Experience
Darron Kusman	• Director of Finance, Church’s Chicken • Operations and Financial Reporting
Gregory Sale	• Lawyer at Seyfarth Shaw LLP • Professional Experience in Corporate Governance Advice and Contracts • Certified Lean Six Sigma Lean Green Belt • Graduate of CCHS

One of the first duties of the Governing Board will be to elect officers. Board member resumes are included in Appendix 14.

DCSD Q57 Grievances and Conflict Resolution Between Parties

The establishment of fair and complete policies to govern grievances and conflict resolution involving the CCHS Governing Board is one of the most important early tasks of the Board. The following description provides the framework for resolution of conflicts involving the Board and establishes the Board’s philosophy of resolving conflicts in a respectful, collegial, productive, and transparent manner. CCHS also will make every effort to include conflict resolution as part of the annual training for Governing Board members.

A final and complete set of written procedures for the role of the CCHS Governing Board in grievance and conflict resolution, including but not limited to conflicts involving CCHS stakeholders, business arrangements, DCSD, and within the Board itself, will be developed and approved by the Board as one of its first items of business. These procedures will address specific requirements such as notification and action time limits for each step of the procedure as well as documentation, notification, and public notice requirements. The approved policies will be forwarded to DCSD for concurrence.

The Role of the Governing Board in Grievance and Conflict Resolution - The CCHS Governing Board encourages CCHS stakeholders to resolve conflicts – large or small -- in a respectful, collegial, productive, and transparent manner at the lowest organizational level possible. Successful conflict

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resolution can be productive in strengthening the commitment of stakeholders to their common mission.

The Governing Board will serve as recourse for CCHS stakeholders who have not achieved satisfactory conflict resolution at the school level. The Governing Board will develop an Appeals Process to provide students and their families, who feel that an intervention or consequence taken against their child is unwarranted or excessive, as well as a Grievance Process to allow members of the School community who feel that they have been unfairly treated or had not been afforded due process to file a grievance (complaint). The Governing Board's policy and procedures for responding to any Grievance and/or Appeal filed with them shall be disseminated to all school community stakeholders.

Complaints which are not resolved satisfactorily by the CCHS Principal or CFO shall be filed in writing to the Governing Board in accordance with the Appeals and Grievance processes. The Governing Board will not usurp the authority of the Principal and CFO to resolve conflicts in their areas of responsibility.

A Complainant dissatisfied with the decision of the Governing Board may appeal that decision to the State Board of Education. Such appeals shall be governed by the applicable State Board policy and O.C.G.A. § 20-2-1160. The Governing Board may offer the assistance of an experienced alternative dispute resolution (ADR) professional, including the Charter School Division, Georgia Department of Education, as an alternative to an appeal to the State Board of Education.

Potential Disputes with DCSD - The CCHS Governing Board will seek to cultivate a professional working relationship with DCSD. The Governing Board will follow the approach of respectful, non-adversarial resolution with DCSD should conflicts occur, which is consistent with the CCHS philosophy that this approach provides the most meaningful and sustainable outcome for all involved. To ensure common understanding, resolutions of any conflicts will be documented in writing.

Should a conflict between the Governing Board and DCSD be at an impasse, the Governing Board may enlist the assistance of an experienced alternative dispute resolution (ADR) professional, including the Charter School Division, Georgia Department of Education.

Resolution of Potential Conflicts within the Governing Board - The Governing Board shall follow the

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DeKalb County Board of Education Code of Ethics for resolving internal conflicts. A Governing Board member who believes in good faith that another Governing Board member has violated any of the Governing Board's policies and procedures shall ask, by written request, the Board chair to begin the process of investigating and resolving the suspected conflict. Such activities will be conducted in accordance with CCHS Governing Board policies. In general, the Governing Board member or members suspected of the violation shall not be permitted to vote on the matter.

If charges are brought against a Governing Board member, the Governing Board shall conduct hearings in accordance with CCHS Governing Board policies. The accused Governing Board member shall be entitled to be represented by counsel at his/her own expense. The hearing shall be open to the public while the Governing Board is receiving evidence or hearing argument.

If the accused Governing Board member is found to have committed the alleged violation, the Governing Board shall be authorized to take action authorized by procedure, which may include censure or reprimand, a public apology, the initiation of civil proceedings to recover losses caused by the Board member's act, or notification of law enforcement authorities.

A vote by a majority of the Governing Board members conducting the hearing shall be required to find that the accused Governing Board member committed the alleged violation and to impose sanctions. The Governing Board member or members charged with a violation shall not be permitted to vote on the matter. Any vote on the matter shall be taken in public.

DCSD Q58 Business Arrangements or Partnerships with Existing Schools, Educational Programs or Non-Profit Entities

CCHS does not have any business arrangements or partnerships with existing schools, educational programs or non-profit entities, other than those described in response to DCSD Questions 40 and 41 regarding community support.

DCSD Q59 Contracts with Charter Management Organization

CCHS is not partnering with an Educational Management Company or other management entity.

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**XII. OTHER ADDITIONAL DCSD REQUIREMENTS AND REQUIRED ATTACHMENTS /
APPENDICES**

DCSD Q60 – Q63

DCSD Q60 Legal Counsel

Following the approval of this petition, CCHS Board will determine the needs of the charter and make the appropriate selection of legal counsel. Until that time, Mark P. Kelly, Counsel with the law firm of King and Spalding LLP, has agreed to serve as legal counsel for the CCHS charter. This counsel has not reviewed the charter petition. However, the charter petition and by-laws have been subjected to a cursory review by Greg Sale, Attorney and member of the CCHS Governing Board.

DCSD Q61 Indemnification and Insurance Requirements

Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school on July 1, 2015 for:

- i. General Liability
- ii. Errors or Omissions
- iii. Property/Lease Insurance
- iv. Auto Liability
- v. Worker’s Compensation
- vi. Theft

Each insurance policy required by the DeKalb County Board of Education for Chamblee Charter High School shall contain the statement ‘The DeKalb County Board of Education is included as an additional insured.’

Chamblee Charter High School shall hold harmless and indemnify DeKalb County School District, the Board of Education, its members, officers and employees for every liability, claim or demand upon the charter school; and Chamblee Charter High School agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school’s activities.

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DCSD Q62 Required Appendices and Statements in the Appendices and Any Other Relevant Materials

Additional information in support of the information presented in the narrative section of the CCHS Charter Renewal Petition is included in the Appendix section of the petition documentation. The appendices include:

1. Accountability Report
2. Admissions Application
3. Attendance Zone
4. Budget - 5 year projected
5. Calendar and Daily Schedule
6. Certificate of Incorporation
7. Charter School Application
8. Conflict of Interest Form
9. Documentation of Vote
10. Evidence of Community Support
and Involvement
11. Governance Matrix
12. Governing Board By-Laws
13. Governing Board Member Packet
14. Governing Board Member Resumes
15. Handbook, Faculty
16. Handbook, Parent and Student
17. Insurance / Indemnification
Information
18. Job Descriptions
19. Organizational Chart
20. References / Bibliography
21. Salary Schedule
22. School Safety Plan
23. STEAM Program Overview

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DCSD Q63

DCSD ASSURANCES AND REQUIRED STATEMENTS

The petitioner assures that the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations:

Academics and Assessments

___The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

___The charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.

___The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Internal Audit Team as needed and as determined by the Charter School Office.

Student Support Services

___The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations.

___Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

___Establish a Section 504 team in accordance with state guidelines and local school board policies.

___Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

___Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

___Comply with Section 504 by providing the appropriate accommodations and equipment.

___Immediately notify the DCSD Director of Support Services upon receipt of a complaint made by a parent/guardian or student concerning Section 504, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

___Hire or contract Certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker and a licensed school nurse to provide services to eligible students (in accordance with State guidelines and DCSD policy).

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___ Develop an Individualized Education Plan (IEP) for each student identified as needing special education services.

___ Employ substitute teachers as required by state guidelines until certified teachers are hired if the charter school does not have certified staff.

___ Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

___ Immediately notify the Director of Special Services upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

___ Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

Facilities

___ The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

___ The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

___ The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

___ Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

Financial

___ Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

___ The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

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___The charter school agrees to submit monthly financial statements to the DCSD Charter Schools Office.

___The charter school is subject to an audit by the District's Internal Audits Department.

___The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.

___The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than October 1st of each year.

___The school will be responsible for providing various financial reports to the DeKalb County Board of Education including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

___Any financial audit findings may result in termination of the charter after review of by the DCSD Finance Department.

___The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

___Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.

___Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been eliminated.

___The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.

___The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.

___In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned.

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___If the charter plans to cease operation, the school will notify the DCSD Charter Office with 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Any furniture and equipment purchased with DCSD funds shall be delivered to the school system. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, the DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

___The petitioner acknowledges that a charter may be terminated or non-renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

___ The petitioner acknowledges that if, in the judgment of the DeKalb Board of Education, the charter petitioner is in material breach of one or more provisions of this charter and if such material breach is not fully rectified within 30 days after the receipt of written notice to the petitioner identifying the breach and what must be done to rectify it, the DeKalb Board shall be authorized to suspend all payments to the charter school by the District, until such breach is rectified, and/or terminate the charter.

Personnel

___The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1 and other times upon request by Human Resources personnel.

___The charter school will provide documented annual professional development for all instructional staff.

___The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.

Governance

___The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter. The operation and support of the charter school under the control and management of DCSD will be the sole function of the local school level governance body.

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___The charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

___No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.

___All meetings of the charter governance board are 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).

___The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.

Administrative

___Representatives from the charter school will attend any workshop, in-services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools.

___No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

___The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the Student Information System (eSIS) application while the charter school shall provide hardware and the necessary Internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.

___The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other

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matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

Maximum Flexibility

___ Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce the general rules and regulations governing all public schools to support the safety, welfare and educational success of all students. However, as a charter school, policies, rules, regulations and provisions of Title 20 may be waived.

___ Pursuant to O.C.G.A. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-2065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

Annual Report

___ The charter school shall and will, by October 1st, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). The annual report must indicate the progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

___ The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

Other

___ The charter school shall comply with all federal, state, and local laws, regulations, policies, procedures, and court orders, including those outlined in DeKalb County Board of Education Charter

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School Guidelines. Failure to comply with any and all recommendations or directions of the DCSD Board Of Education with respect to the operation of the charter school may result in termination of the charter.

___The charter school will observe a brief period of quiet reflection in compliance with O.C.G.A. § 20-2-1050.

___The Charter School is subject to all laws relating to unlawful conduct in or near a public school

___The charter school will not waive and is not exempt from the Federal law, including the following:

- School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. § 20-14-41
- Shall Not Charge Tuition, O.C.G.A. § 20-2-133
- Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
- Reporting Requirements – Student Data Collection, O.C.G.A. § 20-2-320
- Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
- Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
- Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
- Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211

___The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands that a school not able to receive full accreditation by the end of its second year of operation shall forfeit their charter.

___The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), the charter may be terminated. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, the charter may be terminated unless it can document additional independent financial support.

___The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

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DeKalb County School District Signature Sheet

(Please sign section 1 only in blue ink and submit with petition)

- 1. The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during the petition review process. The Petitioner also agrees to refrain from engaging in any conduct that could be deemed as, but not limited to, illegal, improper, unprofessional, intimidating, collusive, and/or bribery toward, of, or with any District employee and/or DeKalb County Board Member during the petition process. Engaging in any act as stated above will result in an automatic withdrawal of the petition for review and potential sanctions. The petitioner hereby asserts that a completed petition has been submitted. If a charter is granted, petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the charter and all applicable, federal, state, and local laws, rules, and regulations.

_____ Date
 Authorized Charter School Representative

=====

- 2. This Charter School Petition, Assurance Form, and Attached Exhibits were approved by the DeKalb Board of Education on the ____ day of _____, 20__.

_____ Date
 Authorized Charter School Representative

_____ Date
 Chair, Local Board of Education

- 3. This Charter School Petition, Assurance Form, and Attached Exhibits were denied by the DeKalb Board of Education on the ____ day of _____, 20__. Pursuant to state law, a reason for the denial will be delivered to the petitioner within sixty (60) business days of the decision.

_____ Date
 Superintendent

_____ Date
 Chair, Local Board of Education