Chamblee Charter High School Charter Renewal Petition
Table of Contents

CHARTER INFORMATION 1

EXECUTIVE SUMMARY FOR CONVERSION CHARTER RENEWAL PETITION 2

I. THE CASE 5

1. Why we want a charter 5

II. ACADEMIC OBJECTIVES, PLANS AND WAIVERS 17

2. School's performance objectives for the proposed charter term 17

3. How the charter school governing board, management, instructional leadership, faculty and staff will know that students are on track to meet these academic goals 21

4. Specific actions the school's management, instructional leadership; faculty and staff will take to ensure student performance objectives are met 24

5. Plans for educating special population 35

6. Methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. 38

7. Providing state and federally mandated services for students with disabilities. 38

8. Methods, strategies and/or programs for students receiving supplemental education services. 40

9. Methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation 41

10. Providing state and federally mandated services for English Language Learners (ESOL) ... 42

11. Extracurricular activities or other auxiliary educational activities 43

12. Actions in the academic plan requiring a waiver of state law, rule, or guidelines 44

III. ORGANIZATIONAL OBJECTIVES, PLANS AND WAIVERS 44

13. Organizational Goals and Measures 44

14. Actions the school will take to achieve its organizational performance objectives 48

15. Actions in the organizational plan requiring a waiver of state law, rule, or guidelines? 50

IV. GOVERNANCE 50

16. How an autonomous governing board will make decisions for the school. 50

17. Grievances 58

18. Certificate of incorporation for the required Georgia nonprofit corporation 61

19. Governing board members. 61

20. Bylaws. 62

21. Conflict of interest 63

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS 64

22. Contracts with an education service provider (ESP) or other charter partner, ... 64

23. Proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations. 64

VI. FINANCIAL OBJECTIVES, PLANS AND WAIVERS 64

24. Financial Goals and Measures 64

25. Actions the school will take to achieve the financial performance objectives 70

26. Fundraising or Other sources of Income 71

27. Actions in the financial plan requiring a waiver of state law, rule or guidelines 71

VII. STUDENT ADMISSIONS 72

28. Admission Process 72

VIII. FACILITIES 77

29. School Facility. 77

30. MOU for the facility 78

31. Certificate of Occupancy (CO) 78

32. Emergency safety plan 78

IX. STUDENT DISCIPLINE 79

33. Student Code of Conduct. 79

XI. ADDENDUM – PERSONNEL 80

AQ1 Personnel 80

AQ2 Staff Qualifications, Recruitment, and Hiring Practices, Procedures, and Compensation . 81

AQ3 Certification Requirements and Use of Highly Qualified Teachers 83

AQ4 Background Checks 83

AQ5 Employee Evaluation 83

AQ6 State Health Benefit Plan Participation 83

XI. OTHER INFORMATION 84

34. Transportation services 84

35. Food services. 84

36. Legal representation or counsel. 84

37. Insurance coverage 85

38. Additional Information 85

39. Letter of Assurances 86

DeKalb County School District Signature Sheet 100

Chamblee Charter High School Charter Renewal Petition
Appendices

Admissions and Enrollment Forms 1

Attendance Zone 2

Budget - 5 year projected 3

Calendar / Schedule Information 4

Certificate of Incorporation 5

Conflict of Interest Form 6

Curriculum Information 7

Documentation of Vote 8

Evidence of Community Support and Involvement 9

Governance Matrix 10

Governing Board By-Laws 11

Governing Board Member Packet 12

Governing Board Member Resumes 13

Handbook, Faculty 14

Handbook, Parent and Student 15

Job Descriptions 16

References / Bibliography 17

Salary Schedule 18

School Safety Plan 19

CHARTER INFORMATION

Name of Proposed Charter School: Chamblee Charter High School

Check one: ☐New Start-Up ☐New Conversion

☐Start-up renewal ☑Conversion Renewal

☐College & Career Academy

If renewal, when was the original charter term start date? **July 1, 2009**

If renewal, for how many charter terms has the school been in existence? **3 (5 yr term + 2 one-year extensions)**

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

Name of the Georgia nonprofit corporation that will hold the charter, if granted:

Chamblee Charter High School, Inc.

Contact person: _____ **Past Governance Council Chairperson**
Name Title

Contact address:

Telephone number of contact:

E-mail address of contact:

Grade Levels Served: 9-12

Ages Served: 14-19

Proposed Opening/Renewal Date: July 1, 2016

Proposed Charter Term: July 1, 2016 – June 30, 2021

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
2016-2017										363	362	341	314	1380
2017-2018										383	363	362	341	1449
2018-2019										385	383	363	362	1493
2019-2020										390	390	367	367	1537
2020-2021										396	396	395	395	1583

EXECUTIVE SUMMARY FOR CONVERSION CHARTER RENEWAL PETITION

HISTORY Chamblee Charter High School's (CCHS) roots go deep in its north DeKalb community, while as a charter school it serves all of DeKalb County School District (DCSD). Founded in 1905 as a one-room grammar school, it added high school courses in 1917, began serving only secondary students in 1928 and added 12th Grade in 1950. CCHS, formerly Chamblee High School, is DeKalb County's second-oldest high school. CCHS' timeline shows continued academic growth and recognition: (1) DCSD's first school to be accredited by the Georgia Accrediting Commission (1926); (2) accredited by the Southern Association of Colleges and Schools (1934 - present); (3) the high school selected by DCSD for Kittredge and Chamblee Middle School High Achiever Magnet students (1990-present); (4) the only conversion charter high school in DCSD (2001-present). CCHS serves approximately 1300 students in grades 9-12. CCHS's strengths include (1) actively involved parents and community; (2) academically engaged students within (3) an ethnically, culturally and socio-economically diverse student body; and (4) a committed and professional faculty and staff. This strong, stable foundation and deep roots prepare CCHS for the next step as a conversion charter school: developing true autonomy, as required by Georgia law [§ 20-2-2068.1(a) (b) (c)(c.2)] and State Board of Education (SBOE) rules.

INNOVATIONS CCHS proposes to increase student achievement with these innovations:

1. **Innovation in Curriculum:** implementing a ***S****cience,* ***T****echnology,* ***E****ngineering,* ***A****rts and* ***M****athematics* (STEAM) program that is a fit with and will grow CCHS's current strengths.
2. **Innovation in Scheduling:** changing *how, when and where teachers and students interact and use their time,* meeting diverse student needs, leading to efficacy in learning and proficiency in subject matter.
3. **Innovation in Governance:** changing *planning and decision-making,* maximizing involvement and engagement by all CCHS stakeholders, fully utilizing their professional skills and personal strengths.

Related innovations in financial methods will improve identifying and tracking site-based costs within DCSD. Partnering with DCSD in these innovations, CCHS will be a laboratory for DCSD,

exploring cutting edge ways to raise student achievement. Lessons learned will benefit all DCSD schools as DCSD transitions to a Charter System.

PERFORMANCE During the current charter term CCHS has maintained its high level of academic achievement. The CCRPI score of 79.8 exceeds that of DCSD (60) and Georgia (68.4). CCHS consistently earned Advanced Placement STEM, Achievement, and Access and Support honors, indicating strong participation and success by African American and Hispanic students. The CCHS Math Team consistently earned national and even international honors. CCHS was named a PASCH (Partner Schulen) Program partner by the German government during the current charter term, recognizing the excellence of faculty and students. CCHS is the only Georgia public high school with this honor.

CCRPI performance flags reveal areas for academic improvement. Various strategies (extensive tutoring, mentoring, differentiated instruction and common assessments) were implemented during the charter term, with mixed results. Many students do not or cannot attend tutorials before or after school, eliminating this opportunity for targeted instruction. Experience with the limitations of these traditional kinds of interventions drives the innovations proposed in this petition.

GOVERNANCE Current governance at CCHS is top-down from the DCSD central office and implemented by the principal. The large Governance Council of parent, teacher, student, and community members is largely advisory, consistent with charter policy when the current charter was approved in 2009. Monthly meetings are held as required, training offered by DCSD was obtained, and changes in Governance Council leadership and membership were in accordance with the 2009 petition. A change in school leadership occurred in June 2015. A new principal, selected by DCSD, began on July 27, 2015.

During the current charter term CCHS faced significant challenges related to enrollment and the total replacement of the facility during parts of three school years. Enrollment challenges included (1) a large influx of students (leapfrogging hundreds of students on the CCHS waiting list) when CCHS served as a No Child Left Behind receiving school and (2) a large drop in enrollment that coincided with construction activity and concerns about DCSD accreditation. CCHS stakeholders assisted the principal and staff to minimize these disruptions to ensure that academic achievement was still supported.

Governance during this charter term was affected by major revisions in Georgia Charter School policy, including changes in SBOE rules which reflect changes in state law enacted by the Georgia General Assembly and codified in the Official Code of Georgia. SBOE rule changes occurred in 2014; DCSD charter policy revision to conform to state law is on-going. This petition is the third Charter Renewal Petition prepared by parent, faculty and community volunteers during the current charter term in response to changing requirements.

The most significant change in Georgia Charter School policy is that the Governing Board of all charter schools shall have authority to make: personnel decisions, including selection of the principal or school leader; financial decisions; and resource allocation decisions, including the number and type of personnel, as well as curriculum, supply, equipment and maintenance and operations costs; among other requirements. CCHS is working with the DCSD Charter Division and the Georgia Department of Education (GaDOE) Charter Division to understand these changes and identify approaches of mutual benefit to DCSD and CCHS while ensuring that CCHS' charter petition meets GaDOE requirements. The Governance Council has secured commitments from a highly qualified team of professionals with requisite expertise to serve as an autonomous Governing Board as required by law.

FISCAL During the current charter term, fiscal responsibility of the Governance Council was advisory only. CCHS on-site funding (approximately 1%-2% of earned funding) was managed by the principal, with minimal reporting to or input from the Governance Council. Funding sources other than DCSD were from Partner-in-Education Cox Communications and CCHS' Blue & Gold Foundation.

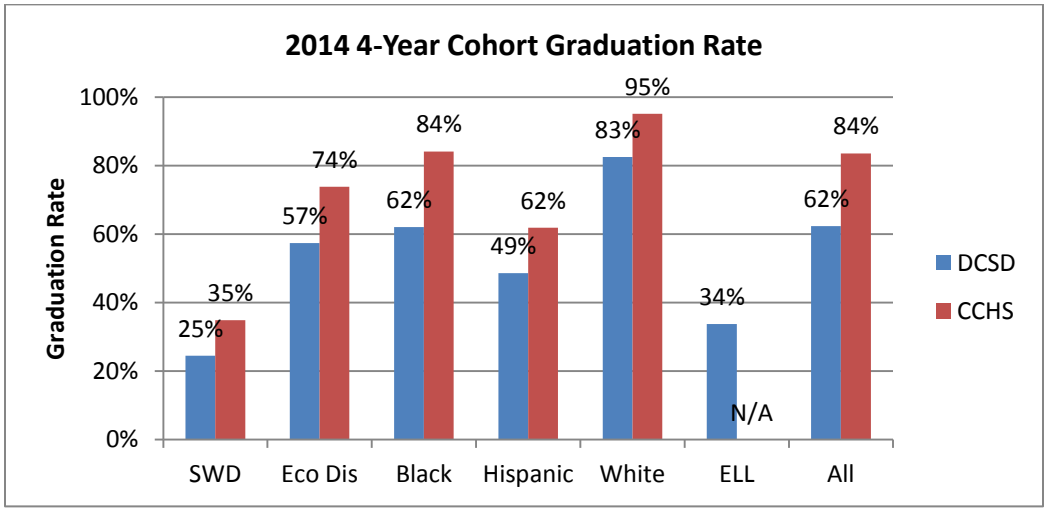
ACADEMIC Academic objectives defined in the 2009 charter aligned with the ambitious requirements of No Child Left Behind. While continuing to meets its overall goal of academic excellence, CCHS did not meet its objectives of 100% success on the Georgia High School Graduation Tests (since discontinued), but did consistently earn scores higher than DCSD and Georgia on those tests. The significant changes in DCSD math curriculum during the charter term negatively affected meeting Math End of Course Test goals, which were not adjusted to match the significant curriculum changes. Scores dropped across DCSD, not just at CCHS.

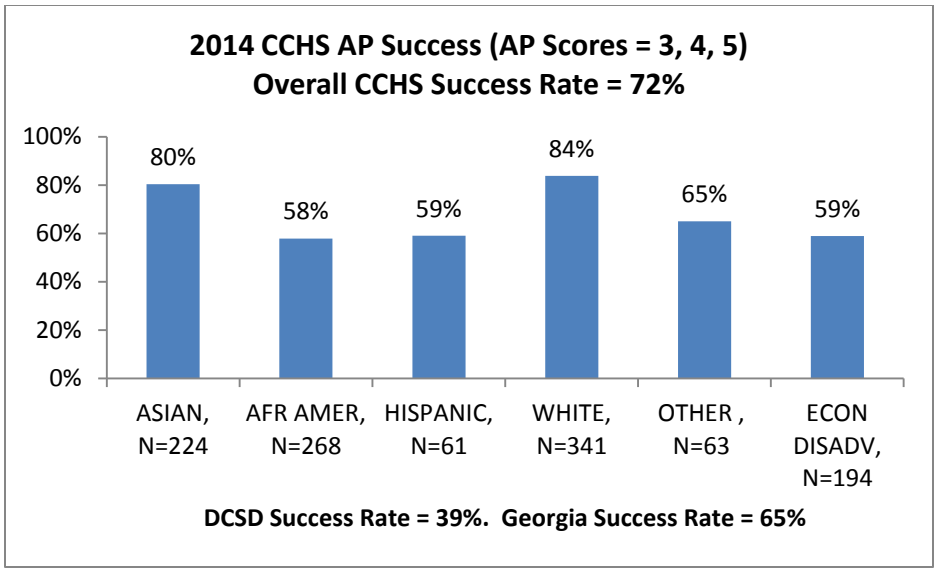
I. THE CASE

1. Why do you want a charter?

The mission of Chamblee Charter High School (CCHS) is to foster excellence through 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 consistent success by developing and sustaining a strong academic curriculum within a school climate that values diversity: 45% of CCHS students are African-American; 24% are White; 14% are Hispanic; 12% are Asian and 5% are Multi-racial; 39% of CCHS' students are eligible for free-and-reduced-price-meals (GOSA, 2013-2014). CCHS as a community of students, teachers and parents, thrives on diversity by insisting on high expectations and no-excuses performance for all students.

CCHS is widely recognized in Georgia and the nation as a high performing school. CCHS's strengths include long-standing traditions of actively involved parents and community, academically engaged students, and a committed, professional faculty and staff. In the CCHS school culture, students want the best for themselves, parents expect the best for their children and teachers have long experience and success in getting the best from students. The data shown below indicate both the strong CCHS student achievement as well as the opportunities for improvement.





This strong foundation uniquely suits CCHS to take the next step for a conversion charter school: developing the true autonomy required of conversion charter schools by the State of Georgia and the Georgia Department of Education. Freedom from one-size-fits-all policy requirements and the local control to exercise that freedom will allow CCHS to bring its students and teachers the benefits of successful flexible and innovative programs from other high-performing schools elsewhere in the USA, adapting these programs to meet the unique needs of CCHS.

Over the next five years, beginning with school year 2016-2017, CCHS will address increased student achievement by pursuing the following innovations:

1. **Innovation in Curriculum** through implementing a ***S****cience*, ***T****echnology*, ***E****ngineering*, ***A****rts and* ***M****athematics* (STEAM) program that uniquely suits and helps to grow CCHS's 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, more fully utilizing their professional skills and personal strengths.

These three major innovations are tightly linked to each other, to the CCHS community, to the DeKalb County School District (DCSD) and to a collective vision of CCHS's future. In addition to improving education opportunities offered to the diverse CCHS student population, these innovations also will provide exemplars for an equally diverse DCSD.

STEAM is supported by educational research and generated out of the enthusiasm and commitment of our community. The STEAM program offers CCHS teachers a more natural and effective way to teach the Common Core Curriculum and beyond. It plays to the strengths of CCHS' individual teachers and its collaborative community. Most importantly it will assure college and career readiness across all groups of learners at CCHS. As we prepare our students for a technological future, the STEAM program will engage students who might initially think of themselves as too artistic or not scientific enough to work in a technical field. STEAM will show them that their talents and skills can be connected to a broader world of expanding opportunities.

A crucial component to making the STEAM program work is to integrate practical educational experiences – internships, work experience, lab work, long-term projects, etc. But despite the clear consensus in the research literature for the benefits of these activities (Alfeld, Charner, Johnson, & Watts, 2013; National Research Council, 2011; Stone & Lewis, 2012), there are serious challenges to including them within a traditional school model (Farbman, 2012). Most internship programs are offered in school settings in which internships are mandatory and confined to a single time of year, and thus a single scheduling plan can ensure that internship time is completely scheduled within appropriate classes. Since CCHS is committed to not making STEAM mandatory while making STEAM available to all students, a single school-wide schedule is not feasible.

CCHS already has many students who take advantage of opportunities of the kind we seek to make more broadly available under STEAM, but those students do so at some cost to themselves. Part of the culture of high expectations that leads to high achievement at CCHS is that teachers regard classroom time as an incredibly valuable, non-renewable resource that must not be wasted. Students who miss, say, considerable time to intern at a commercial lab, or develop a project in a university

setting, or gain work experience with a relevant business, must somehow find the time and take the initiative to catch up on class work they have missed. CCHS has students who would flourish if given the opportunity for such experiences but who would perish (grade-wise and learning-wise) if they missed two weeks of traditional classroom time for any reason.

Thus full implementation of the STEAM vision would be extremely challenging within any traditional school scheduling model. This is not the only challenge. Joint classes, longer labs, ongoing interdisciplinary projects and so on are also difficult to manage within the confines of a traditional school day. Another challenge is finding joint planning time for teachers to make the collaborative elements a success. Therefore, the second part of our proposed innovation is to change the way we use our time at CCHS, for the benefit of STEAM students and for all who would benefit from personalized use of instructional time.

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. MLS will allot instructional time through a software platform according to the assessed academic needs of the students and the complementary instructional plans of the faculty. This new scheduling model will redesign and restructure time during the school day to 1) more effectively and efficiently meet the individualized instructional needs of the students within our current school context, and to 2) assure that the STEAM program can reach its potential.

Instead of being locked into a rigid one-size-fits-all schedule, time will be allotted by a software platform according to the needs of the students and the plans of the faculty. For example, a unit in physics might contain conceptual content that 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 demonstrate a genuine grasp of the material will be scheduled for the associated lab. Those who cannot will be scheduled for further explanation, support, or tutorial, followed by the lab. The software platform will handle multiple-student/teacher scheduling, assessment, and online

deliverables. Time for the presentation and the tutorial will be determined by the teacher. Using the planning tools of the software platform, teachers will be more prepared for instructional time with clear goals. Students will spend only as much time on class material as needed to master it. No student will be moved on before mastery, yet their needs will not delay other students.

Because of this flexibility, students will experience educational opportunities structured according to their needs and the needs of the subject matter rather than according to an arbitrary schedule. They can also pursue valuable educational opportunities that would not otherwise be available to them. An extended commitment of time (such as the STEAM examples above) will not mean that the student falls behind in other areas. The class time is just rearranged, not omitted.

Redesign of the school day will require close supervision, gradual development, and strategic piloting. Who better to provide such oversight than CCHS stakeholders: parents, teachers, students, community leaders? This leads to the third crucial element of this petition: innovation in governance.

A bottom-up Tricameral governing system will be introduced to promote more authentic engagement of larger numbers of CCHS stakeholders in the vision and mission of CCHS. This approach to school governance will maximize stakeholder involvement in the school improvement decision-making process, maximize responsiveness to local needs and conditions, and maximize stakeholder investment in the solutions that are needed to move CCHS to the next level in education.

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 for CCHS. Each body in the Tricameral Advisory Council may originate policy, in an advisory role. The teacher and parent/community bodies will play the most important roles, which are to formally adopt school policies (or pass proposals through both bodies) for consideration by the Governing Board. The student body would play a more limited consultative role.

CCHS' Tricameral governance model will encourage innovation, recommend fair resource allocations to the school improvement process, while also providing a necessary system of checks and

balances. This organizational innovation is designed to channel community involvement, with all the attendant benefits, as well as encourage academic innovation. 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. Proposals will have the advantage of inherent buy-in, with a constituency that is enthusiastic enough to have developed the proposal, and persuasive enough to have convinced the whole community of its worth. Instead of dealing with well-intentioned programs imposed from outside the local school, we will be reviewing, considering and implementing programs that address needs specific to the students at CCHS. Local innovation under the oversight of a Governing Board focused on CCHS will reduce risk because stakeholders who would have to live with the program will have great incentive to ensure success in function and implementation.

In past and current charter terms, CCHS has benefited from modest flexibility in terms of specific waivers from DCSD policy. CCHS has had the privilege of welcoming and educating many students from throughout DeKalb County who applied through the charter lottery to attend CCHS.

The flexibility noted above involved policies key to success, such as the freedom to choose seven year-long classes rather than conform to the required 4x4 block schedule. As a conversion charter school CCHS developed a distinctive accelerated math curriculum, established a grading policy that recognizes the professionalism of our teachers and cultivated a culture of high academic expectations for all CCHS students. DCSD has embraced some of the initiatives contained in the CCHS charter, such as permitting high schools to choose a block or seven period day schedule, and following GaDOE policy to extend the accelerated math curriculum across DCSD high schools.

However, during the charter term DCSD decreased the level of local school control in key areas, even areas specifically cited in the approved 2009 CCHS charter renewal petition. CCHS's experience with the grading policy and selection of the Principal are two such areas. For these reasons, the autonomy of the broad flexibility waiver is especially appealing. District-wide policies cannot, by their nature, take into account the unique needs of each school. That is why the Charter model fits CCHS so well.

An equally strong motivation for renewing and continuing the CCHS charter is the need to serve the CCHS student population in innovative ways. Our proposed innovations require multi-year development and implementation. Having a five-year charter term that contractually commits CCHS, the District, and the State to these goals means that significant innovations such as these are realistic and cannot be overturned or diminished by unforeseen policy changes that may occur.

With the approval of this charter petition, CCHS will obtain the contractual commitment of its partners, DCSD and the State, to develop and implement innovations designed to serve the needs of the diverse CCHS student population and increase student achievement. CCHS will gain the benefits of a committed and resourceful Governing Board. The Board can address locally any unanticipated issues that may arise during the charter term, while still maintaining a strong relationship with DCSD.

The CCHS Governing Board will rigorously review progress in STEAM, MLS, and Tricameral governance to ensure that increased student achievement is realized. The Governing Board will have the authority to make changes and correct deficiencies. Beyond the strong internal oversight role of the Governing Board, DCSD and the State have contractual oversight roles. Rigorous reporting of progress toward contractual goals will be provided at least annually per the charter contract. The contract contains numerous provisions for contract amendment and termination if progress is not made. Therefore, the opportunity for success is high and the risk of failure is low.

CCHS formed a Charter Renewal Committee of Governance Council members, CCHS faculty, parents of CCHS students, and community members. This Committee met regularly and used surveys to solicit input from teachers, students and parents/guardians. 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. Survey results were summarized and shared with CCHS Administration and Faculty and the Charter Renewal Committee for incorporation into the Charter Renewal Petition.

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

When asked what works well at CCHS, the two most frequent responses referenced the high academic expectations and 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 academic opportunities that CCHS provided for their charter students.

Curricular-related comments guided the planned innovations. These include STEAM, continuance of the strong Advanced Placement offerings, and flexibility in instruction to be effective in meeting needs of all CCHS students -- the high achieving and low achieving students, as well as the often-forgotten "average" students in the middle.

There were comments that CCHS did not use its charter status to greatest advantage. In some cases, even explicit waivers in the approved charter petition were not permitted. The transition to a more autonomous charter as required by the State Board of Education (SBOE) and the Georgia Department of Education (GaDOE), guided by a Governing Board made up of experienced professionals, should result in local policies aligned with the mission of CCHS.

Meetings were held with the School Councils and/or PTA Executive Boards at each of the CCHS Feeder schools to present information about new initiatives for the upcoming charter term, encourage discussion and receive input. Strong support was expressed by members of the CCHS feeder school community for continuation of the CCHS 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.

Community Support

Community support for CCHS is evidenced in many ways, formal and informal. Official proclamations of support from local governments are found in Appendix 9. The Mayor of Chamblee is a former CCHS Governance Council member. City Council members from Chamblee and Brookhaven have been involved in the charter petition process, and we are grateful for their support. 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. …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."

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 to express interest in serving as a member of the Governing Board. These candidates are highly skilled professionals who have agreed to volunteer their normally costly services. They readily agreed to the roles and responsibilities outlined in the CCHS Governing Board Member packet included in Appendix 12.

Perhaps the most important indicator of strong community support for CCHS's charter program is the large number of students on the waiting list to attend CCHS as charter students. There were 263 students on the wait list in 2013-14 and 420 students on the wait list in 2014-15.

Appendix 9 contains further evidence of community support in the form of signatures from parents/guardians in support of the charter. This content is in addition to the nearly 300 signatures of

community support obtained in Summer 2014 and submitted with the 2014 CCHS Charter Renewal Petition.

Appendix 9 also contains letters of support from community organizations. As part of the STEAM initiative, further community partnerships will be developed to provide student internships and career direction. CCHS is fortunate to be located in a vibrant area that includes many possible partners. The Region 7 Office of the Georgia Department of Transportation and Covalent Consulting welcomed CCHS Engineering interns. 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 our students with information on STEAM activities at Georgia Tech. This will also strengthen the CCHS/Georgia Tech relationship.

Appendix 9 contains a letter of support from the pastor of Chamblee First United Methodist Church (CFUMC), located less than a mile from the school. CCHS students have provided volunteer service to CFUMC and CFUMC has opened its doors to the CCHS community.

While CCHS enjoys the informal support of numerous community businesses and individuals, three major partners have supported CCHS during its current charter period and will continue during the upcoming charter period. The three major partners are the Blue & Gold Foundation, Cox Enterprises, 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 CCHS Community. The Blue & Gold Foundation typically receives annual donations of about $20,000 from alumni around the nation. Recent gifts to faculty and students 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 9 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. Since 1990, Cox 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. 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.

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. Subsequently, CBPC was re-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.

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. Grants will be sought to offer more to increase student achievement and job satisfaction of our staff.

Our Mission

The mission of CCHS is to foster excellence through promoting the intellectual, social, and moral growth and physical health of every student. This mission statement has been in place throughout the existence of CCHS as a Charter school. Evidence of intellectual growth comes from increased student achievement is seen in test scores, awards, and state and national recognition. Evidence of social and moral growth is seen by the way the diverse CCHS community, from throughout DeKalb County, becomes a supportive school that celebrates excellence. Students' physical health is encouraged through physical education classes during the school day and student participation in the large number of extracurricular sports activities open to all students.

Unique Offerings

None of the three proposed charter innovations, the STEAM program, the MLS system, and Tricameral Governance are offered by any other DCSD school.

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

DCSD offers an arts-focused high school at the DeKalb School of the Arts (DSA). Applicants must meet academic requirements, submit two academic recommendations, two arts recommendations, and audition in two arts disciplines. While DSA offers a strong academic focus in addition to the Arts, the STEM disciplines are not 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 and second language, social studies, mathematics, science, and fine arts. This high school program is open only to 11th and 12th graders, who must meet academic requirements, submit two teacher recommendations, submit an essay, and interview before being admitted. There is no emphasis on engineering or technology.

The STEAM program at CCHS 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.

The MLS innovation is not found in any DCSD school. DCSD high schools operate on

traditional schedules in seven-period day, block, or modified block formats. We are unaware of any DCSD initiative for flexible high school scheduling to maximize the efficiency of the school day for all learners. As described in Appendix 4, the CCHS development and implementation will draw from existing programs in non-DCSD high schools, adapting the program to match CCHS needs

II. ACADEMIC OBJECTIVES, PLANS AND WAIVERS

2. What are your school's performance objectives for the proposed charter term?

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 academic growth. The Beating the Odds analysis is a GaDOE cross-sectional, fixed effects regression model that uses the following factors from the CCRPI school-level dataset, GaDOE student record file and Certified/Classified Personnel Information:

a. Student-Based Factors	
% African American	% Hispanic
% White	% Other
% Free/Reduced Meals	% Students with Disabilities
% English Learners	% Gifted
b. School-Based Factors	
School Size (FTE)	
Student/Teacher Ratio	
School Configuration/CCRPI Score Type (i.e. 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 2014 CCRPI (College and Career Ready Performance Index) score for CCHS of 79.8 exceeds the average score of 60 for DCSD high schools as well as exceeds the average score of 68.4 for high schools in the state of Georgia. 2013 and 2012 CCRPI scores for CCHS also exceeded the average for DCSD and the State.

The implementation of the STEAM program and the Mastery Learning System are school-based innovations that target higher levels of academic achievement and narrowing the achievement gap within CCHS. The Mastery Learning System will provide additional instructional time during the school day for underperforming students. It will also challenge and extend high-performing students, producing growth in that domain also. Average students, who are often overlooked, will see real possibilities for improved academic achievement because of the integrated STEAM program and the flexible school schedule. The improvement in performance will be reflected in the sub-components of the CCRPI and the BTO. The impact of our school-based innovations are discussed below.

Measure 1: The CCHS CCRPI score shall be equal to or better than both the State and the DCSD score in 2016-17, and better than both the State and DCSD score in 2017-18 and all remaining years of the charter contract.

Measure 2: If the CCHS baseline CCRPI (2015-16) is lower than either or both DCSD and the State, CCHS shall have until the end of the 2016-17 school year to close the gap between CCHS and whichever score is higher, DCSD or the State.

Measure 3: In 2017-18 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 2016-17, and better than both the State and DCSD in 2017-18.

Academic Goal 3: Implementation of the CCHS STEAM Program.

In addition to the overall CCRPI measure, CCHS will monitor progress in implementing an innovative STEAM (Science, Technology, Engineering, Arts, & Mathematics) program. Our goal is to improve student readiness for the workplace by increasing participation in CTAE pathways while keeping our high academic achievement in College Board's Advanced Placement programs. Earning STEM Program certification by GaDOE will add to points earned on the "Exceeding the Bar" portion of the CCRPI. Indicators 9, 10, 11, and 12 of the "Achievement," and indicators 1, 4, and 6 in the "Exceeding the Bar" portions of the CCRPI should also be increased.

Outreach and support will be provided, consistent with STEM Program certification requirements, to student groups such as minorities, the economically disadvantaged, English Language Learners, and Students With Disabilities 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. CCHS will monitor the success of the STEAM program by tracking 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:

Year	STEAM Program Milestones
2013-14	• Begin Internship program • Complete self-assessment for Georgia STEM Program certification • Develop plan of study • Develop collaborative STEAM units • Form STEAM Team of parents and faculty • Record evidence of STEM activities
2014-15	• Expand Internship program inside Engineering IV • Form STEAM Booster club

Year	STEAM Program Milestones
	• Begin application process for 9th grade • Implement collaborative STEAM units • Hold STEAM emphasis event each semester, for outreach and recognition. • Record evidence of STEM activities
2015-16	• Expand Internship program beyond Engineering IV • Expand application process for all grades • Expand Booster club; seek partners for STEAM Challenge • Year 1 STEAM Challenge competition; local legacy emphasis • Build E-portfolio requirements • Build tutoring program • Build business partners program • Record evidence of STEM activities; build base-line data • Award graduating STEAM SCHOLARS
2016-17	• Expand Internship program • Expand sponsorships and business partners • Year 2 STEAM Challenge competition; community legacy emphasis • Record evidence of STEM activities • Record achievement data
2017-18	• Year 3 STEAM Challenge competition; national legacy emphasis • Continue STEAM program, adding refinements and pathways as needed • Submit STEM Program certification application • Expand sponsorships and business partners • Record evidence and achievement data
2018-19	• Year 4 STEAM Challenge • Support sponsors and business partners • Record evidence and achievement data

Academic Goal 4: Increase student participation rates and student performance levels in Advanced Placement Classes:

Measure 1 - % of CCHS students taking an AP Exam. In 2013-14, 35% of CCHS students took

an AP exam.

Measure 2 - % of CCHS students earning a score of 3, 4, or 5. In 2013-14, 72% of CCHS AP scores were 3, 4, or 5. Most colleges and universities award college credit for AP scores of 3, 4, or 5.

Measure 3 - % of CCHS AP Exams taken by Minority Students. In 2013-14, 65% of CCHS AP test takers were Minority students.

Measure 4 - % of CCHS AP Scores of 3, 4, or 5 earned by Minority Students. In 2013-14, 66% of CCHS AP scores for Minority students were 3, 4, or 5. Most colleges and universities award college credit for AP scores of 3, 4, or 5.

Target –CCHS will target an increase of 3% in participation and performance across the CCHS student population during the charter term, and maintaining the benchmark scores as a minimum.

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

Planned Assessments

Chamblee Charter High School (CCHS) will administer the state-mandated Georgia Milestones Tests, and state-mandated Student Learning Objectives (SLO) in core content areas without Georgia Milestones Tests. CCHS may, within the constraints of the Single Statewide Accountability System, develop or select SLOs that align more closely with the STEAM curriculum. All 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 Achievement Data

Baseline student performance data for the initial year of the 2016-17 autonomous charter will be drawn from the data from the planned, state-mandated assessments. The percentage of students in the "Meets" and "Exceeds" categories 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 Principal will determine the frequency of formal reviews, which is expected to be no less frequent than twice per semester, with more frequent review for underperforming students. The College & Career Ready Performance Index (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 at the school level and for individual teachers.

Formative and Summative Assessment within Mastery Learning System

In addition to the measures described above, CCHS' plans for innovation in scheduling requires a school-wide commitment to the development of authentic, reliable and regular assessments of student progress. The MLS software provides its benefits by better aligning the time and talents of teachers with the needs of individual students. Teachers must know when and where students need further support as well as which students have demonstrated mastery and are ready to move on.

Planning by individual teachers and/or teams will follow the sequence below, in which assessment is critical:

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 will be introduced prior to the start of the new charter. These assessment items are aligned with Georgia's Common Core standards, and 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 timely assessment results which may be combined with other student responses 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 student evaluation at CCHS, an achievement-oriented school culture will be reinforced by the requirements and benefits of MLS. The following precepts are inherent in MLS:

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, so you know what to work on.
3. The best way to know these things is to take assessment seriously as part of the learning process, not as its concluding step.

CCHS students and teachers will be held to high standards. Students are expected to master the material, knowing that support is available as needed and understanding that mastery is possible. Teachers are expected to identify students for whom mastery of specific subject matter is elusive and provide the necessary help, using opportunities provided by the Mastery Learning System.

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 through activities such as tutoring, mentoring, remedial services, or specific research- based instructional practices for students at risk of not meeting state standards. 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 aggregated 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.

- Complying with any state performance audits conducted of DCSD schools and making data and stakeholders available for such audits.
- Continuing to raise achievement and chose 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 assessments that are 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 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.

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

In addition to monitoring assessment data described above, CCHS will monitor related measures such as 4-year cohort graduation rate and success and participation rate in Advanced Placement courses. Although the CCHS graduation rate exceeds that of DCSD in total and for subgroups, the CCRPI performance flags indicate challenges in some subgroups which we believe can be addressed with the proposed innovations.

Focus of Curriculum

CCHS will fully implement the Georgia Common Core Performance Standards (GCCPS), and, as appropriate and beneficial, will integrate and align STEAM (Science, 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 skills.

DCSD uses Race to the Top 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:

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, resulting 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 to serve the spectrum of student needs associated with college-and-career-related pathways. 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.

Description of 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. Appendix 7 lists the courses, with GaDOE and DCSD-specific course codes, offered at CCHS.

Course offerings by grade level are included. Appendix 7 also contains sample four year plans of study for the STEAM program at various core course levels. As the STEAM program is implemented course offerings may be expanded, but a review of State Approved Courses defined in SBOE Rule 160-4-2-.20 indicates that existing courses will likely serve the needs of CCHS students during the charter term. The curriculum is supported by co-curricular activities, also described in Appendix 7.

Of particular note are the strong CCHS course offerings in STEAM fields, and Advanced Placement (AP) and post-AP level courses, and the excellence of student extracurricular activities. The CCHS Math Team excels in the state, nation, and even internationally. CCHS is the only public high school in Georgia recognized by the German government as one of 900 schools worldwide which offer the German Language Diploma (DSD2), and has been recognized by the German government for excellence in DSD2 exam results. Accomplishments of the CCHS Robotics teams, Art Honor Society, Science Olympiad team, We The People, musicians, singers, and drama enthusiasts, and many other groups result in awards and drive meaningful community service. More efficient use of time during the school day, through MLS, should result in more participation in these vital activities.

Currently, CCHS does not have plans to replace curriculum materials provided by DCSD. As teachers identify alternative and supplementary materials, these will be assessed through the Tricameral Advisory Council. Recommendations will be forwarded to the Governing Board for their timely consideration, leading to approval and implementation. CCHS has begun an evaluation of using additional STAR Math systems to assist in targeted remediation, based upon a departmental request for additional tools in this area.

STEAM and MLS are the primary educational innovations proposed in this petition. However, Tricameral Governance also impacts academics, since it will empower the CCHS community to innovate and respond in a timely manner to locally-identified challenges, and thus contribute to increases in student achievement.

CCHS is a very successful and high achieving school, but it is not a perfect school. One drawback to increasing achievement of all CCHS students is the traditional school scheduling model. MLS is intended to maximize CCHS' existing strengths, while guiding us toward developing new strengths.

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. Within current, traditional models, students are placed in a classroom with a large number of other 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 the class 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. MLS 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. The value of such individualized attention and intervention is clear in the research. (Rhodes, Stevens, & Hemmings, 2011)

The existing system also makes students pay a high price if they do not find success. At the end of the fixed time spent enrolled in a class, a student may fail, in which case the entire class must be repeated. In addition to the psychological costs of labeling a child a failure, this system is deeply inefficient – it assumes the student learned nothing in their time in class and must learn everything again. It is also often deeply unfair to those who pass – it assumes that all those who pass have learned everything they need from that class, which is often not the case. Teachers are, of course, perfectly aware of this issue. In a traditional school setting often the only available response is to spend valuable class time on remediation and reteaching, wasting the time of those students who are ready to move on to new material.

Providing individualized and tailored support, reducing failure rates, and reducing the need to spend time on remediation will obviously benefit student achievement. Instead of focusing on the

speed with which students move through their learning ("Can a student get through this material in one semester of 50-minute meetings?") and grading them on their ability to keep up, we focus on the competencies they acquire independent of the time taken ("Has the student learned to do X?").

There are many advantages to the Mastery Learning System:

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). Differentiation will occur naturally and in the ways most appropriate to the individual student.
2. Time and resources will be used more efficiently during the instructional day, and lessons will not be artificially constrained by inflexible school timetables. When appropriate, material could be delivered once to 120 students, for instance, instead of four times to 30. Remediation could be delivered to the ten students who need it instead of all 30 enrolled in the class. If an activity 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. 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.
3. 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 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 CCHS students. 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 sessions (Conley & French, 2013).

Further, every student who has demonstrated mastery in an area will spend time tutoring a peer in that area. This benefits the student tutor, as research clearly indicates that teaching is an excellent way of increasing understanding and consolidating skills and knowledge, and will benefit those who will receive additional academic support (Bowman-Perrott, Davis, Vannest, Williams, Greenwood, et al, 2013; Hattie, 2013).

MLS will also enable new and exciting options for our students, increasing engagement and thus achievement. 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, etc. could be offered that would engage 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 is that MLS will provide 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 matter and all students. With MLS, 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. Dr. Steve Harmon, the Chair of the Learning Technologies Division at GSU and president of the Association of Educational Communications and Technology has accepted

nomination to the Governing Board and is working already on bringing in Georgia State's resources and knowledge.

MLS is not just a plan to address the academic deficiencies of underperforming students. While CCHS is an academically demanding school, many CCHS students need to be further challenged. MLS provides the opportunity and the incentive for students to extend themselves. With current, traditional school models, though students may sign up for more advanced and more demanding classes, they still may progress only at the set pace of those classes. With this new model, students will be allowed (and encouraged) to move as fast through the required material as they can (while still demonstrating mastery).

Feasibility - Elements of CCHS's MLS proposal have been implemented successfully in other innovative high schools, as seen in the table below:

Mastery Learning System: ***Reaching & Teaching Students Where & How They Learn***

School	Location	Comments
Ingenium Schools Re-Inventing Schools Coalition	Los Angeles, CA	Competency-based learning; students are placed in developmentally appropriate levels; progress based on student's demonstration of mastery. http://www.ingeniumschools.org/
Bergen County Academies Public Magnet High School	Hackensack, NJ	School day is divided into 27 short units (mods). A flex-mod schedule assigns time (mods) based on the particular leaning experience. http://bcts.bergen.org/index.php/bergen-county-academies
The Met Big Picture Network	Providence, RI	Individualized learning tailored to student needs and interests; emphasis on non-traditional education like internships. http://www.bigpicture.org/
Young Women's Leadership Charter School	Chicago, IL	Focuses on individualized learning; students have a major role in planning and executing their academic program. http://www.ywlcs.org/
Westmont Secondary School Self-Directed Learning Model	Hamilton, ON, CA	Students set the pace of their work with teacher support. http://www.hwdsb.on.ca/westmount/

School	Location	Comments
Hampton High School Henry County Schools, GA	Hampton, GA	Personalized learning using a blended learning model with online-computer-based component for responsiveness to student needs. http://schoolwires.henry.k12.ga.us/Domain/7699

These are only a few examples of how the concepts underlying MLS fall within the mainstream of contemporary research-based findings on effective means of raising student achievement. All of the above schools have demonstrated histories of success, with the exception of the relatively new Hampton High School, which demonstrated sufficient promise to earn major Gates Foundation support.

However, while CCHS's MLS proposal builds on such systems, it adds unique elements. For example, existing models depend upon either having well-motivated students who can self-monitor and ensure their own progress, or upon a computer-based "blended learning" model, which has shown some promise but which research has shown is not a replacement for teacher-student interaction. The goal of MLS is to take the strengths of existing education (knowledgeable teachers responding appropriately and sensitively to the needs of students they know well) while removing the weaknesses (a scheduling system that is incredibly inefficient and makes it hard for the right people to get together to facilitate learning) to build something new.

Dr. Robert Joseph, Governing Board member and holder of a Carnegie Mellon Computer Science Doctorate has assured us that the MLS computer system is not only possible, but also buildable with many off-the-shelf components. Dr. Joseph's experience includes producing the Dart Student Information System for the Bering Strait School District (which is now open-sourced). Thomas Stubbs, Chief Digital Officer with Global Information Technology at The Coca Cola Company has told us: "The algorithms and rule-based expert systems required to implement this proposal exist – harnessing them as described is not just technically feasible, but would be a cutting-edge solution to the problems that have been identified."

We have consulted with other software architects who have told us the same. We have begun the process of building relationships with both academic and corporate institutions to support the necessary software development, and have investigated grants to fund the process. The universal response has been one of great interest, but no commitment until we actually have the autonomy necessary to implement the system.

CCHS's successes have been built upon the dedication of our community. We have come together to find ways to do great things for our students. Our proposed innovations are all focused on empowerment, on enabling our community to do an even better job and do even greater things.

STEAM is a program born from the enthusiasm of dedicated teachers in different fields who wanted to bring their knowledge and expertise to an even broader range of students. It builds on existing strengths to create a program that will both be attractive and challenging to students and also more responsive to their needs and goals. It is a perfect example of the kind of thing our community can do when offered the independence and autonomy to better serve our students.

MLS is a program born from our recognition that the current scheduling system holds CCHS students back. Teachers know that they could do much more to support, challenge and develop our students with more efficient and flexible methods of allotting teacher and student time.

Tricameral governance is a program born from the great value and trust CCHS places on our community and our traditions of working together as partners, along with a recognition that we could do much more to extend that community, include more voices and utilize their skills.

CCHS' diversity is another aspect that uniquely suits us to carry out the proposed innovations. CCHS is, in many ways, ready to be a perfect laboratory – encompassing the many different kinds of students and learning techniques that are part of MLS under one roof. We have high-achieving students who will pursue the opportunities that STEAM and MLS offer to reach even greater heights than is currently possible. We have average and low-achieving students who will surprise themselves by succeeding in STEAM pathways. We have low-achieving students who are disenchanted with the educational system. We need to find ways to reach them, and we believe that

STEAM plus MLS is the way. We have students of diverse cultures and backgrounds and personalities who will respond best to different kinds of learning experiences, and we have dedicated and curious teachers who will take the opportunities that MLS offers to experiment and seek out the best ways to serve those individuals and that diversity. We have parents and families who are deeply involved in their student's education and the school, and others who are disengaged from the whole process.

Thus we begin the process of implementing these innovations with a strong base that ensures that we will maintain our standards of excellence and student achievement, yet also facing sufficient challenges to ensure that our new ideas are "battle-tested" and thus can become our contribution to greater DeKalb.

Class Sizes/Student-to-Teacher Ratios

The first goal for Class Size under the new charter term is to conform to class sizes defined in SBOE Class Size Rule 160-5-1-.08. During much of the current charter term the instructional resources provided by DCSD meant that class sizes were larger than SBOE Rules allow. At the high school level, an increase of even 2-3 students per class increases a teacher's responsibility by 10-15 students, which is not insignificant. Academic results from 2016-17, under smaller class sizes, will serve as a stable benchmark from which to compare results in later years.

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).

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 have 150 seat hours to receive credit, which permits the flexibility necessary for the proposed innovations.

Students completing the STEAM pathway will 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.).

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

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, however, waive district guidelines relating to staffing in order to better serve our population of students with special needs.

Identification: 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 student's 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.

Delivery of Services: 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 collaboratively 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 when a parent or teacher feels it in the best interest of the student.

CCHS will consider using 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 that are implemented in co-teaching classrooms, and that class-sizes are in accordance with federal and state guidelines. IEPs will be implemented as written, reviewed annually, and 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 with FAPE (Free Appropriate Public Education), and served in the least restrictive environment (LRE). Students with special needs will 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 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 to 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 CCHS.
- 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, 2010). This collaboration will be encouraged and monitored both by the LTSE, administration and department heads. When possible, scheduling priority will be given to successful co-teaching partnerships.
- Course placement decisions for SWD will be prioritized according to the assessed 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 ways that support students with special needs who are seeking to either enter the workforce immediately after graduation or after post-secondary training.

6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those 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 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].

7. Describe how the charter school will provide state and federally mandated services for

students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

In accordance with the 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.
- 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).

8. **Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.**

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 may take advantage of the lunch seminar, scheduled during lunch block 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 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.

9. **Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.**

All services described in response to Question 8 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
- Eligibility under Chapter A of Part 1 of Title 1
- Inability to verbally express ideas or to write or dictate a meaningful sentences
- "Does Not Meet" or "Failed" for grades 9-12 in EOCT/Georgia Milestones 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 are not 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.

10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students.

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 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 organizations, such as the Youth Outreach Director for the Latin American Association, Hispanic Organization Promoting Education, and the Georgia Tech chapter of the Society of Hispanic Professional Engineers, to develop initiatives aimed at improving the graduation rate for Hispanic students at CCHS. Hispanic students have a 54% graduation rate currently. CCHS will implement initiatives intended to improve the graduation rate substantially over the charter term. 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. SHPE has sponsored outreach events at CCHS as part of the STEAM emphasis.

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 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.gavirtuallearning.org/Resources. The texts cover an array of subjects and feature interactive content, including study guides, discussion questions, games, audio recordings, and quizzes.

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

CCHS will continue its extensive current co-curricular and extracurricular activities, listed in Appendix 7, while seeking to expand those offerings in ways that serve the school's mission. As the STEAM program expands, we anticipate the addition of related educational activities. MLS may permit integration of educationally relevant extracurricular activities into the school day (for those students making good progress in required classes), increasing access to those unable to participate outside the regular school day.

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.

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.

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

Implementation of proposed academic innovations 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.

CCHS also intends to continue to exercise the waiver described in its current charter petition of DCSD Board Policy IHA, Grading Systems. CCHS believes that individual teachers are competent to define an appropriate grading policy and that a single District-wide grading policy is not appropriate. The CCHS Governing Board will define a grading policy, which will likely delegate authority to the Principal and Department Chairs.

A waiver from the definition of Carnegie Unit, as defined in DCSD Policy IDE, is required. A transition to awarding course credit based on mastery rather than seat time is fundamental to MLS. SBOE Rule 160-5-1-.15 defines the process of awarding Carnegie Unit credit through "subject area competency" rather than seat time, although it is currently limited to certain courses.

III. ORGANIZATIONAL OBJECTIVES, PLANS AND WAIVERS

13. State the school's Organizational Goals and Measures.

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 CCHS community:

- 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. Community service recognition awards are presented by the principal at the annual Honors Programs for students.

Measure: The percentage of students earning the Bulldog Service Award will be monitored, with 2015-16 results serving as the benchmark. An increase of at least 5% over the charter term is the target.

Organizational Goal 2: Ensure Governing Board members receive effective training as required by O.C.G.A. §20-2-2072

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. The Governing Board will establish a training plan that meets the Requirements from SBOE Rule 160-4-9-.06 and associated guidelines, including the selection of an approved training provider. DCSD, upon the signing of the charter contract, will provide timely and adequate funds for this training.

Measure – All Governing Board members shall participate in the required level and content of training at least annually from a GADOE approved training provider.

Organizational Goal 3: Demonstrate Progress in Mastery Learning System.

Year	Mastery Learning System Milestones
2015-16 (pre-charter)	• Complete research on schools with flexible scheduling • Visit schools as possible • Initial discussions with technology partner candidates
2016-17	• Prepare requirements document • Select technology partner • Develop draft implementation plan • Establish project evaluation criteria
2017-18	• Implement plan • Limited pilot and roll-out • Formal project evaluation
2018-19 and beyond	• Continue implementation if evaluation criteria achieved

Measure – Development of a Program Plan and meeting Program milestones. Initial milestones are shown in the table above. The Principal and Governing Board will approve the plan, including decision criteria to ensure that MLS is providing improved student achievement and financial sustainability.

Organizational Goal 4: The Charter School shall promote a positive school experience that engages students, parents and teachers.

Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 6 days or more shall not exceed 10% and shall improve by at least 2 percentage points annually until the percentage of students absent 6 days or more is below 5%.

Measure 2: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate target will be at least 85% of parents surveyed.

Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate target will be at least 85% of teachers surveyed.

Measure 4: Teacher retention shall be monitored by the Principal and reported to the Governing Board annually. An Exit Interview and/or Survey process will be defined to identify areas for improvement in teacher retention.

Organizational Goal 5: 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 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.

14. What specific actions will the school take to achieve its organizational performance objectives?

CCHS has selected organizational goals associated with the innovations proposed for the charter term (Goals 2, 3, and 5) as well as goals linked to the mission of CCHS (Goal 1) and to the engagement and satisfaction of students, parents, and teachers (Goal 2).

The biggest organizational innovation has already been accomplished with the establishment of an independent professional Governing Board, created in response to new requirements in SBOE charter school policy and Georgia law. The current governance format at CCHS is a large group, advisory in nature, of parents, students, teachers, and community members. This structure will transition over to the Tricameral Advisory Council, while the autonomous governing duties required by SBOE rules and Georgia law will rest with the Governing Board.

Organizational Goal 2, "Ensure Governing Board members receive effective training," will provide Board members with the proper foundation and skills for success. This new Governing Board has worked together informally during the petition process, but the formal training they will receive in accordance with SBOE rule 160-4-9-.06 will be essential to wise use of the autonomy and "best charter practices" to inform CCHS governance and policy development.

Organizational Goal 5, "CCHS will be an economically sustainable school," is also linked with changes in SBOE policy. Previously, the charter governing body at CCHS has had very limited financial oversight responsibility and has had no financial authority. Success in this transition is aided by the change in the structure and composition of the charter governing body, since Governing Board members have the requisite financial, managerial, and operations skills to take on these serious

new responsibilities. Achievement of economic sustainability per the measures of Organizational Goal 5 will provide evidence of an organization that is making effective use of public resources in the service of CCHS students and teachers.

Organizational Goal 3, "Demonstrate Progress in Mastery Learning System," is directly linked with the MLS scheduling innovation proposed for the charter term. Success in meeting this goal requires proper development of system requirements, selecting a technical plan for implementation, defining appropriate program milestones and decision-criteria, and accomplishing all of this in a manner that respects the broad spectrum of opinions the diverse CCHS stakeholders will bring to the table. However, the commitment of CCHS stakeholders to innovation and improving the learning environment and opportunities for students will be paramount, as it has been throughout CCHS' existence as a conversion charter school.

Organizational Goal 4, "The Charter School shall promote a positive school experience that engages students, parents and teachers," addresses organizational effectiveness by giving value to the perceptions and needs of CCHS teachers and the parents who choose CCHS for their students. A positive evaluation from stakeholders confirms the organizational structure, while results showing dissatisfaction may require adjustments in organizational structure or communications as a remedy. CCHS welcomes this vehicle for self-evaluation.

Organizational Goal 1, "Developing the whole student through community service," is unique to CCHS, as it uses a formal, locally-developed measure of student community service. Although we recognize that students generally perform more service than they formally record, this optional program provides an incentive and is a vehicle for building moral and social strength and a means of showing the community the special qualities of CCHS. Working with faculty and staff in a non-threatening goal-oriented service can build bridges of understanding, and CCHS welcomes that.

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

DCSD Board Policy AF, School Day, must 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.

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." As described in Section XI, this policy must be waived in order to permit the Governing Board to have substantive control in the selection of the school leader.

IV. GOVERNANCE

16. Describe how an autonomous governing board will make decisions for the school.

CCHS is eager to embrace the new level of autonomy required by the State. Our approach in implementing that autonomy will be measured, deliberate and cautious to reflect the will and the needs of our faculty and administration, and the requirements of our innovations. The Governing Board will 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 or transportation or operations, but students and student achievement. Therefore, the initial focus for autonomy by the Governing Board is on CCHS faculty and staff, as defined in Section XI, and on local scheduling for instruction, as defined in Sections II and III. Should DCSD policy on charter school autonomy evolve, the Governing Board shall explore greater autonomy in areas other than those specifically cited in this petition. The Governing Board embraces these new responsibilities and the opportunity

to work with DCSD to create a successful partnership.

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 interested faculty, staff, parent and community members. This development will be completed between Jan - July 2016. The plan will be presented to the new Governing Board for discussion, input and approval in the first semester of the 2016-17 school year.

Only when passed by the Governing 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 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 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. All new board members will be communicated to the DCSD and updated with Georgia Secretary of State by way of corporate annual registration.

CCHS Governing Board Members

CCHS is proud to begin this charter term with the talented group of Governing Board members. These individuals represent relevant professional experience in 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 students, faculty and staff well. Board member resumes are included in Appendix 13; relevant professional experience is listed below.

CCHS Governing Board Member	**Relevant Professional Experience**
Kathy Wilson-Chu	• Director of Network Engineering, AT&T • Champion of Diversity Award from AT&T • Prior Board Experience • Parent of CCHS Graduate
Stephen Harmon, Ph.D.	• Chair, Division of Learning Technologies at Georgia State University • Professional Experience in Instructional Technology and Project Evaluation

Matthew Harrison, Ph.D.	• Senior Director for Talent Management, Comcast Central Division
	• Professional Experience in
	  • Establishing HR Policies and Procedures
	  • Performance Management

CCHS Governing Board Member	**Relevant Professional Experience**
	• Leadership Development • Diversity and Inclusion • Former Mentor at CCHS
Robert Joseph, Ph.D.	• Information Technology Professional • Professional Experience in Development of School Information Systems
Uday R. Kumar	• Executive Director, Business Operations, 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

Governing Board members were recruited by Governance Council members and were approved by a vote of the Governance Council in 2014. This diverse set of Board members is representative of CCHS. Professional expertise in finance, personnel, law, education is important to the success of the Board, as are previous board experience and personnel interests related to being a team member dedicated to high academic achievement within a vibrant, diverse student body.

The CCHS bylaws address procedures if a Board member vacancy occurs. The Governing Board has not yet approved a policy on recruitment of new members if a vacancy occurs. It is likely that nominations from Board members and CCHS stakeholders will be encouraged when this policy is developed.

Governing Board Functions and Duties

Budget – Initially, the Governing Board's role will be limited, as it is unclear whether the Governing Board will receive control over any funds other than the school-based funds that are currently managed by DCSD Principals. For these funds, the Governing Board will defer to the judgment of the Principal in accordance with input from the Tricameral Advisory Council and will review decisions. The Board will provide expertise when asked. The Board does not intend to decrease the budget authority of the Principal. Once DCSD policy on funding of conversion charter schools is clarified, the Governing Board will establish financial policies commensurate with the level of funding.

Resource Allocation – The Governing Board will defer to the judgment of the Principal in accordance with input from the Tricameral Advisory Council and will review decisions. The Board will provide expertise when asked. The Board does not intend to decrease the authority of the Principal.

Personnel Decisions - The role of the Governing Board in personnel decisions is defined in Section XI.

Establishing and Monitoring the Achievement of School Improvement Goals - The Governing Board will review CCHS Improvement Goals presented by the Principal, suggesting revisions as necessary, and will establish a review schedule for the Academic Achievement committee. In addition to the formalized Consolidated School Improvement Plan (CSIP), CCHS commits to a culture of continuous improvement at all levels. The Governing Board (along with the Principal and Tricameral Advisory Council) shall be involved in this process, both in formulating such plans and in monitoring and evaluating progress. The Governing Board shall also have the responsibility of ensuring that appropriate action is taken should CCHS fall behind stated goals.

Curriculum and Instruction – The Governing Board will be inclined to defer to recommendations of the CCHS faculty, as expressed through the Tricameral Advisory Council, regarding selection of materials, development of STEAM curriculum, and scheduling priorities to

foster interdisciplinary teacher collaboration, accommodate STEAM internships, and improved use of time during the school day. The primary role of the Governing Board shall be to create the environment within which the innovations of this charter, and others generated at the local level by members of the school community, can flourish and be successful. Facilitation is a key board function. The Governing Board shall also be responsible for giving final approval to changes, and for monitoring the effects of such changes and responding appropriately.

School Operations – The Governing Board will defer to the judgment of the Principal in accordance with input from the Tricameral Advisory Council and will review decisions. Matters with significant financial implications will be reviewed by the Finance committee. As progress on the joint CCHS-DCSD financial innovation occurs, the Board may elect to conduct a detailed review of CCHS operations functions.

The CCHS Governance Matrix is found in Appendix 10. As shown in the Matrix, the Principal will be responsible for managing day-to-day personnel matters, managing site-based funds in the DCSD approved budget, leading curriculum and instruction matters, being responsible for establishing and monitoring the achievement of school improvement goals, and managing school operations. The Governing Board will be responsible for approving local policies in these areas, and for defining the review format and frequency to ensure its oversight and fiduciary responsibilities are performed. A respectful, collegial relationship between the Principal and Governing Board has existed during the petition preparation phase and is essential for success during the charter term.

As the Governing Board begins operation, any deficiencies in needed skills will be identified and various options for obtaining those skills will be discussed. Factors to be considered will include whether the need is temporary or permanent, whether confidentiality must be maintained, and whether the objectivity of an outsider is necessary. Formal and informal partners of CCHS, such as the Blue & Gold Foundation and governments of the cities of Chamblee and Brookhaven, also may be a source of resources should additional resources be needed.

Governance Board members may resign or be removed from office, if necessary, in

accordance to the by-laws in Appendix 11. To summarize, Board members may be removed by a 2/3 vote of the Board for death or disability, upon determination is made that a violation of the Board's ethics or conflict of interest policies or a crime of moral turpitude has occurred, or a determination is made by a majority of Board members that a Board member is not fulfilling his or her obligation to CCHS or has missed three or more of the Board's regularly-scheduled meetings within a calendar year.

Governance Board Training

The Governing Board shall adopt an annual training program for all members that meets or exceeds the training and program requirements established in SBOE Rule 160-4-9-.06. The founding Governing Board will participate in a minimum of 15 hours of training within one year of taking office, with the content as defined in the Guidelines for SBOE Rule 160-4-9-.06. Subject matter will include finance and budgeting, best practices of charter school governance, and Whole Board training to enhance the effectiveness of the governance team and to assess the continuing education needs of the Board and Principal. CCHS training shall be conducted by charter school Training Providers approved by the SBOE. Board members with one or more years of service shall participate in at least nine hours of training annually. Training records will be kept by the Secretary.

Responsibility for continuous governance training, recruitment and retention of high quality Governing Board members shall be assigned by the Chair to the appropriate member or committee once the Board begins operation.

The Governing Board will provide professional expertise, focused on the needs of CCHS students, faculty and staff. This local focus and inclination to delegate authority to the Principal and faculty and staff will result in more timely responses to CCHS needs. Governing Board members will serve as advocates for CCHS in the community and in their professional careers, potentially bringing additional resources to CCHS as well as being well-placed to communicate the achievements of CCHS. The Governing Board has the necessary skills to negotiate with their "counterparts" within DCSD to resolve concerns.

The Governing Board will uphold CCHS's mission to foster excellence by promoting the intellectual, social, moral and physical growth of every student, by working to implement the innovations outlined in this petition, by working collaboratively with school officials to ensure that CCHS complies with the charter contract and all applicable federal, state and local laws that cannot be waived, and by ensuring effective organizational planning and financial stability at CCHS.

The Governing Board will conduct a 360-degree review of the principal's performance. This review will provide the Principal with balanced feedback from CCHS stakeholders in areas such as leadership, teamwork, interpersonal communication, and accountability. In accordance with DCSD policy, the Principal will be assessed per the Leaders Keys to Effectiveness System. These two reviews will ensure a balanced evaluation of Principal performance, combining quantifiable student achievement and growth data as well as more descriptive feedback to guide development of leadership qualities important to the CCHS community.

As a conversion charter school, responsibility for effective organizational planning and financial stability is a joint responsibility of the Governing Board and DCSD. Initially, given that DCSD controls matters such as school schedule, compensation, and operations, and that the level of financial autonomy of the Governing Board for the charter term has yet to be defined and may well evolve over time, authority for these functions is currently not within the control of the Governing Board.

In general, the Governing Board will defer to the authority of the CCHS Principal, who will be the party responsible for responding to DCSD requirements for organizational change and financial forecasts. The Governing Board will review DCSD reports and CCHS inputs, and take action as required to protect the interests of CCHS.

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 Board member 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.

Current parents/guardians and faculty and staff will be encouraged to attend Governing Board meetings, speak at Governing Board meetings, comment on pending Board policies and decisions, and review Board agendas and meeting minutes. The CCHS website will post updates of Board activity, upcoming Board meetings, and notices of any upcoming Board vacancies and the appropriate nomination procedure. Interested parties in Chamblee, Brookhaven, and other communities may request email notification as well. Community newspapers and postings may also be used, including possibly the CCHS student newspaper, the Blue and Gold. The Tricameral Advisory Council serves as a leading means of communication both to and from the Governing Board.

As described in Section II, the Tricameral Advisory Council will be the "grass roots" level of parental and staff involvement in school governance. Any of the three TAC bodies can identify an issue requiring governance action and recommend study and/or action. The resolution of the issue depends on the level of the issue, and the objective will be resolution at the lowest level defined by policy. The Principal or Governing Board, as appropriate, will use their decision-making authority.

CCHS will continue communication with students and their families through weekly email communications, calling post messages, website posting, and will use DCSD communications options as appropriate. The Tricameral Advisory Council will be a venue for communication as well as for participation.

17. Grievances

The CCHS Governing Board will develop procedures to address grievances and resolve conflicts involving CCHS stakeholders, business arrangements, DCSD, and within the Board itself. 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 guiding principle for development of CCHS Grievance Policy is to resolve conflicts – large or small -- in a respectful, collegial, productive, and transparent manner at the lowest organizational level possible. Successful conflict resolution can be productive in strengthening the commitment of stakeholders to their common mission.

Role of the Principal and Governing Board in Addressing Grievances and Complaints

Since CCHS faculty and staff will be DCSD employees, DCSD policy shall govern the manner in which their grievances are addressed. Policy developed by the Governing Board will be consistent with the DCSD Code of Student Conduct. The Governing Board will serve as recourse for CCHS stakeholders who have not achieved satisfactory conflict resolution at the school level. The Grievance Policy under the current CCHS charter, adapted for the replacement of the Governance Council by the Governing Board and Tricameral Advisory Council, is summarized below. Although not fully developed, it will inform the development of local policy and affirms the guiding principles for conflict resolution at CCHS.

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.
4. Complaint associated with a school-wide policy or procedure may be addressed to the Tricameral 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 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.

Complaints which are not resolved satisfactorily by the CCHS Principal shall be filed in writing to the Governing Board in accordance with approved policy. The Governing Board will not usurp the authority of the Principal to resolve conflicts in his/her areas of responsibility. A Complainant dissatisfied with the decision of the Governing Board may appeal that decision to the DCSD Board of Education. Such appeals shall be governed by the applicable Board policy and O.C.G.A. § 20-2-1160. 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).

Resolution of 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 or the Georgia Charter Advisory Committee.

Development of Policy for Resolving Internal Conflicts

CCHS bylaws provide the framework for development of a Governing Board policy for resolution of internal conflicts. Guiding principles will include good faith, full documentation, keeping the welfare of CCHS students, faculty and staff of primary importance, due diligence in investigating internal conflicts, and adherence to DCSD BOE Policy BH, Board Code of Ethics, as appropriate. Resolution of formal conflicts shall include a public vote on the matter.

18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).

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 5.

19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

The relevant professional experience of each Governing Board member is included in the response to Question 16 above. The Governing Board will elect its own Officers and Committee Chairs when it officially begins operations upon petition approval. The financial expertise of Mr. Kusman will be used in the Finance committee, which is responsible for maintaining the financial

viability of the corporation, preparing the annual operating budget and presenting it to the board for review and approval, monitoring financial operations and reporting at board meetings, selecting the independent auditing firm and overseeing the audit process. The professional experience of Mr. Sale and Mr. Kumar will be used in the Governance committee, which serves to provide a strong, structured mechanism for stakeholder participation in the school governance. Ms. Wilson-Chu's interests and experience will be used in the Academic Achievement committee, along with those of Dr. Joseph and Dr. Harmon. This committee is responsible for oversight of academic achievement of CCHS students, district, state, and federal reporting requirements, and oversight of the STEAM program and Mastery Learning System. Dr. Harrison's expertise will be used in the Community Outreach committee, which is responsible for developing relationships with the community, other schools, and government/school board officials. External communications will also be the responsibility of the committee. However, each Board member has personal interests and a strong commitment to CCHS that will guide their service.

20. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2- 2065(b)(4).

Bylaws for the CCHS Governing Board are included in Appendix 11. 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. CCHS bylaws define a two year term of service, with appropriate exceptions for founding Board members.

b. The number of members to serve on the board after the charter school is authorized. CCHS bylaws require 7 – 11 members. No seats are reserved for specific constituents.

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 be chaired by Board members. CCHS bylaws define, at minimum, Executive, Finance, Governance, Academic

Achievement, and Community Outreach, committees as a minimum, with provisions for establishing ad hoc committees.

e. The calendar for board meetings, providing for a minimum of six meetings per year. The CCHS bylaws provide for monthly meetings, except for the month in which the annual meeting is scheduled.

f. A list of the quorum and voting requirements for board meetings and committees.

g. CCHS bylaws require that the Governing Board will operate in accordance with applicable Georgia open meetings laws O.C.G.A. § 50-14-1 et seq.

21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.

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 have completed the DCSD Conflict of Interest form provided in Appendix 6. CCHS bylaws address conflicts of interest, including procedures for the duty to disclose, determining whether a conflict of interest exists, procedures for addressing the conflict of interest, and violations of the conflict of interest policy.

As stated in the CCHS Governing Board Member Packet included in Appendix 12, 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.

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit.

CCHS has not contracted nor does it intend to contract with an education service provider or other charter partner to provide management or consulting services. CCHS is not partnering with an Educational Management Company or other management entity.

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).

CCHS does not have formal business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations. Informal partnerships with such organizations as part of the STEAM internship requirement exist, and may be formalized as STEAM program development matures. Governing Board policies will be followed to ensure that any potential conflicts of interest within such a partnership are appropriately disclosed.

VI. FINANCIAL OBJECTIVES, PLANS AND WAIVERS

24. State the school's Financial Goals and Measures

The Financial Goals and Measures of CCHS are designed to support its mission of fostering excellence through promoting the intellectual, social, moral and physical growth of every enrolled student, and meeting or exceeding the contractual Academic goals defined in Section II of this Renewal Petition and the Organizational goals defined in Section III of this Renewal Petition. CCHS will work with DCSD to develop and implement the required financial policy and procedure changes necessary to support these goals. At the end of the charter term CCHS intends to have a proven record

as an economically sustainable, successful charter school, with the associated benefit of an improved financial system for DCSD which increases transparency into public funding for education.

CCHS requests full autonomy over Finance including budgets, financial policies and procedures, and compliance with federal, state and local financial reporting requirements. Full autonomy over Finance is specifically required by the SBOE, Georgia Department of Education and Georgia law. It is also crucial to the successful development and implementation of the STEAM and MLS innovations. Full autonomy over Finance may also give CCHS the ability to implement possibly modest, but meaningful, financial incentives to aid in improving teacher satisfaction and teacher retention. Teachers are, of course, the major force behind achieving the mission of CCHS.

While we believe that legal statute requires that the full CCHS budget pass through the Governing Board, CCHS prefers to continue a strong partnership with DCSD, incorporating DCSD strengths and "economies of scale" where it is sensible. Thus services will be "contracted back" to DCSD. However, if the Governing Board identifies benefits to performing some functions at the local level, it has a responsibility to evaluate that option. This requires knowing current costs in order to make a valid cost-benefit analysis. Therefore, a CCHS/DCSD partnership for major financial innovation is proposed in response to Question 25.

Fiscal Management Plan

CCHS will follow Generally Accepted Accounting Principles (GAAP) and Generally Accepted Government Auditing Standards (GAGAS). CCHS 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. The CCHS Governing Board will be responsible for approving fiscal policies and guidelines. DCSD policies will serve as guidelines for local policy development. The objective of fiscal management policy is not to decrease level of control, reporting, or transparency, but to adjust the organizational level of control to reflect the level of financial autonomy required by SBOE rules. 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 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 shall 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. Development of CCHS policy in this area is contingent upon a shift of Payroll functions from DCSD to CCHS.

Policy development in these areas will be paced by the level of school-based authority determined by DCSD and CCHS. 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 at each meeting. In turn, the chair of the Finance Committee will present report of fiscal heath to the Governance Board at each meeting.

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.

The CCHS Budget 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 using historical data of CCHS demographics. The annual CCHS budget will include legal defense funds, legal representation, Crime/Fidelity Bonds and other insurance, among other items required by DCSD. The CCHS Governing Board will approve all budget and cash flow statements and may amend the budget as necessary per its procedures. 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 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 and continuance.

CCHS will utilize the accrual basis of accounting in accordance with generally accepted accounting principles (GAAP) 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. § Title 20, Chapter 2, Article 6, Part 4. 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.

Budget and Cash Flow Spreadsheet

The CCHS projected five-year budget in the required GADOE spreadsheet format is found in Appendix 3. This budget complies with O.C.G.A § 20-2-171 and does not include sources of revenue from private sources.

The District was unable to provide the petitioner with any actual cost data to account for District services actually provided to CCHS, with the exception of salaries and benefits for CCHS personnel, and the approximately 1% of earned budget for Technical Services, Travel, Supplies and Non-computer/Non-bus Equipment that all DCSD high school Principals control (line item 76).

Therefore, the petitioner scoured the District budget for costs associated with the line items required per GaDOE budget spreadsheets and estimated a proportional share for CCHS where possible. The petitioner also reviewed charter school budgets from other districts. The results of this effort informed the budget presented in Appendix3.The proposed budget shows a positive cash flow. Budget revisions will be made as DCSD Finance and CCHS work together to identify actual costs.

Proposed Timeline for State and Local Funding

The initial allotment of federal, state and local funds due to CCHS will be provided by DCSD no later than July 31, 2016. Per DCSD requirements, CCHS shall operate on a July 1 to June 30 fiscal year.

Chief Financial Officer

After Petition approval by GaDOE, the CCHS Governing Board will select its Chief Financial Officer (CFO). The CCHS CFO shall be responsible for developing policies and guidelines for fiscal management and control, which must be approved by the Governing Board. The CFO will 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.

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 at each meeting. 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.

CCHS understands the responsibility of the CCHS Governing Board for oversight of finance and facilities planning (in collaboration with the DCSD). Further, CCHS understands that it is subject to the DCSD's Internal Audit Department.

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

Over the last several years, we have had many discussions and lengthy correspondence with the DCSD CFO and the DCSD Charter Division on the subject of conversion charter school funding. These discussions were both of a general nature as well as requests for specific CCHS cost data. As a result, we have come to realize three key things:

- The DCSD Finance department does not budget or track actual costs at the school-level for services such as Human Resources, Finance, Transportation, Operations, Food Service, Special Education, Curriculum and Instruction, Athletics, Legal, and other required services.
- State law is specific with regard to funding conversion charter schools (ref. O. C. G. A. § 20-2-2068.1.(a), (b), (c)(2) and Appendix 19)
- Implementation of conversion charter school funding per State law will require significant changes in DCSD Finance policy and systems.

The "perfect storm" of these three facts makes it impossible for the conversion charter petitioner to use current or past actual cost data to set realistic budgets for necessary school functions. Without school-level cost data for all local schools it is impossible to determine whether a conversion charter school is being treated "no less favorably" than other/traditional DCSD public schools.

Therefore, a major Financial Innovation is defined for the charter term: CCHS will work with DCSD Finance to identify actual costs at the school level and define system modifications to permit tracking at the school level. This innovation benefits DCSD as it petitions to become a Charter System and must evaluate the financial impact of proposed changes school by school. Greater insight and transparency regarding actual costs at the school level will enable DCSD to accurately provide required financial information to the public and to the Georgia Department of Education.

The results of this partnership in financial innovation will foster fiscal health and sustainability, as actual costs at the school level could be considered by the Administration and the

Board of Education in both day-to-day operations, budgeting and strategic planning. Without site-based cost data, the financial effectiveness of CCHS and its Governing Board cannot be credibly calculated. This innovation is appropriate for CCHS, as it is essential to achieving the contractually required Organizational Goal of being an economically sustainable school (see Section III). At the direction of the Governing Board, CCHS will work with DCSD Finance to identify costs at the school level.

26. Fundraising or Other sources of Income

CCHS will seek 501(c)(3) status early in the charter term, and expects to regularly submit requests for additional appropriate funding from local, state, and federal sources, as well as from corporations, individuals, and foundations. 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 review grant status on a quarterly basis.

The budget submitted with this petition is based solely on guaranteed public revenue derived from currently published enrollment counts for CCHS. 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.

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

Because operation as an autonomous conversion charter school with respect to Finance is required by state law, rule, and guidelines, no specific waivers from State requirements are needed.

However, many waivers from DCSD policy will be required. For example, 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. The CCHS Governance Board with input from the Tricameral Advisory Council will develop policies and procedures defining how grant funding will be acquired and administered at CCHS.

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.

VII. STUDENT ADMISSIONS

28. How will students be admitted to the charter school?

Attendance Zone

As a conversion charter school, the primary attendance zone for CCHS is defined by DCSD. Appendix 2 shows the geographic boundaries of the CCHS attendance zone. The charter attendance zone is all of DCSD.

Enrollment Priorities

Per O.C.G.A. § 20-2-2066(B), applicable to conversion charter schools, CCHS will use the following enrollment priorities:

1. A student who legally resides in the local attendance zone for CCHS.
2. All current students at CCHS who have not graduated.
3. A sibling of a student enrolled in CCHS or in any school in the CCHS high school cluster.
4. A student whose parent or guardian is a member of the governing board of CCHS or is a full-time teacher, professional, or other employee at CCHS.
5. A student who legally resides in the charter attendance zone (DCSD)

Admission to the Charter Program

CCHS will use an Admissions procedure in accordance with Charter Schools Act of 1998. CCHS anticipates continuing to have DCSD administer its Charter Admissions process in the first year of the charter term. CCHS will provide information to DCSD for inclusion in the DCSD School Choice Programs Catalog, describing the Charter program at CCHS and the application procedure. The current charter application form used by DCSD for CCHS charter admission is included in Appendix 1.

The CCHS Governing Board, in consultation with the Principal and DCSD Director of School Choice, will decide in the first two years of the charter term whether to manage the CCHS charter admissions process locally and relieve DCSD of the responsibility. Prior to making this change, the proposed process including forms and the lottery process will be subject to review to ensure that it adheres to legal requirements.

If the Admissions process is moved from DCSD administration to CCHS administration, no significant changes in the Admissions application process are anticipated. The application would be simplified, as it would be used only for CCHS admissions. Managing the Admissions process in-house would permit CCHS to have greater oversight of the process and thus to be better able to respond to questions from applicants about their status. Similar to the start-up Charter Schools in DCSD which handle their own Admissions process, CCHS would align the admissions schedule with that of DCSD unless a compelling reason to do otherwise arises.

CCHS shall not discriminate in Admission 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 (§ 20-2-2066 (a)(1)(b)(ii)). By law, an agreement with those students' home schools/public school districts must be obtained. (§ 20-2-2066 (2)) The CCHS Governing Board will provide information and direction to affected CCHS employees. CCHS will not charge tuition or use admissions criteria or require 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. CCHS will not require parents or guardians or students to attend a meeting, be interviewed and/or tour the facilities.

Enrollment

Enrollment of CCHS students in past and current charter terms is performed by the CCHS Registrar. This process will continue. 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. Such students must submit a completed registration form, signed by at least one parent or guardian, and proof of residency. All charter school applicants must legally reside in DeKalb County with the exception of children of CCHS employees who live with their custodial parent(s). By law, an agreement with those students' home schools/public school districts must be obtained. The CCHS Governing Board will provide information and direction to affected CCHS employees.

CCHS will enroll any student who is a legal resident of DeKalb County and is matriculating to Chamblee Charter High School from Chamblee Middle School including the co-located Magnet Program for High Achievers managed 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.

Charter school applicants, selected by lottery and with proof of residency will be enrolled at CCHS upon completion of a registration form, signed by at least one parent or guardian. Once enrolled, all students will be educated in accordance with the policies and procedures established for Chamblee Charter High School in this Charter Renewal Petition. Should charter policy evolve and permit adding the enrollment priority defined in O.C.G.A. § 20-2-2066(a)(1)iv, "Students matriculating from a local school designated in the charter," CCHS would like to explore the option

of designating DeKalb PATH Academy Charter School which is located approximately 3 miles from CCHS and draws students primarily from the Doraville, Chamblee, and Clarkston areas.

Procedures for Student Applications and Available Space

If after application of the enrollment priorities established in this petition, with a confirmed proof of residency, CCHS capacity remains, additional charter school students shall be selected through a public lottery conducted by DCSD in the first year of this Charter period. DCSD School Choice Department has conducted lotteries in all years that CCHS has been a charter school. DCSD information about the CCHS charter lottery process, including wait list procedures, for 2015-16 applicants is provided in Appendix 1. Applicants chosen in the lottery will receive an "Intent to Enroll" form from DCSD, which must be signed and returned by a specified deadline. Failure to return the form on time will result in selection of a new applicant from the waiting list.

CCHS will post a link to the complete charter school petition and contract upon approval, so that it may be accessed by parents, prospective parents and teachers, and the entire community.

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. CCHS will follow DCSD policy in assisting a student who wishes to transfer from CCHS.

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 Magnet Program transportation.

Recruitment and Diversity

Chamblee Charter High School already closely reflects the demographics of DeKalb County,

GA, per the most recent 2013-14 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.

Chamblee Charter High School Demographics Comparison

Race / Ethnicity	Chamblee Charter High School (1)	DeKalb County Schools (1)	DeKalb County Georgia (2)	State of Georgia (2)
African American (Black)	45.00%	67.00%	54.80%	31.40%
Asian	12.00%	6.00%	5.60%	3.70%
Caucasian (White)	24.00%	11.00%	30.00%	62.50%
Hispanic	14.00%	15.00%	9.10%	9.20%
Multiracial	5.00%	2.00%	2.00%	1.90%
Other Sub-groups				
Limited English Proficient	4.00%	14.00%	18.60%	13.30%
Students with Disability	7.00%	8.90%	NA	NA
Eligible for Free or Reduced-Price Meals	39.00%	73.00%	19.00%	18.20%

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

Student Recruitment and Enrollment Management

During all previous charter terms, student recruitment has not been an issue. A waiting list of charter school applicants has existed each year, evidence of strong interest in CCHS from families throughout DeKalb County.

The CCHS Governing Board will monitor feeder school enrollment and the number of charter applicants annually, to determine if an increased level of student recruitment is required. An overall demographic characterization of CCHS students, faculty and staff, will be a part of this annual review.

As a conversion charter, CCHS includes many students who reside in the DCSD defined attendance zone. Elementary school enrollment in the CCHS cluster has increased substantially over the charter term, and the alignment of STEAM and STEM interests should be a positive force in

increasing the number of families in the attendance zone who choose CCHS. CCHS will use its website, neighborhood newspapers, social media, email blasts, and other means to publicize the mission, academic programs, achievements, and enrollment information to raise awareness about CCHS.

CCHS will use DCSD Enrollment forms as shown in Appendix 1. CCHS may add site-specific information to this form if the Governing Board determines that it is necessary.

School Calendar & Schedule

Chamblee Charter High School's proposed annual calendar will follow the DCSD calendar during the charter period. Appendix 4 contains the DCSD calendar for 2015-16. A draft of the traditional 7-period daily school schedule for school year 2015-2016 is included in Appendix 4.

VIII. FACILITIES

29. Describe the school facility that the charter school proposes to use.

Chamblee Charter High School is an existing DeKalb County School District school and a conversion charter, not a start-up charter school. 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. Although CCHS is DeKalb County's second oldest high school, construction of the new facility was completed in 2014. Because local autonomy with respect to facility operations is not central to the innovations proposed in this petition, DCSD will continue to provide Facilities services for CCHS. The Principal or Governing Board, as appropriate, will negotiate with DCSD should local facilities issues arise.

Using primarily federal funds, DCSD has provided an excellent facility for use by students who attend CCHS from throughout DeKalb County. The CCHS facility is designed to accommodate approximately 1,600 students. It 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. No modifications are anticipated. There is no intention to lease or contract with a church or other religious organization.

30. Does the charter school have an MOU for the facility pending charter and facility approval?

Not applicable to a DCSD Conversion Charter School.

31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?

The Certificate of Occupancy is held at DCSD central office.

32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

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 CCHS Safe School Plan is included in Appendix 19.

As a 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 monitoring devices used at CCHS. The 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 meets all state and local codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space.

IX. STUDENT DISCIPLINE

33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

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 15). Section II 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.
- 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.

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.

XI. ADDENDUM – PERSONNEL

AQ1 Personnel

At this time, complete control of Personnel by the CCHS Governing Board is not considered to be crucial to the success of the implementation of the major charter innovations nor to increased student achievement. Therefore, compliance with DCSD requirements that CCHS employees remain DCSD employees governed by DCSD policies and procedures is a viable option. Should policy evolve in the future, the CCHS Governing Board shall explore greater autonomy in this area, where it will be in the interests of both DCSD and CCHS.

DCSD management of personnel shall consist of the following: using the PATS system for managing job applications; issuing employment contracts; executing payroll and benefit functions; providing background checks; setting salary scales (with one important provision, noted below); and serving as the ultimate authority in disputes involving employees. Formal employee policies and hiring policies and procedures will be adopted by the Governing Board upon commencement of their tenure, in collaboration with DCSD. The initial starting point is described in the sections below.

The 2014-15 CCHS Faculty Handbook is included in Appendix 14. It is aligned with DCSD policy and defines CCHS-specific organization, administration, local school policies and procedures, teacher evaluation and supervision, curriculum and instruction, operations and finance, among other topics.

AQ2 Staff Qualifications, Recruitment, and Hiring Practices, Procedures, and Compensation

Staff Qualifications

Minimum staff qualifications will be in accordance with DCSD policy, with any future exceptions negotiated by the Governing Board and DCSD. The Principal and Governing Board, in their respective Personnel roles, will seek highly qualified personnel with personal interests and professional backgrounds that align with key CCHS interests in STEAM, flexible scheduling, and valuing the diversity of an educational community.

Employee Recruitment Procedures and Hiring Practices - Employee recruitment and hiring will be accomplished according to DCSD policy, with the following exceptions, and with any future exceptions negotiated by the Governing Board and DCSD.

CCHS Principal Selection – Although specific policy must be developed and approved by the Governing Board, the following general approach will be used in the case of a Principal vacancy. After advertising and recruitment, a short list will be created and candidates of interest will be invited to interview with the Governing Board and/or Personnel Committee, and to present to the staff and parents. Staff and parents will express their preferences. Results will be evaluated by the Personnel Committee, who will make a recommendation to the Governing Board. The Governing Board shall make a recommendation to DCSD Human Resources for hiring, or to continue the search if a suitable candidate has not been found. The DCSD BOE may overturn a Governing Board recommendation if it does not agree with the recommendation. Appendix 17 contains an initial Principal job description.

CCHS CFO Selection – CCHS will work with DCSD to define a job description and salary for the new position of Charter School CFO. The Governing Board Personnel and Finance Committees will review all applications, interview top candidates, and make a recommendation to

DCSD Human Resources for hiring. Appendix 17 contains an initial CFO job description.

CCHS Teacher and Staff Selection and Retention – Applicants meeting the federal definition of "highly qualified" will be sought. Short-listed candidates for teaching position will be interviewed by the Principal and a committee drawn from the relevant department(s). Candidates may be asked to provide sample lesson plans, written teaching philosophies, and may be asked to teach sample lessons. Any DCSD employee wishing to transfer may use the DCSD transfer mechanism. DCSD shall not transfer an employee without the consent of the employee and the Governing Board.

Salary Schedule - Initially, CCHS employees shall be compensated according to the DCSD salary schedule for certified employees. The 2015-16 DCSD salary schedule is shown in Appendix 18. In the future, CCHS DCSD salary schedules shall be considered the minimum allowed levels of compensation. CCHS shall seek to develop performance-based incentives and teacher bonuses. If 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 teacher satisfaction, such a schedule shall be developed. 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.

Should the CCHS Governing Board decide to hire in a position with a description that does not match up precisely with DCSD categories or with DCSD requirements, then CCHS and DCSD shall negotiate concerning a nearest-equivalent job description and rank that will determine employment contract details.

Substitute Teachers - In the instance of teacher absence from school, the DCSD SubFinder system shall be used per DCSD policy. CCHS will develop a develop a local policy on substitute teachers, which may include identifying a pool of substitute teachers who are a good match for CCHS. If a pool of substitute teachers is established, they will be invited to participate (unpaid) in school-wide trainings – particularly training regarding the Mastery Learning System. They will be

notified of and invited to other trainings they may attend (unpaid) – particularly on-site and departmental trainings.

Adherence to DCSD Policies, Procedures, and Standards - Because CCHS' teachers, staff and administrators will remain DCSD employees, CCHS will adhere to the state salary schedule and DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation and evaluations, with the exceptions described above.

AQ3 Certification Requirements and Use of Highly Qualified Teachers

Per DCSD policy, it is the responsibility of all professionally certified employees to obtain and maintain Georgia certification. Employment of Highly Qualified teachers is preferred, but in circumstances of difficult-to-fill certified vacancies, CCHS reserves the right to hire candidates within the NCLB flexibility clause on Highly Qualified Teachers. All teachers are expected to complete the minimum professional development hours required by the Georgia Professional Standards Commission.

AQ4 Background Checks

Per existing DCSD policy, all staff members must pass the background check and be fingerprinted. Governing Board members are subject to fingerprinting and background checks.

AQ5 Employee Evaluation

As DCSD employees, the state of Georgia's Teacher Keys Effectiveness System (TKES) and Leader Keys Effectiveness System (LKES) described at http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Pages/default.aspx will be used to evaluate certified staff. Classified staff will receive performance evaluations that are customary to DCSD. The Personnel Committee of the Governing Board shall develop a policy describing any supplemental evaluation methods that may be used and provided with TKES and LKES results.

AQ6 State Health Benefit Plan Participation

As DCSD employees, CCHS faculty and staff will participate in the State Health Benefits

Plan, pursuant to O.C.G.A. §20-2-880 and O.C.G.A. §20-2-910.

XI. OTHER INFORMATION

34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

CCHS will begin the new charter term by contracting with DCSD to seamlessly continue the transportation services currently provided to students residing in the CCHS attendance zone. The CCHS Governing Board may investigate other transportation that meet or exceed safety requirements and are more cost-effective or responsive to local requirements. Consistent with current DCSD policy, transportation 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.

35. State whether the charter school will provide food services (including participation in the National School Lunch Program).

Chamblee Charter High School will continue to provide Food Service 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 term by contracting with DCSD to seamlessly continue the food service that has been provided. If CCHS stakeholders desire a change, the issue will be addressed through the Tricameral Advisory Council, and submitted to the Governing Board if appropriate. If the Governing Board elects to contract with an Independent Food Service provider, it will notify DCSD and work through the contractual arrangements.

36. Provide information on the school's legal representation or counsel.

Following the approval of this petition, CCHS Board will make the appropriate selection of legal counsel. Until that time, Mark P. Kelly, Counsel with the law firm of King and Spalding LLP, served as legal counsel during the charter preparation process This counsel has not thoroughly reviewed the complete charter petition. However, Mr. Kelly and Mr. Greg Sale, Attorney and member of the Governing Board, have reviewed the by-laws.

37. Describe the charter school's insurance coverage, including the terms and conditions and coverage

Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school for the 2016-17 school year for General Liability, Errors or Omissions, Property/Lease Insurance, Auto Liability, Worker's Compensation, 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.

38. Additional Information

The following appendices are included with this petition

Admissions and Enrollment Forms
Attendance Zone
Budget - 5 year projected
Calendar / Schedule Information
Certificate of Incorporation
Conflict of Interest Form
Curriculum Information
Documentation of Vote
Evidence of Community Support and Involvement
Governance Matrix
Governing Board By-Laws
Governing Board Member Packet
Governing Board Member Resumes
Handbook, Faculty
Handbook, Parent and Student
Job Descriptions
References / Bibliography
Salary Schedule
School Safety Plan

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

39. Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the day of ___ , 20__, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: Chamblee Charter High School, in which the petitioner assures that, if approved, 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. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

Students, Academic Performance & Student Growth

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

2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.

3. The charter shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41, and federal accountability requirements, and participate in statewide assessments. Additionally, the charter school 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.

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

5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.

6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

Student Support Services

1. 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.

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

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

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

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

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

6. Comply with Section 504 by providing the appropriate accommodations and equipment.

7. Immediately notify the DCSD Charter Office, upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or §504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

8. 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, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy).

9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.

10. If the charter school does not have a certified or Hi-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/Hi-Q teacher is hired, and the substitute must be able to knowledgably maintain and implement students' Individualized Education Plans.

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

12. 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.

Governance

1. The charter school shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution.
2. The charter school's governing board members shall receive initial training and annual training thereafter.

3. 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.

4. 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.

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

5. 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.

6. 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).

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

8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.

9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

Financial

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.

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

3. The charter school is subject to an audit by the District's Internal Audit Department.

4. 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.

5. 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.

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

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

 Petitioner's Initials:___

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

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

9. 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 resolved satisfactorily.

10. 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.

11. 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.

12. 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. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. 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. 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, DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

14. 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.

15. 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 satisfactorily resolved, and/or pursue termination of the charter.

Facilities

1. 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.

2. 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.

3. 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.

4. 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.

School Nutrition & Transportation

1. If the charter elects to participate in the National School Breakfast and Lunch Program, the charter will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

2. The charter school agree to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

3. The charter school's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

Personnel

1. 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.

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

3. 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.

4. The charter school shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals.

5. The charter school shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

Administrative

1. 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.

2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

3. The charter school may not open except at the beginning of each school year. The charter may commence the school year at an earlier or later date than DCSD, however, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the District's school year.

4. 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 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.

5. 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 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

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.

2. 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 and Monitoring

1. 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.

2. 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.
3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

Charter Adherence of State and Federal Laws

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
    a. 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
    b. Shall Not Charge Tuition, O.C.G.A. § 20-2-133
    c. Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
    d. Reporting Requirements – Student Data Collection, O.C.G.A.§ 20-2-320
    e. Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
    f. Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
    g. Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211

2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.

4. 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 if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.

5. 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%), DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.

6. 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.

Assurances for Charter Schools with an EMO/CMO Agreement

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.

2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.

3. Upon termination of the agreement, the charter school governing board shall ensure that the management company immediately turns over all student, personnel, fiscal, and other charter school records to the governing board.

4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.

 Petitioner's Initials:___

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the management agreement, the terms of the charter will control.

6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.

7. This [EMO/CMO] is the charter school's only management partner.

8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.

9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.

11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.

12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

Indemnification Rights & Responsibilities

1. The charter school agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the charter school's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph

1 above:

b. If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or
c. If DCSD fails to:
    i. provide written notice of the third party claim or suit as soon as practicable;
    ii. cooperate with all legally reasonable requests of the charter school; or
    iii. assists the charter school with the defense and/or settlement of such claim or suit.

3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

Insurance

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.

2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at it's own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:
    a. Name and address of agent/broker;
    b. Name and address of insured;
    c. Name of insurance company, underwriting syndicate, or other insuring entity;
    d. Description of coverage in standard terminology;
    e. Policy period;
    f. Policy Number;
    g. Limits of liability;
    h. Name and address of certificate holder;
    i. Acknowledgment to the DCSD of notice requirements of material adverse change;
    j. Signature of authorized agent/broker;
    k. Telephone number of authorized agent/broker; and
    l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by **the charter school.** All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

4. The charter school is required to maintain the following insurance coverage(s) during the Term of this Agreement:

    a. **Workers' Compensation Insurance** in the amount of the statutory limits established by the General Assembly of the State of Georgia. The charter school shall have the ability to self-insure its required workers compensation coverage if it

is an approved self-insurer in the State of Georgia.

b. **Comprehensive General Liability Policy** (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of the charter school for any liability assumed hereunder.

c. **Business Auto Policy** to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by **the charter school** or charter school's personnel in the performance of this Agreement and their operations.

d. **Educators Professional Liability Insurance (Errors and Omissions)** in the amount of $1,000,000 per Insured per Wrongful Act and $3,000,000 in the annual aggregate per Insured for all Wrongful Acts.

e. **Crime and Fidelity Insurance** in the amount of $500,000 per loss subject to a deductible of not more than $10,000 per occurrence covering Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery or Safe Burglary, Computer Fraud, and Money Orders and Counterfeit Currency.

5. Should the charter school desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

6. All **Risk Property Insurance** in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by **the charter school.** Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $250,000 per claim;

7. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;
   b. The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to DCSD or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to DCSD;
   c. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;
   d. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof; and
   e. Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

8. Under coverage required under Sections 7 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. Except as provided otherwise above, minimum limits of $1,000,000 per occurrence $2,000,000 in the annual aggregate (if applicable) with insurers

approved to conduct business in the State of Georgia.

b. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.
c. Shall include Indemnitees as "Additional Insureds."
d. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

9. The charter school shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as the charter school shall deem appropriate and adequate for the work being performed. However, the obligations of the charter school to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, the charter school agrees that their obligation to indemnify and insure the Indemnitees shall pertain to all losses arising out of the subcontractor's acts or negligence in the same manner and to the same extent as if committed by the charter school. The charter school shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

Other Obligations

1. **Entire Agreement.** This Letter of Assurances constitutes the entire agreement between the Charter school, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters, but does not supersede the charter contract, which sets forth an entire agreement between the charter school, DeKalb Board of education, and State Board of Education.

2. **Modification.** The DeKalb Board of Education, or District Designee, reserves the right to require the charter school to sign updated versions of this Letter of Assurances throughout the charter term, as necessary.

3. **Waiver.** No failure or delay by the DeKalb Board of Education, or District Designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the DeKalb District under this Letter of Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.

4. **No Violation.** The charter school represents and warrants that the execution of, and performance under, this Letter of Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.

5. **Headings/Interpretation of MOU.** The headings contained in this Letter of Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.

6. **Severability.** In the event that any term or provision of this Letter of Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the

invalid, unenforceable or void term or provision shall be deemed not to be a part of this Letter of Assurances.

7. **Governing Law.** This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

8. **Notices.** Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P.S. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail.
Notices shall be addressed as follows:

To the DeKalb District:	DeKalb County School District 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083 **Attn: Superintendent**
With a copy to:	Ronald B. Ramsey, Sr., Chief Legal Officer DCSD Office of Legal Affairs 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083 Dr. José G. Boza, Jr., Director Leadership Development & Charter Schools Office 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083

DeKalb County School District
Letter of Assurances for Chamblee Charter High School

9. **Counterparts.** This Letter of Assurances may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties.

Chamblee Charter High School	**DeKalb County Board of Education**
_____	_____
Charter School Representative	*Signature*
_____	_____
Name (Please Print)	*Name*
_____	Chair, DeKalb Board of Education
Title	*Title*
_____	_____
Date	*Date*

DeKalb County School District

_____
Signature

_____
Name

Superintendent, DeKalb County School District
Title

_____
Date

 Petitioner's Initials:___

DeKalb County School District Signature Sheet

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

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.

_____ _____

Authorized Charter School Representative *Date*

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1. This Charter School Petition, Assurance Form, and Attached Exhibits were **approved** by the DeKalb Board of Education on the_____day of____,20___.

_____ _____

Authorized Charter School Representative Date

_____ _____

Chair, Local Board of Education Date

2. 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.

_____ _____

Superintendent Date

_____ _____

Chair, Local Board of Education Date

Chamblee Charter High School Charter Renewal Petition

Appendices

Admissions and Enrollment Forms 1

Attendance Zone 2

Budget - 5 year projected 3

Calendar / Schedule Information 4

Certificate of Incorporation 5

Conflict of Interest Form 6

Curriculum Information 7

Documentation of Vote 8

Evidence of Community Support and Involvement 9

Governance Matrix 10

Governing Board By-Laws 11

Governing Board Member Packet 12

Governing Board Member Resumes 13

Handbook, Faculty 14

Handbook, Parent and Student 15

Job Descriptions 16

References / Bibliography 17

Salary Schedule 18

School Safety Plan 19

High School (9-12) 2015-2016 School Choice Application

Online applications and brochures are available 24/7 at http://eportal.dekalb.k12.ga.us.
If you have completed an online application, it is not necessary to complete a paper application.

DeKalb County School District

PROCESSING OF THIS APPLICATION WILL NOT BE GUARANTEED IF IT IS RETURNED TO THE LOCAL SCHOOL.

1. Follow all instructions, complete all information, and attach all required supporting documentation to **each child's application.**
2. Please clearly print or type and use black or blue ink only.
3. **All applicants not enrolled in a DeKalb County School District School (i.e., private school, home school, etc.) must complete the student and household registration forms found at http://www.dekalb.k12.ga.us/registration to be authorized to apply for a school choice program prior to the deadline.**
4. Read and *sign* the application which includes the Agreement of Understanding.
5. **Apply online or return all paper applications to the School Choice Programs Office located at 1701 Mountain Industrial Boulevard, Stone Mountain, Georgia 30083. Faxed copies of the application and supporting documents may NOT be accepted.**

Per program, indicate your first, second and third choice by placing a (1) by your first choice, a (2) by your second choice and a (3) by your third choice, if desired. Student placement is based on a lottery selection process. The initial lottery is only based on the first choice. If seats are available after the initial lottery has been finalized, second and third choice applicants will be considered for placement. Neither choice is guaranteed. If selected, the applicant will not return to the previous waiting list for placement consideration. All program continuation is contingent upon Board approval.

Student Information **Check (√) each box that applies to your child. (See report card for Student ID#)**

☐ **Current DCSD Student** – If checked (√), Student ID # _____ (7-digit #)

Non-DCSD Student: ☐ Private School ☐ Home School ☐ Other School District: _____

Student's Name _____ (First) _____ (Middle Initial) _____ (Last) _____ (Jr., Sr., II, III, IV)

Student's Birth Date _____/_____/_____ (MM / DD / YYYY)

Check (√) all that apply: ☐ IEP ☐ ELL ☐ ESOL ☐ Gifted

School Information

Current School Attending _____

Circle 2014 - 2015 Grade Level: 8th Grade 9th Grade 10th Grade 11th Grade

Parent / Legal Guardian Information

***(The address on file at your child's local school must match the address listed below.)**

Parent's Name _____ (First) _____ (Middle Initial) _____ (Last) _____ (Jr., Sr., II, III, IV)

_____/_____ (*Home Address / Apt#) _____ (City) GA _____ (Zip Code)

(h) _____ / _____ (Area Code / Telephone Number) (c) _____ / _____ (Area Code / Telephone Number) (w) _____ / _____ (Area Code / Telephone Number)

If you are a current DCSD employee at the selected site(s) list your school location and ID number.
Employee Location _____ Employee ID#_____

2015 – 2016 Agreement of Understanding

By signing below, I acknowledge my understanding of the following conditions for this application:

1. The deadline to submit this application and all supporting documentation is February 27, 2015.
2. Failure to complete all requested information accurately will cause this application to be voided for the application process.
3. It is the parent/legal guardian's responsibility to submit additional documents (student ID#, proof of residence, birth certificate, report card, etc.) that may be necessary to complete the application process for each child by the deadline.
4. A random automated selection process will be utilized to select eligible applicants. See the School Choice Catalog for additional information.
5. This application will be voided if any false statements are made pertaining to the application or admissions to a school choice option.
6. Students who fail to meet the DeKalb County School District promotion criteria will lose placement in the selected program.

Parent's/ Guardian's Signature ___ _____ Date ___/___/____

Registration:

February 2 – 27, 2015

Parents must have a Parent Portal Account and authorization to complete a paper or online application.

Magnet Programs

(Select up to 2 Magnet Choices using 1,2)

____ *Chamblee High School High Achievers (9-12)

____ Columbia High School Math, Science, & Tech (9-12)

____*Southwest DeKalb High School High Achievers (9-12)

Multiple Birth Sibling Priority Available

3.0 (B) Fall Core GPA Required

*National Standardized Test Scores Required (Grade 9 Only)

Charter School

____ Chamblee Charter High School (9 - 12)

International Baccalaureate (IB) School

(Select up to 3 IB Choices using 1, 2, or 3)

Available to Current 2014-2015 10th Grade Students Only

____ Druid Hills High School
____ Martin Luther King Jr. High School
____ Tucker High School
____ Check to Note Previous IB Experience

Provide a complete transcript.

Senate Bill 10

Select up to 3 schools from the House Bill 251 list provided. *See list on reverse page.

***Eligible applicant must have an active IEP.**

Choice 1 _____

Choice 2 _____

Choice 3 _____

*Sibling Priority Available

Arabia Mountain High School

Please select 1 or a total of 2 options listed. Indicate your first and second choice by placing a (1) by your <u>first choice</u> and a (2) by your <u>second choice</u>, if desired. Student placement is based on a lottery selection process. The initial lottery is only based on the first choice. If seats are available after the initial lottery has been finalized, second choice applicants will be considered for placement. If selected for choice 2, the applicant will not return to the previous waiting list for placement consideration. Neither choice is guaranteed. All program continuation is contingent upon Board approval. Applicants must be eligible for all selected options or the entire application will be ineligible.

*** Private and home school applicant must attach a copy of the most current transcript**

Career Technology Pathways Programs

Agriculture / Environmental

_____ Agriscience (Grades 9 – 12)

Communications

_____ Broadcast Video (Grades 9 – 12)

Family and Consumer Sciences

_____ Culinary Arts (Grades 9 – 12)

Healthcare

_____ Therapeutic Services (Nursing) (Grades 9 – 12)

Business and Computer Science

_____ Small Business Development (Grades 9 – 12)
_____ Financial Management Accounting (Grades 9 – 12)
_____ Computing (Grades 9 – 12)

Engineering and Technology

_____ Engineering (Grades 9 – 12)
_____ Energy Systems (Grades 9 – 12)

JROTC

_____ Air Force (Grades 9 – 12)

Magnet Programs

_____ Environmental, Energy, and Engineering at Arabia Mountain High School (Grades 9 – 12)
_____ DeVry Advantage Academy (Grade 11 Only)

Arabia Mountain HS only offers the **multiple birth sibling(s) priority if the program choice(s) and grade level are identical.**

House Bill 251 High Schools Options

	Number of 9th Grade Open Seats	Number of 10th Grade Open Seats	Number of 11th Grade Open Seats	Number of 12th Grade Open Seats
M.L. King, Jr., HS	1	2	3	3
McNair, Ronald E. HS	6	7	8	9
Miller Grove HS	2	3	4	4
Southwest DeKalb HS	4	5	6	7
Stephenson HS	3	4	5	5
Stone Mountain HS	0	0	1	1
Towers HS	3	4	5	5

Select up to 3 schools from the list provided above.

Choice 1 _____

Choice 2 _____

Choice 3 _____

*Sibling Priority Available

If a deadline falls on a date that DCSD administrative offices are closed for business, the document will be considered due on the first business day after the deadline. The District reserves the right to change the timeline, as necessary. No exceptions will be made for missed deadlines.

School Choice Program Sibling Priority Information

I have a sister(s) and/or brother(s) currently enrolled or applying for the School Choice Program(s) for which I am applying.

- **REVIEW EACH PROGRAM ON THE REVERSE PAGE TO DETERMINE IF A SIBLING PRIORITY IS APPLICABLE.**
- **SIBLING PRIORITY DOES NOT GUARANTEED PLACEMENT IN A PROGRAM.**

Provide Sibling Information in chart below:

Last Name	First Name	Student ID#	Grade	Current School

Chamblee Charter High School
New Student Registration Requirements

Parent or legal guardian must be present in order to enroll a new student and must present ID. Legal guardian must have proof of guardianship. If proof of guardianship needs to be obtained, please contact DeKalb County Probate Court at 404-371-2892.

Proof of residence in owner's name

Homeowners: Current mortgage statement, property tax statement, or homeowner's insurance policy, **AND** a gas, power, or water bill. (Telephone, cable, or any other kind of bill **CANNOT** be accepted)
Lessees: Copy of current lease **AND** a gas, power, or water bill. (Telephone, cable, or any other kind of bill **CANNOT** be accepted)

Temporary Emergency Affidavits. The student's parent and the owner of the home must be present.

1. Must be notarized **prior** to coming to Chamblee Charter High School for the enrollment
2. Must present proof of residence (Please see above)
3. Parent must present a business letter they have received at the address at which they are residing.
4. Must be renewed at the end of each school year.

While Chamblee Charter High School is committed to providing a world class education to all students who live in our attendance area, we understand in some RARE instances, hardship requires a family member or a friend to offer short term residence. In these RARE circumstances an affidavit may provide temporary enrollment at Chamblee Charter High School to the affected student. These affidavits will be reviewed each semester. All students who are attending Chamblee Charter High School on an affidavit will receive a referral to the school social worker in order to ensure any additional support from the district or Division of Family and Children Services (DFCS) is available if needed.

Withdrawal packet from previous school. This should contain:

Discipline history
Attendance Record
Transcript (if student has completed at least one full semester of High School)
Withdrawal Grades

Georgia Certificate of Immunization # 3231*

Georgia Certificate of Vision Hearing and Dental # 3300*

Student's birth certificate or passport

Student's Social Security card (If you do not wish to supply this, a waiver can be signed).

Students born outside the US and who are new to DeKalb County School System must enroll at the International Student Center. The ISC is located at 1701 Mountain Industrial Blvd Stone Mountain, 30083. Their phone number is 678-676-6602.

*If you do not have the Georgia Certificate of Immunization # 3231 or Georgia Certificate of Vision Hearing and Dental # 3300 you can get either or both from your child's doctor's office or from any county health department.

If you are coming from out of state and have your child's immunization records from another state they will need to be transferred to the Georgia forms. This can also be done at any doctor's office or county health department. Just take your out of state immunization certificate and they can transfer the information onto the Georgia forms. Please see http://www.dekalbhealth.net or call 404-294-3700 for information on locations for the DeKalb county Health department.

DeKalb County School District

Student Registration Packet

SECTION 1: Student Information

Student's Legal Name / Vital Information:

_____
(Last) (First) (Middle) (Suffix)

_____
(Preferred First Name)

Date of Birth:_____/_____/_____ Gender: ☐M ☐F

Place of Birth:

City:_____State:_____Country:_____

If born outside US:

date arrived in US: _____/_____/_____

first time in US School: _____/_____/_____

Grade:_____ Date Entered 9th Grade (if applicable): _____/_____/_____

Social Security Number:_____-_____-_____ (voluntary)

☐ I understand that my child's Social Security Number will be required for HOPE Scholarship eligibility.

Check one:

- ☐ Social Security Card Provided
- ☐ I give permission to DeKalb County School District to obtain my child's social security number from the Georgia Department of Education's database.
- ☐ I do not wish to have my child's Social Security Number placed into school records, and I decline the request to provide a copy of the Social Security Card.

DeKalb County School District

Student Registration Packet

SECTION 2: Ethnicity / Race

Federally Mandated Questions: Please answer both parts

***Part A - Ethnicity*: Is the student Hispanic or Latino? (choose *only* one)**

☐ No, not Hispanic/Latino
☐ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race).

*The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to **Part B.***

Answer the following by marking one or more boxes to indicate what you consider this student's race to be.

***Part B - Race*: What is the student's race? (choose all that apply)**

☐ American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)

☐ Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

☐ Black or African American (A person having origins in any of the black racial groups of Africa.)

☐ Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

☐ White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

School Use Only:

Reason for Observation: ☐Parent Refused ☐Parent Non-Responsive

Observer Completed: ☐Both Parts ☐Part A Only ☐Part B Only

_____	_____	_____
Observer's Name	Observer's Signature	Date

DeKalb County School District

Student Registration Packet

SECTION 3: Home Language Survey

1. What language does this student speak most often at home? _____
2. What was the first language this student learned to speak? _____
3. List Dialect (if applicable) _____

SECTION 4: Student's School History

Did your child attend any of the following?

☐Georgia PK Program – Public School
☐Publicly – Sponsored (Title I)
☐Head Start
☐Other Public School
☐Private – not for profit
☐Private – for profit
☐No Pre-K Program
☐Georgia PK Program – Private School

School previously attended:

Name of school: _____

Address: _____

Date of Last Day Attendance: _____/_____/_____

SPECIAL PROGRAMS

Was your child receiving any of the following support services?

☐Early Intervention Program (EIP)
☐Gifted Program
☐Response to Intervention (RTI)/ Student Support Team (SST)
☐English Language (EL)
☐Remedial Ed Program (REP)
☐Section 504 Plan
☐Title I Program (TA only – targeted assistance)
☐Readiness Class

Was your child receiving special education services (IEP)? ☐Yes ☐No

DeKalb County School District

Student Registration Packet

SECTION 5: Transportation Type

Indicate student's primary intent for transportation:

Morning:

☐Bus Rider ☐Car Rider ☐Walker ☐Day Care Bus ☐Student Driver

Afternoon:

☐Bus Rider ☐Car Rider ☐Walker ☐Day Care Bus ☐Student Driver

EMERGENCY CLOSING INSTRUCTIONS

Should school be dismissed early, we need to know if your child is to ride the bus, go to day care, or be picked up by you. Weather, plumbing, electrical problems or other emergencies could cause us to dismiss early. It is important that arrangements are made in case of these unforeseen events. Sometimes our phone lines are busy so we cannot rely on a last minute phone call for directions. If the need to close early occurs, our elementary leveled schools would call all day care centers that pick up from their school.

CHECK ONE:

☐ Ride Regular Bus Home
☐ Parent Pick-up
☐ Other (please explain):

_____

_____

_____

Thank you. We hope we do not need this information. Please discuss this plan with your child.

DeKalb County School District

Student Registration Packet

SECTION 6: Health

Physical Conditions or Concerns:

ALLERGIES	☐Yes	☐No	ASTHMA	☐Yes	☐No
DIABETES	☐Yes	☐No	SEIZURE DISORDER	☐Yes	☐No

If you answered *yes* to any of the above, please detail specifics in space provided along with any other physical or mental health issues which may be a concern at school.

_____

_____

☐Does your child take any prescribed medications routinely? List_____

_____

SECTION 7: Discipline

Discipline

☐Yes ☐No: Is this student under a current expulsion or suspension order from this or another school system?

☐Yes ☐No: Has this student ever been expelled?

If Yes to either of the above, please fill out the following information:

Reason for Expulsion: _____

School system: _____

Date Expelled or Suspended: _____

☐Yes ☐No: Has this student been adjudicated delinquent or convicted of murder, voluntary manslaughter, rape, aggravated sodomy, aggravated child molestation, aggravated battery, or armed robbery?

If Yes, where did this offense occur?

_____ | _____ | _____

Court | County | State

ANY PERSON WHO KNOWINGLY PROVIDES FALSE INFORMATION OR DOCUMENTATION IN CONNECTION WITH THE REGISTRATION OF A STUDENT MAY BE CRIMINALLY LIABLE UNDER O.C.G.A. 16-10-20. SHOULD SCHOOL OFFICIALS DETERMINE THAT FALSE INFORMATION OR DOCUMENTATION HAS BEEN SUBMITTED, A REPORT WILL BE FILED WITH THE APPROPRIATE LAW ENFORCEMENT OFFICIALS.

DeKalb County School District

Student Registration Packet

SECTION 8: Parent / Legal Guardian Certifications:

Please read and initial the following:

_____ I am authorized to enroll this student, and understand that in compliance with OCGA 20-2-780 that having enrolled the student, I am the only person who can withdraw the student, unless a court order applies.

_____ The address listed on this form is the physical location where the student actually resides.

_____ I have provided the student's Georgia Certificate of Immunization (Form 3231) ~OR~ agree to provide Form 3231 within the time specified on the Notification of Waiver form.

_____ This student is NOT currently on suspension or expulsion status from another school.

_____ I understand that this student's enrollment is contingent, pending receipt of all disciplinary records from any prior schools attended.

_____ I understand that if this student is being provisionally enrolled in ____ grade without all required documentation, this student is being provided educational services based solely on the information I provide. I understand that changes may be made to the services being provided once records are received from previous schools and have been reviewed by appropriate school personnel. This may include, but is not limited to, grade placement, class placement, teacher assigned, type of instructional setting, and any other changes that the school administration deems necessary.

_____ In the event of an emergency I acknowledge that a school representative will take necessary actions to secure medical treatment for my child at the closest available medical provider or medical facility. I acknowledge that such actions may incur charges for which I am responsible.

SECTION 8: Parent / Legal Guardian Signature:

***My relationship to the student is**:*

☐Biological Parent (Step-parents are not allowed to complete the registration process without additional documents)

☐Legal Guardian (documentation needed)

☐Person having lawful Court Order (copy required)

☐Other (Non-Parental Affidavit required)

☐Self / Student (*must be 18 years or older)*

I hereby certify that all the information contained in this form is true and accurate to the best of my knowledge.

Printed Name: _____Date:_____/_____/_____

Signature: _____

NOTARIZED AFFIDAVIT OF RESIDENCE FORM
DOE Rule 160-5-1-.28
DeKalb Board of Education Policies AD and JBC

I. Instructions for Completing Affidavit of Residence

This form is to be completed for a student attending a school within the DeKalb County School District who resides with his or her parent(s) or legal guardian(s), but whose residence is located in the home of another adult living within the boundaries of the DeKalb County School District. The Affidavit of Residence is valid for the current school year only, as long as the student and the student's parent(s) or legal guardian(s) continue to reside at the address listed on the affidavit during that school year. The affidavit must be submitted annually before the start of each school year or upon moving into the attendance area of the new school.

Parent(s) or legal guardian(s) must submit the Affidavit of Residence and all required documents (listed below) to the school within the 30 days of the date that the Notary Public certifies the Affidavit of Residence.

II. Procedures to Verify Co-Residence (Four Steps)

Prior to Coming to the School:

1. Parent(s)/legal guardian(s) obtains a copy or prints the five page affidavit form (this document); and
2. Parent(s)/legal guardian(s) must complete pages two-three (2-3) of the affidavit form (this document) in the presence of a Notary Public and have the Notary Public certify the document.

Parent/Legal Guardian and Owner/Lessee Come to School Together:

3. Owner/lessee completes page four (4) in the presence of a school official; and
4. The parent(s)/legal guardian(s) **and** the owner/lessee **must both be present** to submit the required documents (listed in Section IV below) to the school (**no exceptions will be made**).

III. Reminders

1. If the parent(s)/legal guardian(s) and student move from the attendance area of the school in which the student is enrolled, the Affidavit of Residence is null and void.
2. If the parent(s)/legal guardian(s) would like the student to continue attending a school, parent(s)/legal guardian(s) must follow the same procedures and re-submit the Affidavit of Residence and all required documents **each** year.

IV. Required Documents for Proof of Residence

Parent(s)/Legal guardian(s): (1) Completed Affidavit of Residence (pages 2-3) that is certified by a notary public before coming to school; (2) photo ID; and (3) piece of official business mail addressed to the parent(s) / legal guardian(s) at the address listed on Affidavit of Residence. **All three** of these items are **required**.

Owner/Lessee: (1) Page 4 of the Affidavit of Residence (completed in the presence of a school official—please wait to fill out until the visit to the school); (2) photo ID; (3) apartment/house lease or mortgage deed and (4) current utility bill (must be gas, electric, or water) in the name of the owner/lessee. **All four** of these items are **required**.

Pages Two and Three of the Affidavit of Residence must be completed by the student's parent(s) or legal guardian(s) and witnessed by a notary public before coming to the school.

Affidavit of Parent(s) or Legal Guardian(s)

I, _____, of lawful age, being first duly sworn under oath state that:
Print Full Name

1. I presently and permanently reside at _____

   _____

   which is my legal residence located in DeKalb County, Georgia but outside the city limits of Atlanta or Decatur.

2. I am the parent or legal guardian of _____,
   Print Student's Full Name

   _____, _____,
   Print Student's Full Name Print Student's Full Name

   _____, _____,
   Print Student's Full Name Print Student's Full Name

   who reside(s) with me at the address listed in paragraph 1 above.

3. My child(ren) and I began residing at the address listed above on _____ /_____/_____.
   Month Day Year

4. The name and last known address of the student's parent(s) or legal guardian(s):

   Parent(s) or Legal Guardian(s) Name _____

   Address _____

Affirmations:

1. I attest that this request to attend _____ is not primarily intended to allow the student to attend a particular school that he or she would not otherwise be able to attend because it is outside of his or her designated attendance area, nor is this affidavit being completed for the purpose of participating in athletics at a particular school, to utilize special services or programs offered at a particular school, or any other similar reason.

2. I further attest that the student(s) named above is (are) not currently under a long-term suspension or expulsion from his/her/(their) most recent school nor is he/she/(their) currently subject to a recommendation for long-term suspension or expulsion from his/her most recent school.

3. I understand that if any of the information provided on this affidavit is changed for any reason, it is my responsibility to immediately notify the school system.

4. I also understand that the DeKalb County School District Superintendent or designee may verify the facts contained in this affidavit and conduct an audit on a case-by-case basis after the student has enrolled in a public school with the DeKalb County School District. The audit may include a personal visit to the student's home at the residence listed in this affidavit by a school district attendance officer or other employee of the District to verify the facts sworn to in this affidavit.

NOTICE OF PENALTIES AND CRIMINAL LIABILITY

I, _____ understand that if I provide false information or defraud the DeKalb County School District on this Affidavit of Residence, I will be required to pay for the costs incurred by the District for the period that the ineligible student is enrolled, as set forth in O.C.G.A. § 20-2-133.

If the costs incurred by the DeKalb County School District are collected by an attorney, I may be obligated to pay for all expenses and attorneys' fees incurred by the Board of Education in the collection of same.

I may be prosecuted, held criminally liable and imprisoned for not less than one nor more than ten years if I am found guilty or forgery in the first degree, pursuant to O.C.G.A. § 16-9-1.

I may be prosecuted, held criminally liable, and imprisoned for not less than one nor more than five years if I am found guilty of forgery in the second degree, pursuant to O.C.G.A. § 16-9-2.

I may be prosecuted, held criminally liable, and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both, if I am found guilty of making false statements pursuant to O.C.G.A. § 16-10-20.

I may be prosecuted, held criminally liable and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both if I am found guilty of false swearing pursuant to O.C.G.A. § 16-10-71.

By executing this affidavit, I solemnly swear or affirm under the penalties listed above that the contents of this affidavit are true and accurate.

_____ _____

Signature of Parent / Legal guardian Date

_____

Section for Notary Public

SWORN TO (OR AFFIRMED) AND SUBSCRIBED BEFORE ME ON THIS

_____ day of _____, 201____,

_____ [Notary Seal]

Notary Public

My Commission Expires:

This page (page 4) is to be completed by the owner/lessee in the presence of a school district official. Please DO NOT fill out this page until you arrive at the school.

Sworn Statement of Owner/Lessee

I, _____ , of lawful age, certify that I am the (circle one) owner /lessee of the premises identified in paragraph 1 on page 2 of the Affidavit of Residence, and that the above named parent(s)/ legal guardian(s) and student(s) permanently reside at the address identified in paragraph 1 on page 2 of the Affidavit of Residence.

NOTICE OF PENALTIES AND LIABILITY

I, _____ understand that I may be subject to the following criminal liability for engaging the following conduct.

I may be prosecuted, held criminally liable and imprisoned for not less than one nor more than ten years if I am found guilty or forgery in the first degree, pursuant to O.C.G.A. § 16-9-1.

I may be prosecuted, held criminally liable, and imprisoned for not less than one nor more than five years if I am found guilty of forgery in the second degree, pursuant to O.C.G.A. § 16-9-2.

I may be prosecuted, held criminally liable, and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both, if I am found guilty of making false statements pursuant to O.C.G.A. § 16-10-20.

I may be prosecuted, held criminally liable and punished by a fine of not more than $1,000.00 or by imprisonment for not less than one nor more than five years, or both if I am found guilty of false swearing pursuant to O.C.G.A. § 16-10-71.

By executing this statement, I solemnly swear or affirm under the criminal penalties listed above that the contents of this statement are true and accurate.

Signature_____

To be signed in the presence of a school official

Date: _____

Owner /Lessee Name_____

Print Full Name

Address _____

_____

For School Use

Any person making application to enroll a student using an affidavit must provide the following documents as proof of residency (please initial that you have viewed or received documents, as required):

Parent/Guardian:

_____ 1. Copy of business letter from the parent's or legal guardian's place of employment or other official business letter addressed to the parent(s) or legal guardian(s) at the address listed on the affidavit.

_____ 2. Copy of picture ID for the parent or legal guardian requesting to enroll a child.

Owner/Lessee:

_____ 3. Current utility bill in the name of the owner or lessee (gas, electric, or water)

_____ 4. Copy of the current lease or mortgage deed

_____ 5. Copies of picture ID for the owner /lessee

_____ 6. Observed owner/lessee fill out pages 4 in front of registrar.

School Official (print):_____ Date_____

Name of School: _____ School Year: _____

Students on Affidavit

	Name	Pupil Number
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

2015-2016 School Choice Guidelines & Procedures

Parents will be notified in writing of the selection status. The student selection status and other identifying information will not be provided by telephone. Please register selected students at the local school choice site by the date indicated on the selection letter. If the applicant does not register, the seat will be declined and offered to the next eligible applicant on the waiting list.

Application Process
All applicants of magnet and all other school choice programs listed in this brochure must reside in DeKalb County School District during the time of open enrollment and thereafter. Applicants must also meet the specific criteria for each program to participate in the application process and lottery. **Grade levels of the magnet program and the required eligibility criteria should be carefully noted. Applicants who previously applied, but were not accepted into a School Choice Program, must reapply.**

Late Applications
All students applying after the deadline (including students new to DeKalb County School District) will be considered only if the number of applicants does not exceed the number of student replacements.

Transportation
The most current DeKalb County transportation policy will be followed for the magnet programs/schools. During the current school year, students will report to designated satellite pickup locations in their region for transportation to all magnet programs/schools.

Student Selection and Enrollment Guidelines
Home school applicants are categorized as students enrolled at the magnet site, and students for whom the magnet site is their feeder school during the time of application. At-large applicants are categorized as students not enrolled at the magnet site, and students for whom the magnet site is not a feeder school. Private and home school students are also categorized as at-large applicants.

Open Enrollment Deadline: February 27, 2015
Paper and online applications are accepted at the School Choice Office at 1701 Mountain Industrial Boulevard, Stone Mountain, Georgia 30083. **Faxed applications and supporting documentation will not be accepted. To be considered an eligible on-time applicant, all supporting documents must be returned by the School Choice Program Open Enrollment deadline.**

Selection/Lottery Procedures
If the number of applications exceeds the projected number of open seats for any or all School Choice Program, a lottery will be conducted. Visit the DeKalb County School District website at http://www.dekalb.k12.ga.us/about/schoolchoice/index.html for School Choice lottery dates.

Please note: Private and home school applicants are at-large applicants. Private and home school applicants must submit a copy of the most recent 2014-2015 report card with the student's application. A copy of the student's 2013-2014 or 2014-2015 standardized test scores must also be attached to the student's application if applying for a High Achievers Magnet Program.
Applicants applying for preschool through first grade must meet the Georgia "Age of Entry" requirement . The applicant must be age eligible by September 1st of the current school year.

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Attendance
Students enrolled in any School Choice Program must abide by the DCSD attendance policies.

School Choice Selections
If desired, applicants may elect to apply for more than one program on the application, a first, second choice or third choice. The second choice and third choice will be considered only if openings remain after the first choice lottery (random drawing). **Selecting a Choice 2, will remove the applicant from the Choice 1 waiting list if a Choice 2 lottery is completed. Selecting a Choice 3, will remove the applicant from the Choice 2 waiting list if a Choice 3 lottery is completed. The applicant will not return to the original lottery status.**

Programs Requiring Standardized Test Scores for Grades 4 - 9 Eligibility
Wadsworth, Kittredge, Chapel Hill Middle, Chamblee Middle, Southwest DeKalb, and Chamblee Charter High require eligible standardized test scores for eligibility requirements. (Review program description for other criteria.)

Acceptable Standardized Tests (2013-2014 or 2014-2015)
California Achievement Test, Iowa Tests of Basic Skills, Metropolitan Achievement Test, and Stanford Achievement Test
The test must include a total reading score, total math w/computation score, and a complete composite score or battery to be acceptable. ***Standardized test scores must be submitted one week prior to the selection process to be eligible for the lottery (random drawings).***

Students tested by a DeKalb County School District public school or the School Choice Office for the 2014 - 2015 school year may only submit the test scores on file in the School Choice Office.

Classification of Magnet Programs
There are two types of magnet programs: (1) special interest magnet and (2) high achievers magnet. The schools in each category are:

Special Interest Magnet Programs
DeKalb Elementary School of the Arts
DeKalb School of the Arts High School

Clifton - Mathematics, Science, and Computer Education
Evansdale - Mathematics, Science, and World Language
Columbia Middle - Mathematics, Science, and Technology
Columbia High - Mathematics, Science, and Technology

Magnet Programs for High Achievers
Kittredge, Chamblee Middle School, Chamblee Charter High School
Wadsworth, Chapel Hill Middle School, Southwest DeKalb High School.

Mail applications and supporting documentation to the, School Choice Office by **the School Choice Program Open Enrollment deadline.**

Alternate Lottery Dates: Every Tuesday, April - September after 5:00 p.m.. if seats are available.

Program continuation is contingent upon Board approval.

September 30, 2015 – Last day to be selected for a School Choice Program.

How to Review the Online Application Information and Lottery Results

Visit the ePortal website at http://eportal.dekalb.k12.ga.us

Click the **"Log In" link** on the top right corner of the **ePortal** page to login if you're not logged in.

Go to the "**Quick Nav**" box in the upper left column and select the program of interest.

Go to the "**Apps"** box above the "**Quick Nav"** box and select a school.

Scroll to the bottom of the screen to view the student information.
View the status column for the lottery results.

Click the **"Pencil"** button on the "**Registered Students**" List to view the applicant's "**Waiting List Number"** in the registration section of the application.

Note: Deactivated, Waiting or Selected applications are **read only!**

Lottery Statuses:

- **Eligible**
  The application **has been processed** and the student will participate in the lottery.

- **Ineligible**
  The application **has been processed**. However, the application requires correction(s) or additional documents for completion. **Do NOT** complete another application. The student **WILL NOT** participate in the lottery until **all** supporting documentation is submitted to the Magnet and Theme Schools Office prior to the **deadline**.

- **Deactivated**
  The application has been removed from the lottery process.

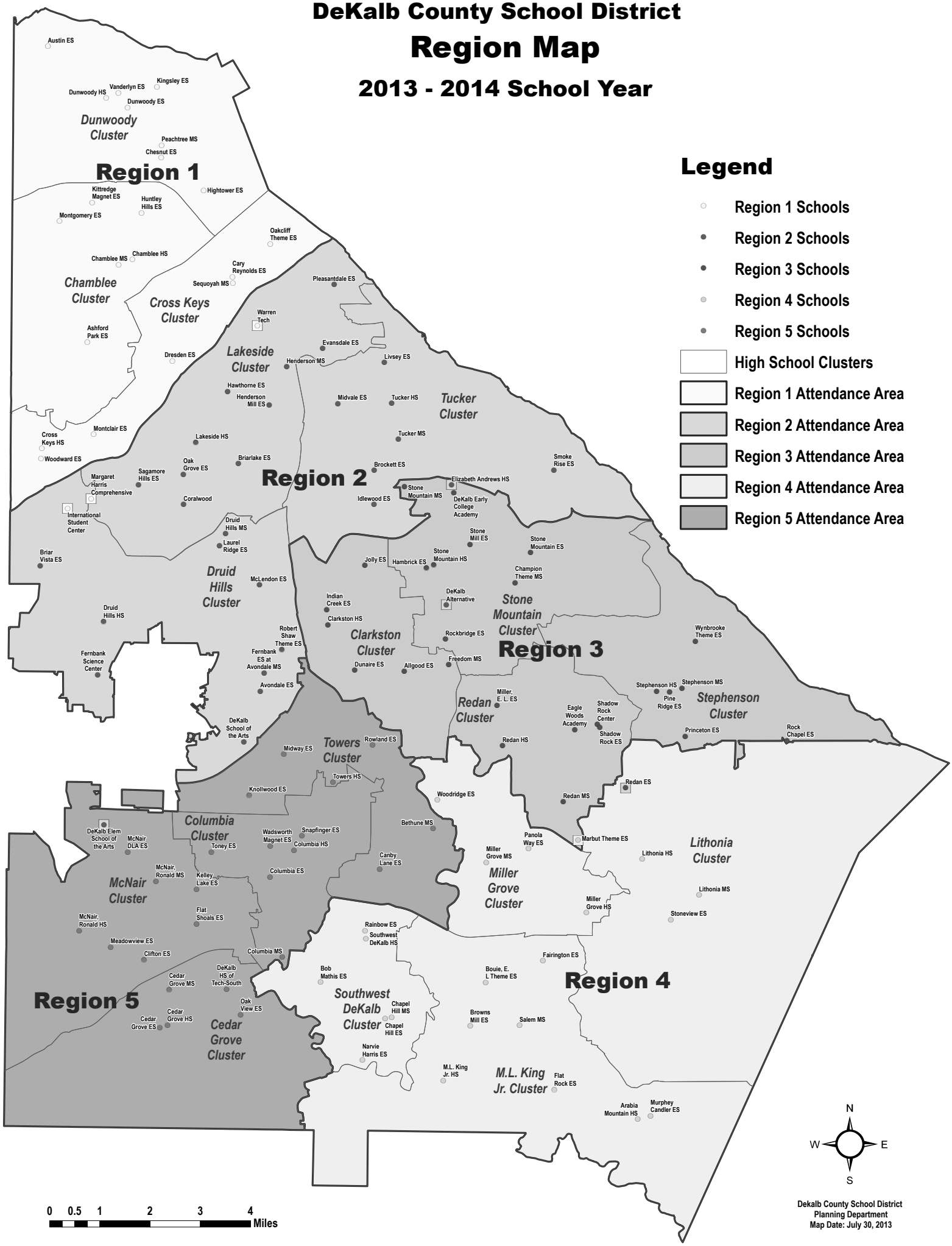
- **Selected**
  The student has been selected to enroll in a **School Choice** school upon verification of information.

- **Wait List**
  The student has **NOT** been selected for a **School Choice** school.
  The student may be notified for placement if a seat becomes available on or before September 30, 2014.

DeKalb County School District

Region Map

2013 - 2014 School Year



Dekalb County School District
Planning Department
Map Date: July 30, 2013

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**5 YEAR BUDGET PROJECTION**													
2	**School Name: Chamblee Charter High School**	**FY2015**		**FY2016**		**FY2017**		**FY2018**		**FY2019**		**FY2020**		
3		**Planning Year**	**% of Total**	**Year 1**	**% of Total**	**Year 2**	**% of Total**	**Year 3**	**% of Total**	**Year 4**	**% of Total**	**Year 5**	**% of Total**	
4	**ASSUMPTIONS**													**Notes**
5	Number of Students			1380		1449		1492		1537		1583		The total number of students represents all grade levels and student category as shown on the 2016 DCSD allotment on state earnings sheet dated 7/14/15. The growth rate for total students is 5% in yr2, 3% in yr s 3,4,5
6	Facility Square Footage			275000		275000		275000		275000		275000		
7	Number of Full Time Employees			125		128.4		128.4		129.876		129.876		The year one number represents 100% of all certified and classified positions in DCSD 2016 Budget for CCHS. The growth rate for total employees is 2.5% in yr2, 0% in yr 3, 1.5% in yr4, and 0% in yr5)
8	Full Time Employees (eligible for benefits)			125		128.4		128.4		129.876		129.876		
9	Number of Administrators			5		5		5		5		5		1 principal, 4 Asst
10	Number of Teachers			83		85.075		85.075		86.351125		86.351125		The year one number is 100% of all teaching positions in the DCSD 2016 budget and includes PE, Arts, Music, SWD and ESOL positions. The growth rate is the same as total employees in line 7
11	Number of Other Instructional Staff			13		13.325		13.325		13.524875		13.524875		The year one number is 100% 2016 DCSD budget for CCHS for the paras, media/library and counselors. The growth rate is the same as total employees in line 7
12	Number of Clerical Staff			9		10		10		10		10		The year one number is 100% of the 2016 DCSD budget for CCHS There is no growth in these positions.
13	Number of Maintenance Staff			15		15		15		15		15		The year one number is 100% of the 2016 DCSD budget for CCHS. There is no growth in these positions.
14	Number of Food Service Staff													DCSD - CCHS will be negotiating a contract for food service
15	Student Teacher Ratio			15		15		15		15		15		
16	Revenue Per Pupil (State and/or Local)			$9,685		$9,685		$9,685		$9,685		$9,685		The resulting per pupil amount of State+Local revenue/total students based on State QBE Earnings Sheet dated 7/14/15 and the local revenue as shown in the 2016 DCSD budget
17	Average Teacher Salary			$52,225		$53,792		$55,405		$57,068		$58,780		Year one is the average for all salaries in the DCSD 2016 budget for CCHS. The growth rate provides a 3% salary pool increase per year.
18														
19	**REVENUES**													
20	State and/or Local Revenue (Rev Per Pupil*# of students)	$0		$13,365,300	97.0%	$14,033,565	97.0%	$14,454,572	97.1%	$14,888,209	97.1%	$15,334,855	97.1%	
21	3% District Administrative Fee (Explain any changes in notes)	$0		($400,959)	-2.9%	($421,007)	-2.9%	($433,637)	-2.9%	($446,646)	-2.9%	($460,046)	-2.9%	This is the statutorily required fee to the DCSD for providing adminstrative services to CCHS which are TBD
22	Meal Fees			$684,777	5.0%	$719,016	5.0%	$740,586	5.0%	$762,804	5.0%	$785,688	5.0%	Year one is based on the 2016 DCSD budget for CCHS. The growth rate is the same as total student growth rate in line 5. Revenue to match line item 94.
23	Athletic Program Revenue			$130,000	0.9%	$130,000	0.9%	$130,000	0.9%	$130,000	0.8%	$130,000	0.8%	Estimated revenue to match line item 75
24					0.0%		0.0%		0.0%		0.0%		0.0%	
25					0.0%		0.0%		0.0%		0.0%		0.0%	
26					0.0%		0.0%		0.0%		0.0%		0.0%	
27					0.0%		0.0%		0.0%		0.0%		0.0%	
28					0.0%		0.0%		0.0%		0.0%		0.0%	
29					0.0%		0.0%		0.0%		0.0%		0.0%	
30					0.0%		0.0%		0.0%		0.0%		0.0%	
31					0.0%		0.0%		0.0%		0.0%		0.0%	
32	**Total Revenues**	**$0**		**$13,779,118**		**$14,461,574**		**$14,891,521**		**$15,334,367**		**$15,790,498**		

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**5 YEAR BUDGET PROJECTION**													
2	**School Name: Chamblee Charter High School**	**FY2015**		**FY2016**		**FY2017**		**FY2018**		**FY2019**		**FY2020**		
3		**Planning Year**	**% of Total**	**Year 1**	**% of Total**	**Year 2**	**% of Total**	**Year 3**	**% of Total**	**Year 4**	**% of Total**	**Year 5**	**% of Total**	
33														
34	**EXPENSES**													
35	**PERSONNEL**													
36	Principal			$383,838	3.3%	$395,353	3.1%	$407,214	3.3%	$419,430	3.3%	$432,013	3.3%	Based on 5 positions, 1 Principal, 4 AP, 3% raise per yr. The total position is based on the 2016 DCSD budget, however the average salary is increased over the 2016 DCSD budget average from CCHS to reflect a more realistic AP salary.
37	Social Services (Social Worker/Counselor/Nurse)			$100,000	0.8%	$100,000	0.8%	$100,000	0.8%	$100,000	0.8%	$100,000	0.8%	Reflects 1 psychologists, 1 social workers @ $50,000 each
38	Project Manager			$45,000	0.4%	$45,000	0.4%	$45,000	0.4%	$45,000	0.3%	$45,000	0.3%	1 Project Manager @ avg salary of 45K
39	Teachers	$0		$4,334,664	36.8%	$4,576,322	36.1%	$4,713,611	37.8%	$4,927,845	38.3%	$5,075,680	38.5%	Total teachers as shown in line 10 * avg teacher salary in line 17. This includes all Arts, Music, PE, Computer Sci, SWD, ESOL positions.
40	Arts/PE/Comp Sci				0.0%		0.0%		0.0%		0.0%		0.0%	These are all funded in the teacher line
41	Athletics/Extracurricular Coaches			$154,800	1.3%	$154,800	1.2%	$154,800	1.2%	$154,800	1.2%	$154,800	1.2%	This line shows stipends for additional duties and is based on historical amounts for the HS stipend payments
42	Guidance Counselor/Media Specialist			$258,452	2.2%	$266,206	2.1%	$274,192	2.2%	$282,417	2.2%	$290,890	2.2%	This is 100% of the DCSD 2016 budget for, media specialist/library and counselors (same growth as line7)
43	Special Education Teacher			$125,936	1.1%	$129,714	1.0%	$133,606	1.1%	$137,614	1.1%	$141,742	1.1%	6 Special Education paraprofessionals. Special Education teachers are included in line 39.
44	Operations Manager/COO			$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	The Operations Manager may transition to a COO position as more school based functions are phased in.
45	Office Assistant			$255,295	2.2%	$262,954	2.1%	$270,842	2.2%	$278,968	2.2%	$287,337	2.2%	This is all clerical positions for CCHS as shown in the in 2016 DCSD Budget. 3% increase per year. Includes 1 lower level office supervisor to assist the CFO.
46	CFO			$40,000	0.3%	$40,600	0.3%	$41,818	0.3%	$42,445	0.3%	$43,719	0.3%	This is the CCHS CFO with annual increases of 3% in yr2, 1.5% in yr3, 3% in yr4, and 1.5% in yr5. Supervised by Governance Council.
47	Maintenance			$392,589	3.3%	$392,589	3.1%	$392,589	3.1%	$392,589	3.1%	$392,589	3.0%	This is the total amount of maintenance personnel at CCHS shown in the 2016 DCSD budget. 13 Custodians @ $23,500+ 1 Engineer @ $50,000, plus maintenance person to change out HVAC filters.
48	Food Service			$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Food Service expense shown in line 94.
49	Retirement Benefits			$914,998	7.8%	$827,259.84	6.5%	$849,377.32	6.8%	$881,544.06	6.8%	$905,290.07	6.9%	12.3% retirement contribution as used in the state earnings sheet dated 7/14/15
50	Health Benefits			$1,000,734	8.5%	$1,405,733	11.1%	$1,405,733	11.3%	$1,421,893	11.0%	$1,421,893	10.8%	945/mo per employee as shown in the state earnings sheet dated 7/14/15. Note -- CCHS is funding this amount of Healthcare for all positions in an effort to maintain a conservative budget and assure current coverages. Currently, classified personnel are funded 596.20/mo in the DCSD budget. We expect to have a clearer view of actual healthcare costs and options as we evaluate coverages. Full-time employees. Comes directely from DCSD budget.
51	FICA			$468,974	4.0%	$489,992	3.9%	$0	0.0%	$0	0.0%	$0	0.0%	7.7% FICA
52	Other Payroll Expenses/Taxes				0.0%		0.0%		0.0%		0.0%		0.0%	
53					0.0%		0.0%		0.0%		0.0%		0.0%	
54					0.0%		0.0%		0.0%		0.0%		0.0%	
55	**Total Personnel**	**$0**		**$8,475,280**	**71.9%**	**$9,086,523**	**71.8%**	**$8,788,782**	**70.5%**	**$9,084,545**	**70.6%**	**$9,290,953**	**70.4%**	
56														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**5 YEAR BUDGET PROJECTION**													
2	**School Name: Chamblee Charter High School**	**FY2015**		**FY2016**		**FY2017**		**FY2018**		**FY2019**		**FY2020**		
3		**Planning Year**	**% of Total**	**Year 1**	**% of Total**	**Year 2**	**% of Total**	**Year 3**	**% of Total**	**Year 4**	**% of Total**	**Year 5**	**% of Total**	
57	**INSTRUCTION**													
58	Textbooks			$276,000	2.3%	$289,800	2.3%	$298,494	2.4%	$307,449	2.4%	$316,672	2.4%	200 per pupil
59	Classroom Supplies			$69,000	0.6%	$72,450	0.6%	$74,624	0.6%	$76,862	0.6%	$79,168	0.6%	50 per pupil
60	Computers			$0	0.0%	$144,900	1.1%	$149,247	1.2%	$153,724	1.2%	$158,336	1.2%	100 per pupil beginning yr2
61	Software				0.0%		0.0%		0.0%		0.0%		0.0%	included in computer line 60 and 63
62	Field Trips			$13,800	0.1%	$14,490	0.1%	$14,925	0.1%	$15,372	0.1%	$15,834	0.1%	$10 per pupil
63	Instructional Equipment			$55,200	0.5%	$57,960	0.5%	$59,699	0.5%	$61,490	0.5%	$63,334	0.5%	$40 per pupil
64	Library and Media Center			$20,700	0.2%	$21,735	0.2%	$22,387	0.2%	$23,059	0.2%	$23,750	0.2%	$15 per pupil
65	Student Assessment			$69,000	0.6%	$72,450	0.6%	$74,624	0.6%	$76,862	0.6%	$79,168	0.6%	$50 per pupil
66	Classroom Furniture			$250,000	2.1%	$250,000	2.0%	$250,000	2.0%	$250,000	1.9%	$250,000	1.9%	To repair/replace and enhance classroom furniture as required
67	PE Equipment			$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	Estimated
68	Art Supplies			$41,400	0.4%	$43,470	0.3%	$44,774	0.4%	$46,117	0.4%	$47,501	0.4%	$30 per pupil
69	Field Trip Scholarships			$13,800	0.1%	$14,490	0.1%	$14,925	0.1%	$15,372	0.1%	$15,834	0.1%	$10 per pupil to fund a scholarship account for those unable to pay field trip fees
70					0.0%		0.0%		0.0%		0.0%		0.0%	
71	**Total Instruction**	**$0**		**$828,900**	**7.0%**	**$1,001,745**	**7.9%**	**$1,023,697**	**8.2%**	**$1,046,308**	**8.1%**	**$1,069,598**	**8.1%**	
72														
73	**SERVICES & SUPPLIES**													
74	Student Uniforms				0.0%		0.0%		0.0%		0.0%		0.0%	TBD
75	Athletic Program			$130,000	1.1%	$130,000	1.0%	$130,000	1.0%	$130,000	1.0%	$130,000	1.0%	Estimated cost for self-sustaining program at $100/student
76	Office Supplies			$160,979	1.4%	$160,979	1.3%	$160,979	1.3%	$160,979	1.3%	$160,979	1.2%	This is the total all other expense for CCHS as shown in 2016 DCSD Budget and covers all office supplies, printing, etc. There is no increase shown as we expect more specific and detailed budgeting for this item in future years by our principal to maintain or reduce this number
77	Office Furniture				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 76
78	Office Computers & Software				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 76
79	Printing and Copy Services				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 76
80	Postage and Shipping				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 76
81	Bookkeeping				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 76
82	Audit			$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	A flat fee derived from similar charter experience in GA and provided by GCSA
83	Payroll Services			$32,000	0.3%	$32,000	0.3%	$32,000	0.0%	$32,000	0.2%	$32,000	0.2%	Contracted to DCSD
84	Banking Fees			$480	0.0%	$480	0.0%	$480	0.0%	$480	0.0%	$480	0.0%	$40/mo for checking acct with analysis
85	Legal Services			$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	Fees include retainer and any necessary legal fees for CCHS.
86	Liability & Property Insurance			$65,000	0.6%	$65,000	0.5%	$65,000	0.5%	$65,000	0.5%	$65,000	0.5%	Per Chartersafe bid
87	Staff Development			$65,000	0.6%	$65,000	0.5%	$65,000	0.5%	$65,000	0.5%	$65,000	0.5%	500 per employee for every staff member in years one, and two, 750 per employee in yr3 as we anticipate additional curricular and certification opportunities, then back to 500 per employee in yrs 4 and 5. $3000 per year added for non-staff Governance Board training.
88	Special Education			$32,659	0.3%	$34,292	0.3%	$36,007	0.3%	$37,807	0.3%	$39,697	0.3%	This is from the DCSD allotment sheets and relfects per school SPED supplies grown at rate of student growth
89	Health Services			$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	$35,000	0.3%	A supplement to nursing staff/supplies to be utilized as the Principal and Counseling department determine, to increase access for all students and improve health and safety.
90	Staff Recruitment			$10,000	0.1%	$10,000	0.1%	$10,000	0.1%	$10,000	0.1%	$10,000	0.1%	Advertising and employment services
91	Student Recruitment			$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	$1,000	0.0%	Estimate for advertising online and in print
92	Tech Support				0.0%		0.0%		0.0%		0.0%		0.0%	This is funded in Line 38
93	Phone/Internet Service			$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	$20,000	0.2%	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	**5 YEAR BUDGET PROJECTION**													
2	**School Name: Chamblee Charter High School**	**FY2015**		**FY2016**		**FY2017**		**FY2018**		**FY2019**		**FY2020**		
3		**Planning Year**	**% of Total**	**Year 1**	**% of Total**	**Year 2**	**% of Total**	**Year 3**	**% of Total**	**Year 4**	**% of Total**	**Year 5**	**% of Total**	
94	Food Service			$684,777	5.8%	$719,016	5.7%	$740,586	5.9%	$762,804	5.9%	$785,688	6.0%	Budgeted based on actual DCSD exp per CCHS '15-'16 as shown in the DCSD 2016 Budget. Increased at the same rate as line 5. Matches revenue side on line 22.
95	Transportation			$761,266	6.5%	$799,329	6.3%	$839,296	6.7%	$881,261	6.8%	$925,324	7.0%	This is based on transportation cost as shown in the 2016 DCSD Budget LOC 710 and 712 and will be subject to negotiation with DCSD
96	Health Supplies				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 108
97	Pest Control				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 108
98	Janitorial Supplies & Services				0.0%		0.0%		0.0%		0.0%		0.0%	Included in lines 76 and 108. Note that the custodial and plant engineer positions are funded in line 13.
99	Waste Disposal				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 108
100	Marketing			$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	$5,000	0.0%	Communications materials & design.
101	Contract Services (HR)			$15,000	0.1%	$15,000	0.1%	$15,000	0.1%	$15,000	0.1%	$15,000	0.1%	HR Support Services contracted back to DCSD
102					0.0%		0.0%		0.0%		0.0%		0.0%	
103	**Total Services & Supplies**	**$0**		**$2,058,161**	**17.5%**	**$2,132,096**	**16.8%**	**$2,195,347**	**17.6%**	**$2,261,330**	**17.6%**	**$2,330,168**	**17.7%**	
104														
105	**FACILITIES**													
106	Rent/Lease/Mortgage			$1	0.0%	$1	0.0%	$1	0.0%	$1	0.0%	$1	0.0%	
107	Grounds Maintenance				0.0%		0.0%		0.0%		0.0%		0.0%	Included in line 108
108	Maintenance & Repair			$250,000	2.1%	$262,500	2.1%	$275,625	2.2%	$289,406	2.2%	$303,877	2.3%	
109	Utilities			$170,000	1.4%	$175,100	1.4%	$180,353	1.4%	$185,764	1.4%	$191,336	1.5%	
110	Fire Safety and Compliance			$3,500	0.0%	$3,500	0.0%	$3,500	0.0%	$3,500	0.0%	$3,500	0.0%	
111					0.0%		0.0%		0.0%		0.0%		0.0%	
112					0.0%		0.0%		0.0%		0.0%		0.0%	
113	**Total Facilities**	**$0**		**$423,501**	**3.6%**	**$441,101**	**3.5%**	**$459,479**	**3.7%**	**$478,671**	**3.7%**	**$498,714**	**3.8%**	
114														
115	**Total Expenses**	**$0**		**$11,785,842**		**$12,661,465**		**$12,467,306**		**$12,870,855**		**$13,189,432**		
116														
117	Contingency Fund	$0		$400,000		$400,000		$400,000		$400,000		$400,000		To be used for contingency and carried over annually
118														
119	**Surplus (Deficit)**	**$0**		**$1,593,276**		**$1,400,109**		**$2,024,215**		**$2,063,512**		**$2,201,066**		
120														
121														
122	**Cash Balance**													
123	**Beginning Cash (Renewals, conversions, or org. funding amounts)**			**$0**		**$1,593,276**		**$2,993,385**		**$5,017,600**		**$7,081,112**		
124	**Net Surplus (Deficit)**	**$0**		**$1,593,276**		**$1,400,109**		**$2,024,215**		**$2,063,512**		**$2,201,066**		
125	**Ending Cash**	**$0**		**$1,593,276**		**$2,993,385**		**$5,017,600**		**$7,081,112**		**$9,282,177**		

CASH FLOW PROJECTIONS-YEAR 1

School Name: Chamblee Charter High School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$0	$374,088	$458,598	$543,108	$627,618	$712,128	$796,638	$881,148	$965,658	$1,050,168	$1,134,677	$1,219,187	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$1,080,362	$12,964,341
Meal Fees		$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478		$684,777
Athletic Program Revenue		$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000		$130,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$1,080,362**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,161,839**	**$1,080,362**	**$13,779,118**
Cash Disbursements:													
PERSONNEL													
Principal	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$31,987	$383,838
Social Services (Social Worker/Counselor/Nurse)	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
Project Manager	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Teachers	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$361,222	$4,334,664
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$154,800
Guidance Counselor/Media Specialist	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$21,538	$258,452
Special Education Teacher	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$10,495	$125,936
Operations Manager/COO	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$21,275	$255,295
CFO	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Maintenance	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$392,589
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$76,250	$914,998
Health Benefits	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$83,395	$1,000,734
FICA	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$39,081	$468,974
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Personnel	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$706,273**	**$8,475,280**
INSTRUCTION													
Textbooks		$27,600	$27,600	$27,600	$27,600	$27,600	$27,600	$27,600	$27,600	$27,600	$27,600		$276,000
Classroom Supplies		$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900		$69,000
Computers													$0
Software													$0
Field Trips		$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380		$13,800
Instructional Equipment		$5,520	$5,520	$5,520	$5,520	$5,520	$5,520	$5,520	$5,520	$5,520	$5,520		$55,200
Library and Media Center		$2,070	$2,070	$2,070	$2,070	$2,070	$2,070	$2,070	$2,070	$2,070	$2,070		$20,700
Student Assessment		$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900	$6,900		$69,000
Classroom Furniture		$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000		$250,000
PE Equipment		**$2,000**	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000

CASH FLOW PROJECTIONS-YEAR 1

School Name: Chamblee Charter High School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Art Supplies		$4,140	$4,140	$4,140	$4,140	$4,140	$4,140	$4,140	$4,140	$4,140	$4,140		$41,400
Field Trip Scholarships		$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380	$1,380		$13,800
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Instruction	**$0**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$82,890**	**$0**	**$828,900**
SERVICES & SUPPLIES													
Student Uniforms		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Athletic Program		$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000		$130,000
Office Supplies		$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098		$160,979
Office Furniture		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Office Computers & Software		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Printing and Copy Services		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Postage and Shipping		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Bookkeeping		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Audit		$500	$500	$500	$500	$500	$500	$500	$500	$500	$500		$5,000
Payroll Services		$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200		$32,000
Banking Fees		$48	$48	$48	$48	$48	$48	$48	$48	$48	$48		$480
Legal Services		$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500		$35,000
Liability & Property Insurance		$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500		$65,000
Staff Development		$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500		$65,000
Special Education		$3,266	$3,266	$3,266	$3,266	$3,266	$3,266	$3,266	$3,266	$3,266	$3,266		$32,659
Health Services		$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500		$35,000
Staff Recruitment		$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000		$10,000
Student Recruitment		$100	$100	$100	$100	$100	$100	$100	$100	$100	$100		$1,000
Tech Support		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Phone/Internet Service		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
Food Service		$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478	$68,478		$684,777
Transportation		$76,127	$76,127	$76,127	$76,127	$76,127	$76,127	$76,127	$76,127	$76,127	$76,127		$761,266
Health Supplies		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Pest Control		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Janitorial Supplies & Services		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Waste Disposal		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Marketing		$500	$500	$500	$500	$500	$500	$500	$500	$500	$500		$5,000
Contract Services (HR)		$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500		$15,000
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Services & Supplies	**$0**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$205,816**	**$0**	**$2,058,161**
FACILITIES													
Rent/Lease/Mortgage		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$1
Grounds Maintenance		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Maintenance & Repair		$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000		$250,000
Utilities		$17,000	$17,000	$17,000	$17,000	$17,000	$17,000	$17,000	$17,000	$17,000	$17,000		$170,000
Fire Safety and Compliance		$350	$350	$350	$350	$350	$350	$350	$350	$350	$350		$3,500
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Facilities	**$0**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$42,350**	**$0**	**$423,501**
(C) TOTAL DISPURSEMENTS	**$706,273**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$1,037,330**	**$706,273**	**$11,785,842**
CONTINGENCY FUND	$0	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000		**$400,000**
(D) NET REVENUE (B-C)	**$374,088**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$84,510**	**$374,088**	**$1,593,276**
ENDING CASH (A+D)	**$374,088**	**$458,598**	**$543,108**	**$627,618**	**$712,128**	**$796,638**	**$881,148**	**$965,658**	**$1,050,168**	**$1,134,677**	**$1,219,187**	**$1,593,276**	

CASH FLOW PROJECTIONS-YEAR 2

School Name: Chamblee Charter High School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,593,276	$1,970,445	$2,035,022	$2,099,599	$2,164,176	$2,228,753	$2,293,330	$2,357,907	$2,422,484	$2,487,061	$2,551,638	$2,616,215	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$1,134,380	$13,612,558
Meal		$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59	$71,901.59		$719,016
Athletic Program Revenue		$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00	$13,000.00		$130,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$1,134,380**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,219,281**	**$1,134,380**	**$14,461,574**
Cash Disbursements:													
PERSONNEL													
Principal	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$32,946	$395,353
Social Services (Social Worker/Counselor/Nurse)	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$100,000
Project Manager	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Teachers	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$381,360	$4,576,322
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$12,900	$154,800
Guidance Counselor/Media Specialist	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$22,184	$266,206
Special Education Teacher	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$10,810	$129,714
Operations Manager/COO	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Assistant	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$21,913	$262,954
CFO	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$3,383	$40,600
Maintenance	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$32,716	$392,589
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$68,938	$827,260
Health Benefits	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$117,144	$1,405,733
FICA	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$40,833	$489,992
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$757,210**	**$9,086,523**
INSTRUCTION													
Textbooks		$28,980	$28,980	$28,980	$28,980	$28,980	$28,980	$28,980	$28,980	$28,980	$28,980		$289,800
Classroom Supplies		$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245		$72,450
Computers		$14,490	$14,490	$14,490	$14,490	$14,490	$14,490	$14,490	$14,490	$14,490	$14,490		$144,900
Software		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Field Trips		$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449		$14,490
Instructional Equipment		$5,796	$5,796	$5,796	$5,796	$5,796	$5,796	$5,796	$5,796	$5,796	$5,796		$57,960
Library and Media Center		$2,174	$2,174	$2,174	$2,174	$2,174	$2,174	$2,174	$2,174	$2,174	$2,174		$21,735
Student Assessment		$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245	$7,245		$72,450
Classroom Furniture		$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000		$250,000
PE Equipment		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
Art Supplies		$4,347	$4,347	$4,347	$4,347	$4,347	$4,347	$4,347	$4,347	$4,347	$4,347		$43,470

CASH FLOW PROJECTIONS-YEAR 2

School Name: Chamblee Charter High School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Field Trip Scholarships		$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449	$1,449		$14,490
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Instruction	**$0**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$100,175**	**$0**	**$1,001,745**
SERVICES & SUPPLIES													
Student Uniforms													$0
Athletic Program		$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000	$13,000		$130,000
Office Supplies		$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098	$16,098		$160,979
Office Furniture		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Office Computers & Software		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Printing and Copy Services		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Postage and Shipping		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Bookkeeping		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Audit		$500	$500	$500	$500	$500	$500	$500	$500	$500	$500		$5,000
Payroll Services		$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200	$3,200		$32,000
Banking Fees		$48	$48	$48	$48	$48	$48	$48	$48	$48	$48		$480
Legal Services		$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500		$35,000
Liability & Property Insurance		$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500		$65,000
Staff Development		$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500	$6,500		$65,000
Special Education		$3,429	$3,429	$3,429	$3,429	$3,429	$3,429	$3,429	$3,429	$3,429	$3,429		$34,292
Health Services		$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500	$3,500		$35,000
Staff Recruitment		$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000		$10,000
Student Recruitment		$100	$100	$100	$100	$100	$100	$100	$100	$100	$100		$1,000
Tech Support		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Phone/Internet Service		$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000		$20,000
Food Service		$71,902	$71,902	$71,902	$71,902	$71,902	$71,902	$71,902	$71,902	$71,902	$71,902		$719,016
Transportation		$79,933	$79,933	$79,933	$79,933	$79,933	$79,933	$79,933	$79,933	$79,933	$79,933		$799,329
Health Supplies		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Pest Control		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Janitorial Supplies & Services		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Waste Disposal		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Marketing		$500	$500	$500	$500	$500	$500	$500	$500	$500	$500		$5,000
Contract Services (HR)		$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500		$15,000
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Services & Supplies	**$0**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$213,210**	**$0**	**$2,132,096**
FACILITIES													
Rent/Lease/Mortgage		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$1
Grounds Maintenance		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Maintenance & Repair		$26,250	$26,250	$26,250	$26,250	$26,250	$26,250	$26,250	$26,250	$26,250	$26,250		$262,500
Utilities		$17,510	$17,510	$17,510	$17,510	$17,510	$17,510	$17,510	$17,510	$17,510	$17,510		$175,100
Fire Safety and Compliance		$350	$350	$350	$350	$350	$350	$350	$350	$350	$350		$3,500
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0
Total Facilities	**$0**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$44,110**	**$0**	**$441,101**
(C) TOTAL DISPURSEMENTS	**$757,210**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$1,114,704**	**$757,210**	**$12,661,465**
CONTINGENCY FUND	$0	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$40,000	$0	**$400,000**
(D) NET REVENUE (B-C)	**$377,170**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$64,577**	**$377,170**	**$1,400,109**
ENDING CASH (A+D)	**$1,970,445**	**$2,035,022**	**$2,099,599**	**$2,164,176**	**$2,228,753**	**$2,293,330**	**$2,357,907**	**$2,422,484**	**$2,487,061**	**$2,551,638**	**$2,616,215**	**$2,993,385**	

School Name: Chamblee Charter High School	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)		OK	OK	OK	OK	OK
Ending Cash Balance		OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses		OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	NO	NO			

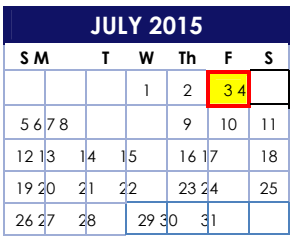
Notes: Year 1 and 2 should say YES. Our numbers are consistent with the 5 Year Budget Projection with Cash Flow Year 1 and 2.

5 Year Budget D125 = Cash Flow Projection Year 1 M105
Appears there is a formula error. Correct answer is YES

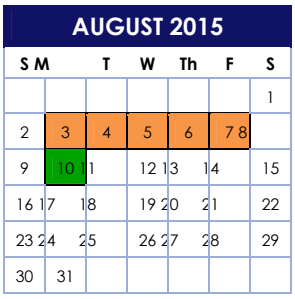
5 Year Budget F125 = Cash Flow Projection Year 2 M107
Appears there is a formula error. Correct answer is YES

DeKalb County School District
2015-2016 District-wide Calendar

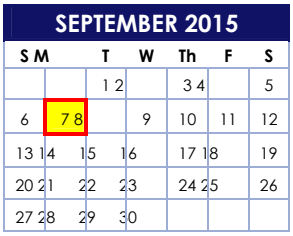
3 Independence Day Observed
4 Independence Day



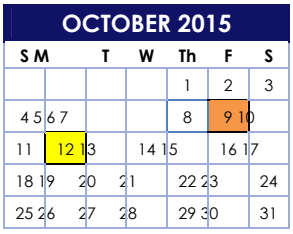
3-7 Pre-Planning Days
10 First Day of School



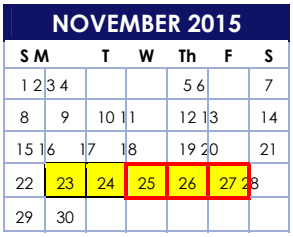
7 Labor Day



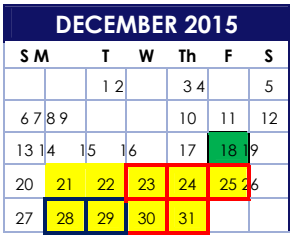
9 Professional Development Day
12 Columbus Day



11 Veterans Day
23- 27 Thanksgiving Break

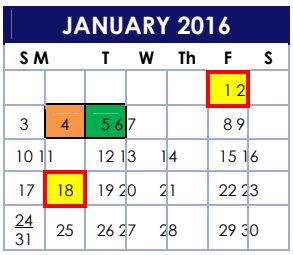


18 Last Day of 1st semester
21-31 Winter Break

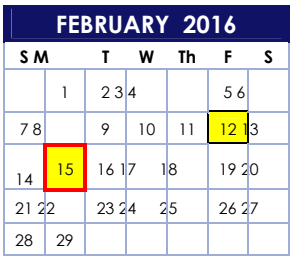


87 Days

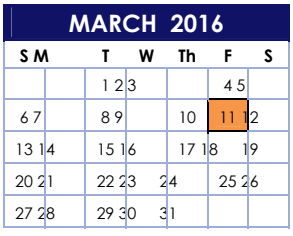
Approved by the Board of Education on January 12, 2015



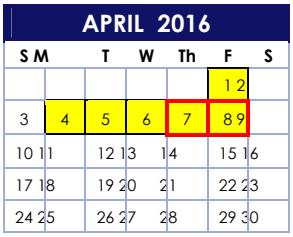
1 New Year's Day/Last Day of Winter Break
4 Teacher Planning Day
5 First day of 2nd Semester
18 Dr. M.L. King, Jr. Day



12 February Break or Inclement Weather Make-Up Day If Needed
15 President's Day

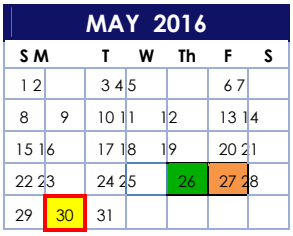


11 Professional Development Day

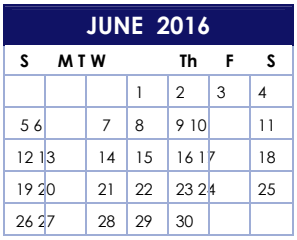


1 School Closed or Inclement Weather Make-up Day If Needed

4-8 Spring Break



26 Last Day of School
27 Post-Planning Day
30 Memorial Day



93 Days

Teacher Workday/Professional Development Day

Schools Closed/12-Month Workday

First and Last Day of Semester

All Schools and Offices Closed

12-Month Employee Work Calendar Reduction Day – 2 Days
Central Office above $80K – 3 Days
(Excludes 12-Month Clerical and Custodial Staff)

Updated on June 25, 2015

Chamblee Charter High School ~ Bell Schedules

Regular Bell Schedule 1

Period	Warning Bell - 8:10 AM
1	8:15 - 9:05
2	9:10 - 10:00
3	10:05 - 10:55
4	11:00 - 12:35
Fourth Period	***A* Lunch** — 11:00 - 11:30; Class → 11:35 - 12:35
	***B* Lunch** — 11:35 - 12:05; Class → 11:00 - 11:30; 12:10 - 12:35
	***C* Lunch** — 12:05 - 12:35; Class → 11:00 -12:05
5	12:40 - 1:30
6	1:35 - 2:25
7	2:30 - 3:20

Period	Homeroom First** 2 ****Homeroom 1st --- 8:15 - 8:30**	Pep Rally Schedule 3 Warning Bell - 8:10 AM
1	8:35 - 9:20	8:15 - 9:05
2	9:25 - 10:10	9:10 - 10:00
3	10:15 - 10:55	10:05 - 10:55
4	11:00 - 12:35	11:00 - 12:35
Fourth Period	**A** - Lunch 11:00 - 11:30	**Class** • (11:35 - 12:35)
	B - Lunch 11:35 - 12:05	**Class** • (11:00 - 11:30); (12:10 - 12:35)
	C - Lunch 12:05 - 12:35	**Class** • (11:00 - 12:05)
5	12:40 - 1:30	12:40 - 1:20
6	1:35 - 2:25	1:25 - 2:05
7	2:30 - 3:20	2:10 - 2:50 period 7 Pep Rally (2:50 - 3:20)

Effective 1/26/15

Master Learning System – Schedules

Given the flexibility that is the essence of MLS, it is not possible to describe precisely what "the" schedule is. Rather the schedule of each teacher and student will differ, according to the needs of students and the nature of the learning experience involved.

Schedule Generation

MLS is an example of what is called a *Weighted Constraint Satisfaction Problem*. This means that there is a system of constraints or preferences (what we would like to have happen), a system of weights associated with those constraints (how definitively we want those things to happen and how much departure from those preferences we will allow), and a metric for evaluating ways of satisfying these constraints (a measure of the quality of any particular schedule). In such systems, it is often not possible to deliver a final solution that perfectly satisfies all the desired items, but there is a large family of well-defined iterative and heuristic algorithms that will deliver well-optimized solutions that will come very close to satisfying most of the constraints.

Constraints can vary from "hard" (cannot be ignored in any solution) to "soft" (can be ignored), and any rating in between. The constraints involved in MLS, from harder to soft, are:

- Every student must be under adequate adult supervision during school hours
- Every student must have an assigned location during school hours
- Every student must have a "graduation timeline" that can be satisfied
- Every class/subject must have a "completion timeline" that will be satisfied, including meeting overall seat-time requirements and external testing deadlines
- Teachers' "base plans" for delivering the base curriculum are scheduled
- Teachers' "support plans" for delivering individualized interventions (and enrichment) are scheduled
- Students' preferences for electives, extracurriculars and so on are supported

These constraints vary in the time-window of their satisfaction requirements – some are long-term (school year, for instance) and some are shorter-term (learning unit, for instance).

MLS will require teacher planning and assessment tools that will streamline the production of their "inputs" into the optimization process. These will be developed in close consultation with CCHS teachers to ensure that they meet the requirements of diverse subjects and teaching styles, and ease-of-use requirements. It will also require student planning and self-assessment tools.

Illustrative Examples of MLS Schedules

The following are examples of what teacher and student schedules might look like under MLS. Numbers are of course just examples, subject to natural variability and student and teacher needs. Also, given the openness and flexibility of MLS, teachers will find many more ways to plan in ways that tailor to the educational needs of their students.

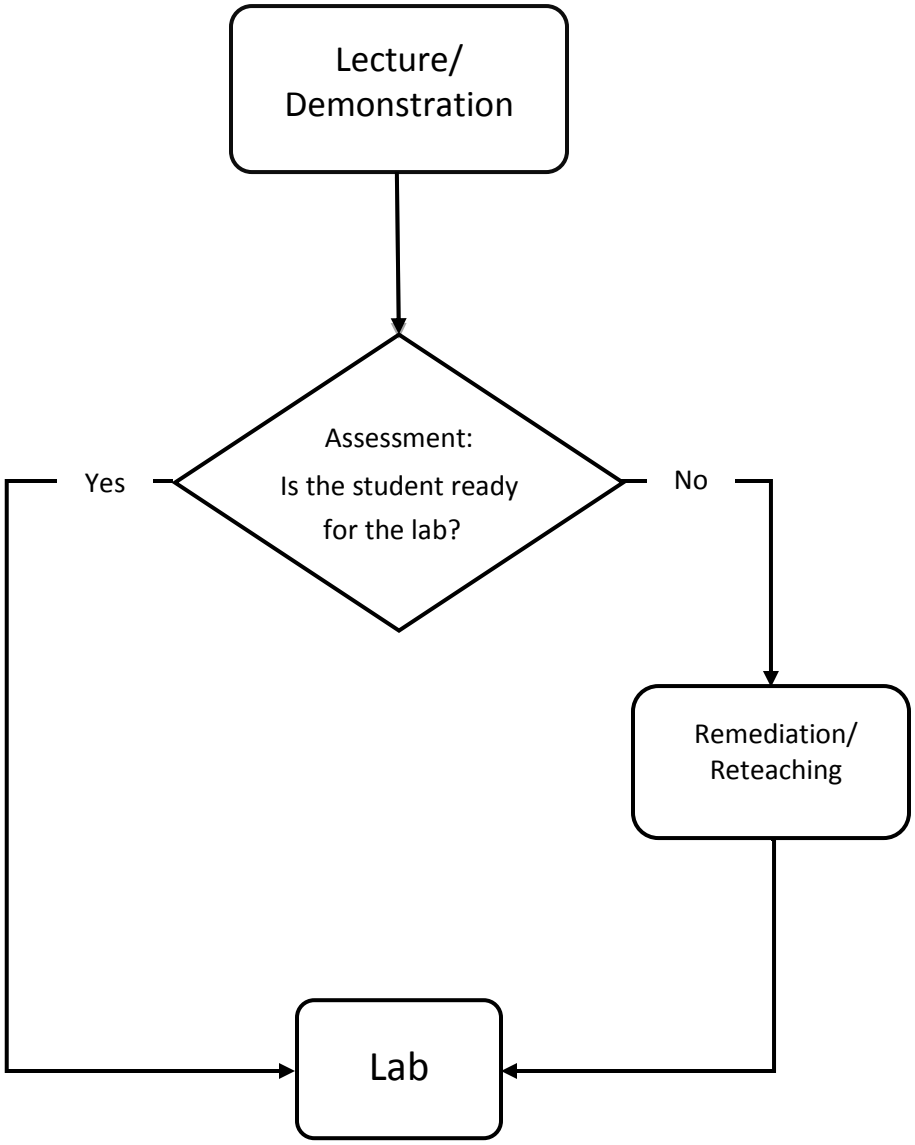
Traditional 7-Period Day Model

50 minute class, meets five days a week, with around 25-35 students. Same teacher, same students, for the entire semester. Teacher plans instructional time to match these constraints.

This scheduling model is still possible if desired under MLS. MLS does not force changes from the status quo unless desired and found to improve student achievement.

Science Example

Here is one way a teacher could decide to present a science unit under MLS. The hypothetical unit consists of: the presentation of the conceptual material and demonstration of the necessary experimental techniques; an assessment of student comprehension; a targeted intervention: remediation and reteaching for those students assessed as not being ready for the lab; the execution of the lab; a further period of instruction; and lastly, a unit assessment. Each of these elements can be carried out with a group of a pedagogically-appropriate size, and for a duration dictated by the needs of the material and the students. The flow chart below describes the structure of the first part of the unit:



The table below compares the teacher and student time required under MLS and under a traditional schedule. This instruction must be given to 120 students. Class size for the Traditional model is 30 students, while class size for the MLS model ranges from 120 students in the introductory lecture to 10 for remediation.

Science/Lab Example Unit Instructional Plan	Traditional: 50 minute class period with 30 students each		MLS: 120 student lecture 24 student Lab 10 student Remediation 30 student Instruction 120 student Assessment	
	Teacher time	Students/ session	Teacher time	Students/ session
Lecture/Demonstration	50*4 = 200 min	30	60*1 = 60 min	120
Lab, 90 min	50*8 = 400 min	30	90*5 = 450 min	24
Remediation, 50 min	50*4 = 200 min	30	50*3 = 150 min	10
Instruction, 50 min	50*4 = 200 min	30	50*4 = 200 min	30
Assessment, 50 min	50*4 = 200 min	30	50*1 = 50 min	120
Total Teacher Time for this Unit	1200 min/ 20 hr		910 min/ 15.2 hr	

Student Time for this Unit		
• Minimum	300 min	250 min
• Maximum	300 min	300 min

The table compares a quantitative measure, time spent on the unit by the teacher and the students. Because of the lack of duplication of effort, teachers gain time to plan more effective and engaging lectures and labs, to work on interdisciplinary efforts, etc. While the MLS model is more "efficient," that is not the main goal. Rather it is the qualitative differences that are matter:

Qualitative benefits to MLS:

- Time flexibility – if lecture needs 60 minutes (or 40, or 80) then that can be scheduled, instead of trying to make material fit into fixed period length. Same with labs and all other components.
- Class size flexibility - permits more student participation, less crowding, better utilization of facilities and equipment. (If you only have equipment for 20 students to do a lab, then you only schedule 20 students and all can play a full role.)
- Lab can be completed in a single session, without having to start/stop/clean-up/re-start/stop/clean-up.
- Remediation is offered in a small group setting, where it can be individualized and be more effective, and is offered only to those who need or request it.
- Remediation is offered during the school day, rather than before or after school, when many students can't (or won't) attend.
- Students whose assessment shows mastery without need for remediation gain 50 minutes during the school day, which can be used for enrichment, homework, remediation in another subject, club meeting, peer tutoring, etc.

Social Studies or English/Language Arts Example

This example addresses a Social Studies or English/Language Arts unit that includes teacher instruction, watching a film, group discussion, remediation, and an assessment. This instruction must be given to 150 students.

Social Studies or English/Language Arts Example	Traditional: 50 minute class period with 30 students each		MLS: 30 student Instruction 150 student Film 20 student Discussion 10 student Remediation 75 Student Assessment	
	Teacher time	Students/ session	Teacher time	Students/ session
Instruction, 50 min	50*5 = 250 min	30	50*5 = 250 min	30
Film, 100 min	50*10 = 500 min	30	100*1 = 100 min	150
Discussion, 50 min	50*5 = 250 min	30	50*10 = 500 min	15
Remediation, 30 min			30*4 = 120 min	5
Assessment, 50 min	50*5 = 250 min	30	50*2 = 100 min	75
Total Teacher Time for this Unit	1250 min/ 20.8 hr		1070 min/ 17.8 hr	

Student Time for this Unit		
• Minimum	250 min	250 min
• Maximum	250 min	280 min

Under the traditional model, to add remediation (during school hours) would require adding 250 minutes of teacher time and having a pedagogically-justifiable plan that can engage, without close supervision, the 130 students who do not require remediation. There are also other options available under MLS. Students could be assigned to computers in gaps in their schedules to do "pre-writing" online before class discussion. In a "bring your own technology" environment students could use their phones or laptops, thus increasing the capacity of this option. Students could be assigned to on-line discussion forums. Students could be assigned to small-group discussions (4-8 students) before larger group discussion.

As with the Science example, the MLS model can deliver the same instructional plan more efficiently with respect to time, but also provides considerable qualitative benefits over the traditional scheduling model.

Qualitative benefits to MLS:

- Film can be seen in a single setting.
- Smaller Discussion group size.
- MLS permits some teacher discretion in make-up of Discussion groups, to address needs, for instance, of shy students.
- Remediation can be offered in small groups, and only to those who need or request it.
- Remediation can offered during the school day, rather than before or after school.
- Students whose assessment shows mastery without need for remediation gain 30 minutes during the school day, which can be used for enrichment, homework, remediation in another subject, club meeting, peer tutoring, etc.

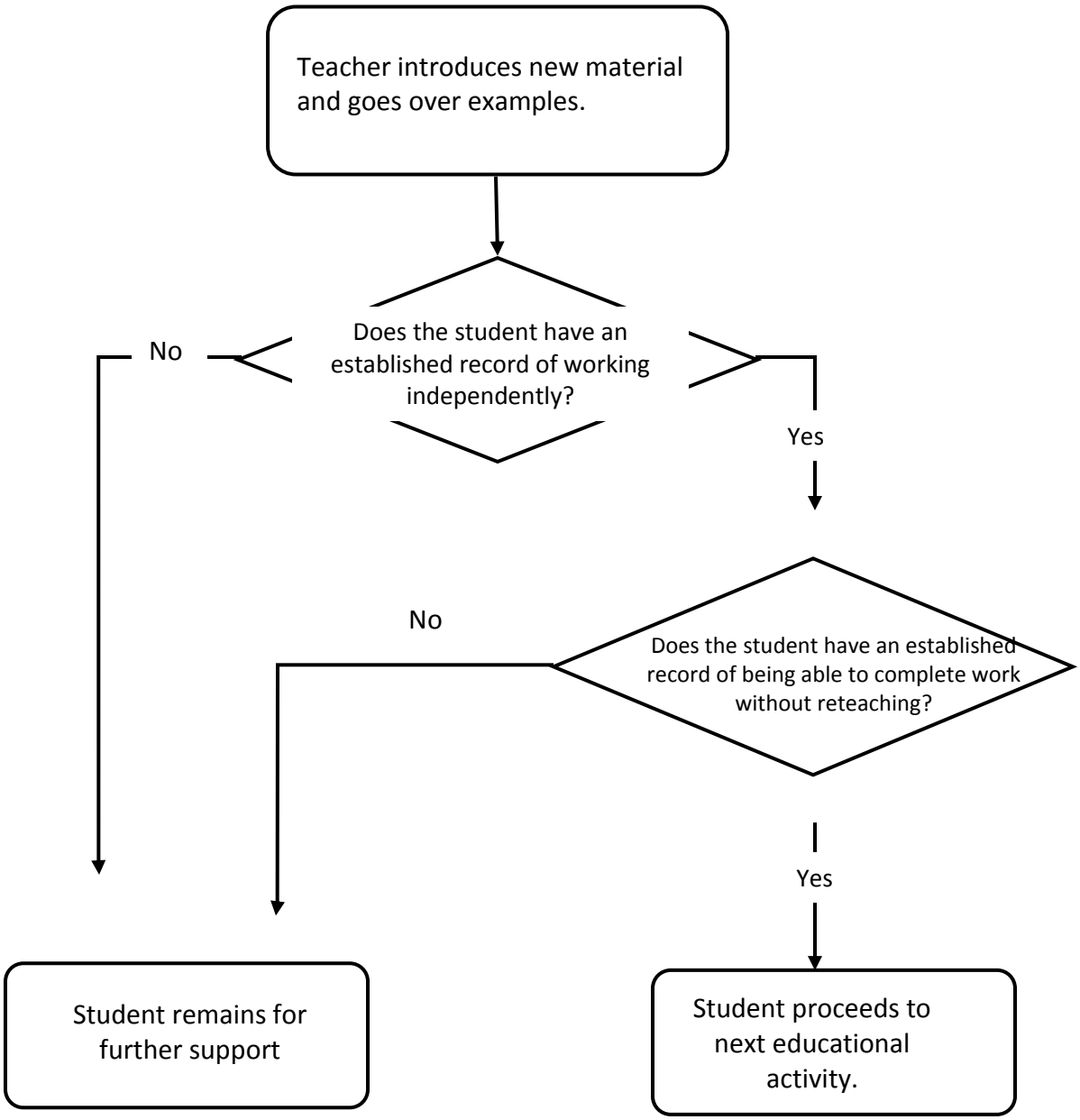
Math Example

Progress check/reteaching/remediation session – ½ hour/1 ½ hour (variable by student):

Teacher goes over previously-taught material and previously-assigned work for ½ hour, and basic questions addressed. Then most students (those who have shown on prior occasions that this is typically sufficient to address any issues they have with the material) move on to their next scheduled activity. (Traditional tutorials are of course available in case on any particular occasion they need more support.) Those students remaining (now in a small-group setting) get the individual support they need to be ready to move on.

New material/practice/support session – ½ hour/1 ½ hour (variable by student):

Teacher introduces new material, and leads class through practice. Then most students (those who have shown on prior occasions that (a) this is typically sufficient for them to take the necessary steps toward mastery and (b) they will work independently on assigned work move on to their next scheduled activity. Those students remaining either (a) get individualized support to aid them in mastering the material or (b) get supervision to ensure that they complete the practice necessary for mastery.



This example recognizes that unit material may not naturally fit the 50 minute traditional scheduling block, and provides a shorter new-material/practice/assessment cycle than is easily delivered in the traditional model. It also recognizes that students vary significantly in how quickly they can gain mastery of new material and how willing they are to work independently.

The final advantage is that diagnosing the difficulties that students are encountering in learning new material is much, much easier in a small group setting.

Mathematics Example Traditional:	Traditional: 50 minute class period with 35 students		MLS: 35 student Instruction 10 student Remediation	
	Teacher time	Students/ session	Teacher time	Students/ session
Option A: low support				
Instruction, 30 min Remediation, 20 min	50*1 = 50 min	35	30*1 = 30 60*1 = 60 min	35 10
Option B: high support				
Instruction, 30 min Remediation, 20 min	50*1 = 50 min	35		
More remediation, 50 min	50*1 = 50 min	35		
Total Teacher Time for this Unit	50 min (A) 100 min (B)		90 min	

Student Time for this Unit		
• Minimum	50 min (A) 100 min (B)	30 min
• Maximum	50 min (A) 100 min (B)	90 min

The table above illustrates the challenges of the traditional model, and the promise of MLS-based models. Under the traditional model, teachers often face the difficult choice between (a) under-supporting the students who are struggling and (b) wasting the time of students who are ready to move on. The difference in teacher time is not large in this example, but the difference in student experience is enormous. Under MLS, students who master the material quickly gain significant amounts of time to invest in other learning experiences, and students who are struggling gain much more individualized attention in a small-group setting.

The fact that these options would be available would put incentives in place that would also have major effects on student motivation and behavior. For instance, the student who is more interested in Art or History than Mathematics would have reason to acquire better study habits so

as to be in the group that spends only 30 minutes in math, so that they would gain an hour to spend on other projects.

In addition to supporting the mathematical learning of student groups when all are learning the same topic, MLS can support the ability to have students work on different topics while not falling behind. So, for instance, students with assessed difficulties in algebra, or number sense, or reading comprehension in math contexts, could concurrently be assigned to support sessions specific to those needs. Or if the required skills are prerequisite to the course they are technically enrolled in, they can be scheduled to them prior to commencing that work, and then more time can be scheduled to catch them up on the specific curriculum they need for graduation credit.

Other qualitative benefits of MLS are also present.

Qualitative benefits to MLS:

- Remediation offered in small group only to those who need or request it.
- Remediation offered during the school day, rather than before or after school.
- Small group Remediation possible within same time as traditional model.
- Students whose assessment shows mastery without need for remediation gain between 20 minutes and 70 minutes during the school day, which can be used for enrichment, homework, remediation in another subject, club meeting, peer tutoring, etc.

Control No.: 14065261

STATE OF GEORGIA

Secretary of State
Corporations Division
313 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Brian P. Kemp,** The Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

Chamblee Charter High School, Inc.
a Domestic Non-Profit Corporation

is hereby issued a CERTIFICATE OF INCORPORATION under the laws of the State of Georgia on **June 30, 2014** by the filing of all documents in the Office of the Secretary of State and by the paying of all fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on July 07, 2014

Brian P. Kemp
Secretary of State

Tracking #: YELcjGDh

This appendix has a sample of the Conflict of Interest form that was provided to the CCHS Governing Board Members for review and signature.

Signed Conflict of Interest Forms are included for all CCHS Governing Board Members, including:

- Kathy Wilson-Chu
- Stephen Harmon, Ph.D.
- Matthew Harrison, Ph.D.
- Robert Joseph, Ph.D.
- Uday R. Kumar
- Darron Kusman
- Gregory Sale

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: _____

Proposed Charter School: _____

Telephone: _____

Street Address: _____

City, State, Postal Code: _____

Email Address: _____

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☐ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☐ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☐ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☐ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☐ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☐ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☐ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☐ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☐ No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☐ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☐ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☐ No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) _____ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

_____ _____

signature date

_____

printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Kathy Wilson-Chu

Proposed Charter School: Chamblee Charter High School

Telephone: [redacted]

Street Address: [redacted]

City, State, Postal Code: [redacted]

Email Address: [redacted].com

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes x☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes x☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes x☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes x☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes x☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes x ☑ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes x☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes x☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes x☑ No

10) Do you currently serve as a public official or sit on any other boards? x ☑Yes ☐ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes x☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes x☑ No

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which w make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes x☑ No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) KWW I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Kathy Wilson-Chu
signature

9/8/14
date

Kathy Wilson-Chu
printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: _Stephen W. Harmon; Professor and Chair_____

Proposed Charter School: Chamblee High School_____

Telephone:

Street Address: _____

City, State, Postal Code: _____

Email Address: __

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes X No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes X No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes X No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes X No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes X No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes X No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes X No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes X No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes X No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes X No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes X No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes X No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes X No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

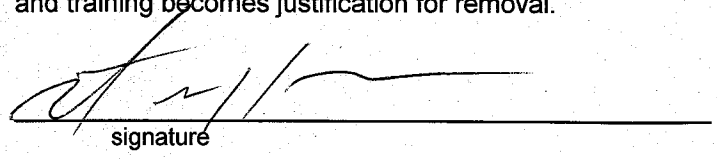
2) _____ I am currently charged with one or more crimes.

3) SWH I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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signature

9/29/2014
date

Stephen W. Harmon
printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Dr. Matthew S. Harrison

Proposed Charter School: Chamblee Charter High School

Telephone: _____

Street Address: _____

City, State, Postal Code: _____

Email Address: _____

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑ No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) MH I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

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Matthew Harrison
signature

09.08.14
date

Matthew S Harrison
printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Robert Joseph, Ph.D.

Proposed Charter School: Chamblee Charter High School

Telephone: _

Street Address: _

City, State, Postal Code: _

Email Address: _

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee or other professional group? ☐Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) RJJ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Robert Joseph
signature

9/10/14
date

Robert Joseph
printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: UDAY KUMAR

Proposed Charter School: Chamblee

Telephone:

Street Address:

City, State, Postal Code:

Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☒Yes ☐ No
LYDIA HOME, 4300 IRVING PARK ROAD, CHICAGO, 60641

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

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Uday Kumar
signature

9/11/14
date

UDAY KUMAR
printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Gregory M. Sale, Attorney

Proposed Charter School: Chamblee Charter High School

Telephone:

Street Address:

City, State, Postal Code:

Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒ No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☒ No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒ No

Criminal Background History

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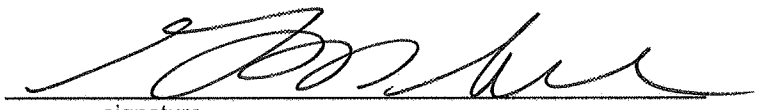
2) _____ I am currently charged with one or more crimes.

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signature

9/5/14
date

Gregory M. Sale

printed name

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: MR. DARRON KUSMAN

Proposed Charter School: CHAMBLEE CHARTER HIGH SCHOOL

Telephone:

Street Address:

City, State, Postal Code:

Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑ No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑ No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑ No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑ No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑ No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑ No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑ No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑ No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑ No

10) Do you currently serve as a public official or sit on any other boards? ☑Yes ☐ No
CURRENTLY SERVE AS CHAIR OF THE ARCHITECTURAL REVIEW BOARD FOR THE CITY OF CHAMBLEE (VOLUNTEER/APPOINTED POSITION)

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑ No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee or other professional group? ☐Yes ☑ No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑ No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations do not need to be included.

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

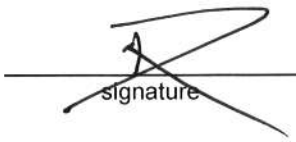
2) _____ I am currently charged with one or more crimes.

3) ✓ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.



signature

9/8/2014
date

DARRON B. KUSMAN

printed name

SY 2015-2016 - Rising 9th Grade Course Advisement Form *(2015-2016 Freshmen)*

Student Name _____ Student # _____ Date: _____
(Last, First, Middle Initial)

Student Classification: (*check all that apply)* Magnet _____ Gifted _____ IEP _____

Diploma Choice: _____ *Advising Counselor:* _____

Check Recommended Course ***Course Title; State Code # & Program Code*** *(if applicable)*

English ☐ Co-Taught (23.9610)

☐ Lit/Comp **9**	2306100	☐ Lit/Comp 9 ***Mag Accel***	2306100 **M**
☐ Lit/Comp **9** ***Accel***	2306100 ***AC***	☐ Lit/Comp **9** ***ESOL***	2316100 **E**
☐ Lit/Comp **9** ***Gft Accel***	2326100 ***GF***		
☐ Lit/Comp **9** ***REP***	2306100 ***RE***		

Mathematics ☐ Co-Taught (27.99710)

☐ CCGPS Coordinate Algebra	2709710	☐ CCGPS Coordinate Algebra - **Magnet**	2709710M
☐ CCGPS Coordinate Algebra Support	2709810	☐ CCGPS Analytic Geometry - **Magnet**	2709720M
☐ CCGPS Analytic Geometry	2709720		
☐ Accelerated CCGPS Coordinate Algebra/ Analytic Geometry A	2709750	☐ Accelerated CCGPS Coordinate Algebra/ Analytic Geometry A - **Magnet**	2709750M
☐ Accelerated CCGPS Analytic Geometry B/ Advanced Algebra	2709760	☐ Accelerated CCGPS Analytic Geometry B/ Advanced Algebra - **Magnet**	2709760M

Science ☐ Co-Taught (26.9120)

☐ Biology I	2601200	☐ Biology I ***Magnet Accel***	2601200 ***M***
☐ Biology I ***Accel***	2601200 ***A***	☐ Biology I ***Gifted/ Magnet***	2601200 ***G***

Social Studies ☐ Co-Taught (45.9570)

☐ Amer Govt Civics / World Geography	450711	☐ Amer Govt Civics / World Geography ***Magnet Accel***	4507110 ***M***
☐ Amer Govt Civics / World Geography ***Accel***	4505700 ***A***	☐ Amer Govt Civics / World Geography ***Gifted Magnet***	4525700 ***G***
☐ Amer Govt Civics / World Geography ***Gifted***	4525700 ***G***		

Health/Physical Education

☐ PE 9 / Health (***required***) 3605100 / 1701100

SY 2015-2016 - Rising 9th Grade Course Advisement Form *(2015-2016 Freshmen)*

World Languages

☐ **Co-Taught**

☐ French I	6001100	☐ French II	6001200
☐ Spanish I	6007100	☐ Spanish II	6007200
☐ German I ***(Resident)***	6101100	☐ German III ***Magnet*** *(**With Teacher Recommendation & Parent Signature Only)*	6101300 ***M***
☐ German I ***Magnet***	6101100 ***M***	☐ German III ***Mag/Accel*** *(**With Teacher Recommendation & Parent Signature Only)*	6101300 ***M***
☐ German II ***Magnet***	6101200 ***M***		

Career Tech Electives

☐ Intro to Business & Technology (**BMA-IBT**)	074413		
☐ Intro to Digital Technology **(IT-IDT)**	1141500	☐ AAVTC-AVTF1 *(Arts, Audio-Video Technology & Communications - **Broadcasting 1**)*	1051810
☐ Early Childhood Education I **(ET-ECE)**	2052810	☐ Foundations of Engineering & Technology **(ENGR-FET) -** Level 1	2142500
☐ Intro to Drafting & Design - Level 1	4854100	☐ Food, Nutrition & Wellness **-** Level 1 *(Leads to the Advanced Nutrition Pathway)*	2041610
☐ JROTC I	2803100		

Electives

☐ Phy Education I (meets 2nd year P.E.)	3601100	☐ Decision Making I	35051001 **SQ**
☐ Weight Train I (meets 2nd year P.E.)	3605400	☐ Reading Enrich **REP** *(Level 1)*	2308200 **RE**
☐ Intro Aquatics (meets 2nd year P.E.)	3602400	☐ Study Skills I	3586100 ***SR***
☐ Drama Art/Fund I (Musical Theatre)	5202100		
☐ ADV Band I *(audition required)*	5303810	☐ AP Human Geography *(Advanced Humanities)*	4507700
☐ INTER Band	5303710		
☐ Beginning Band	53036101	☐ Visual Arts Comp I $	5002110
☐ INTER Orchestra	5305710	**$ = Additional supplies required**	
☐ Beginning Chorus I	5402110		

Student Name (Printed) _____ Student Signature _____

Date _____ Parent Signature _____

**I understand and accept the teacher's recommendation for German III placement, effective 2015- 2016. I also understand that my student will not be registered for German III without a parent/guardian signature below.

Date _____ Parent Signature - *indicating approval of German III placement* _____

IMPORTANT NOTICE: **NO LEVEL CHANGES** will be made after the 10th day of the Semester.

SY 2015-2016 - Rising 10th Grade Course Advisement Form *(2015-2016 Sophomores)*

Student Name _____ Student # _____ Date: _____
(Last, First, Middle Initial)

Student Classificaton: (*check all that apply)* Magnet _____ Gifted _____ IEP _____

Diploma Choice: _____ *Advising Counselor:* _____

Check Recommended Course	***Course Title; State Code # & Program Code** (If Applicable)*		
English		☐ **Co-Taught**	
☐ World Lit/Comp	2306300	☐ World Lit/Comp ***Magnet***	2306300 ***M***
☐ World Lit/Comp ***Accelerated***	2306300 ***A***	☐ World Lit/Comp ***Magnet Gifted***	2326300 **G**
☐ World Lit/Comp ***Gifted***	2326300 ***G***	☐ World Lit/Comp ***ESOL***	2306300 ***E***
Mathematics		☐ **Co-Taught**	
☐ CCGPS Coordinate Algebra	2709710	☐ CCGPS Analytic Geometry - **Magnet**	2709720 M
☐ CCGPS Analytic Geometry	2709720	☐ Accelerated CCGPS Analytic Geometry B/ Advanced Algebra - **Magnet**	2709760 M
☐ Accelerated CCGPS Analytic Geometry B/Advanced Algebra	2709760	☐ Accel CCGPS Pre-Calculus - **Magnet**	2709770 M
☐ Accelerated CCGPS Pre-Calculus	2709770		
☐ CCGPS Coordinate Algebra **B** (Trailer Semester)	270971002		
Science		☐ **Co-Taught**	
☐ Biology I	2601200	☐ Chemistry I ***Accelerated***	4005100 ***A***
☐ Chemistry I	4005100	☐ Chemistry I ***Gifted***	4025100 ***G***
☐ Physical Science	4001100	☐ Chemistry I ***Gifted /Magnet***	4025100 ***G***
☐ Earth Systems (*satisfies state Chemistry requirement*)	4006400	☐ Chemistry I ***Magnet***	4005100 ***M***
Social Studies		☐ **Co-Taught**	
☐ World History	4508300	☐ World History ***Magnet***	4508300 ***M***
☐ World History ***Accelerated***	4508300 ***A***	☐ World History ***Gifted/ Magnet***	4528300 ***G***
☐ World History ***Gifted***	4528300 ***G***		
AP Course Options	***(Notice: $$ Exam Fees May Apply)***		
☐ AP Human Geography	4507700	☐ AP Statistics	2707400
☐ AP Spanish/Lang	6007700	☐ AP World History	4508110
☐ AP Music Theory	5302300	☐ AP German/Language	6101700
Health/Physical Education			
☐ Phy Ed I *(meets 2nd year requirement)*	3601100	☐ Weight Training I (meets 2nd year requirement)	3605400
☐ Personal Fitness 9 / Health *(9th Grade Requirement)*	3605100 / 17.011	☐ Body Sculpting (meets 2nd year requirement)	3605600
		☐ Intro Aquatics (meets 2nd year requirement)	3602400

SY 2015-2016 - Rising 10th Grade Course Advisement Form *(2015-2016 Sophomores)*

World Languages		☐ **Co-Taught**	
☐ French I	6001100	☐ French III	6001300
☐ French II	6001200		
☐ Spanish I	6007100	☐ Spanish III	6007300
☐ Spanish II	6007200	☐ Spanish for Native Speakers 1 (Elective Credit)	600790000
☐ German I	6101100	☐ German III ***Magnet***	6101300 ***M***
☐ German II	6101200	☐ German III ***Magnet / Accel***	6101300 ***M***
☐ German III	6101300	☐ German IV ***Magnet / Accel***	6101400 ***M***
Electives			
☐ Intro to Business & Tech (**BMA-IBT**)	744130	☐ Intro to Digital Technology **(IT-IDT))**	1141500
☐ Accounting I **(BCS – PAI)** (Level 2)	741100	☐ Beginning Programming **(BCS – BP)** (Level 2) *(Pre-req: Intro to Digital Tech IT-IDT)*	1141800
☐ Early Childhood Education I (**ET-ECE**)	2052810	☐ Intermediate Programming **(BCS-IP)** (Level 3)	1142100
☐ Human Growth & Development (Level 2)	2042320	☐ Writer's Workshop	2303100
☐ Food, Nutrition & Wellness (Level 1) *(Leads to the Advanced Nutrition Pathway)*	2041610	☐ SAT Prep Math / SAT Prep Reading (Year Long)	3506600
☐ AAVTC-AVTF1 *(Arts, Audio-Video Technology & Communications* - **Broadcasting 1**)	1051810	☐ Engineering Concepts **(ENGR – EC)**- Level 2	2147100
☐ AAVTC-AVTFII *(Arts, Audio-Video Technology & Communications - **Broadcasting 2**)*	1051910	☐ Intro to Drafting & Design - (Level 1)	4854100
☐ Foundations of Engineering & Technology ***(ENGR-FET) - Level 1***	2142500	☐ Survey of Engineering Graphics - (Level 2) *(Pre-req.: Intro to Drafting & Design)*	4854200
☐ JROTC I *(1st Year)*	2803100	☐ JROTC II *(2nd Year)*	2803200
☐ Visual Arts Comp I *(1st Year) $*	5002110	☐ Photography I **$** *(Pre-req.: Visual Arts)*	5007110
☐ Visual Arts Drawing/Painting I $ (*Pre-req.: Visual Arts and/or Photo I)*	5003130	☐ Visual Arts Drawing/Painting II *(Pre-req.: Visual Arts Drawing/Painting I)*	5003130
☐ Sculpture Design I A $ (*Pre-req.: Visual Arts and/or Photo I)*	5006110		
☐ Study Skills I **SR**	35861001	☐ Decision Making I	35051001SQ
☐ Study Skills II **SR**	35862001	☐ Decision Making II	35052001SQ
☐ Drama Art/Fund I (Musical Theatre)	5202100	☐ Drama Art/Fund II (Musical Theatre)	5202200
☐ INTER Band	5303710	☐ ADV Orchestra I	5305810
☐ ADV Band I *(audition required)*	5303810	☐ INTER Jazz Band	5307510
☐ ADV Band II *(audition required)*	5303830	☐ ADV Jazz *(audition required)*	5306610
☐ Beg Keyboard Tech I	5309410	☐ Beg Keyboard Tech II	5309420
☐ Beg Mixed Chorus I	5402110		
☐ Adv Women's Chorus *(by audition)*	5402610	☐ Adv Mixed Chorus *(by audition)*	5402310

$ = additional supplies may be required

****Student may register for ADV Jazz , if Band class or INTER Jazz completed (unless prior permission granted)***

_____ _____

Student Name (Printed) Student Signature

_____ _____

Date Parent Signature

IMPORTANT NOTICE: **NO LEVEL CHANGES** will be made after the 10th day of the Semester.

SY 2015 - 2016 - Rising 11th Grade Course Advisement Form *(2015-2016 Juniors)*

Student Name _____ Student # _____ Date: _____
(Last, First, Middle Initial)

Student Classificaton: (*check all that apply)* Magnet _____ Gifted _____ IEP _____

Diploma Choice: _____ *Advising Counselor:* _____

Check Recommended Course	***Course Title; State Code # & Program Code** (If Applicable)*		
English		**Co-Taught**	
☐ American Lit/Comp	2305100		
☐ American Lit/Comp ***Accel***	2305100 **A**	☐ American Lit/Comp ***Magnet***	2305100 **M**
☐ American Lit/Comp ***Gifted***	2325100 **G**	☐ American Lit/Comp ***Gifted/ Magnet***	2325100 **G**
☐ American Lit/Comp ***ESOL***	2305100 **E**		
			2309300H **E**
			2309400H **E**
Mathematics		**Co-Taught**	
☐ CCGPS Analytic Geometry	2709720	☐ CCGPS Advanced Algebra -**Magnet**	2709730 M
☐ CCGPS Advanced Algebra	2709730	☐ Accelerated CCGPS Analytic Geometry B/ Advanced Algebra - **Magnet**	2709760 M
☐ CCGPS Pre-Calculus	2709740	☐ Accel CCGPS Pre-Calculus -**Magnet**	2709770 M
☐ CCGPS Coordinate Algebra (1st Year requirement)	2709710	☐ Calculus -**Magnet** / Calculus	2707800 M / 2707800
☐ CCGPS Coordinate Algebra **B** 《 Trailer Semesters	270971002		
☐ CCGPS Analytic Geometry **B** 《 Trailer Semesters	270972002		
Science		**Co-Taught**	
☐ Environmental Science	2606110	☐ Human Anat/Physiology	2607300
☐ Environmental Science ***Accel***	2606110 **A**	☐ Human Anat/Physiology ***Accel***	2607300 **AC**
		☐ Human Anat/Physiology ***Magnet***	2607300 **M**
☐ Chemistry I	4005100	☐ Physics I	4008100
☐ Chemistry I ***Accel***	4005100 **A**	☐ Physics I ***Accel***	4008100 **A**
☐ Chemistry I ***Gifted***	4025100 **G**	☐ Physics I ***Magnet***	4008100 **M**
☐ Earth Systems *(satisfies state Chemistry requirement)*	4006400	☐ Physics I ***Gifted/ Magnet***	4028100 **G**
Social Studies		**Co-Taught**	
☐ U.S. History	4508100	☐ Psychology/Sociology (Elective)	4501500/ 4503100
☐ U.S. History ***Accel***	4508100 **A**		
☐ U.S. History ***Gifted***	4528100 **G**		
☐ U.S. History ***Magnet Accel***	4508100 **M**		
AP Course Options ***(Notice: $ Exam Fees May Apply)***			
☐ AP Computer Science	1101600	☐ AP US History	4508200
☐ AP English Language and Composition (*satisfies Amer Lit requirement*)	2305300	☐ AP Human Geography	4507700
☐ AP Biology	2601400	☐ AP Studio Art *(Drawing & Painting Pathway)* **$**	5008110
☐ AP Chemistry	4005300	☐ AP Studio Art: 2-D Design *(Photography Pathway)* **$**	5008130
☐ AP Physics B	4008300	☐ AP Studio: 3-D Design *(Sculpture Pathway)* **$**	5008140
☐ AP Physics C	4008400		
☐ AP Environmental Science	2606200	☐ AP Music Theory	5302300
☐ AP Calculus AB *(pre-req: CCGPS Pre-Calculus)*	2707200	☐ AP French	6001700
		☐ AP Spanish/Lang	6007700
☐ AP Calculus BC	2707300	☐ AP German/Lang	6101700
☐ AP Statistics	2707400		

SY 2015 - 2016 - Rising 11th Grade Course Advisement Form *(2015-2016 Juniors)*

World Languages		☐ **Co-Taught**	
☐ French I	6001100	☐ French II	6001200
☐ French III	6001300	☐ French IV	6001400
☐ Spanish I	6007100	☐ Spanish III	6007300
☐ Spanish II	6007200	☐ Spanish IV	6007400
☐ German I	6101100	☐ Spanish for Native Speakers1 (Elective Credit)	600790000
☐ German IV ***Magnet***	6101400 **M**	☐ German V ***Magnet***	6101500 **M**
Electives			
☐ Intro to Business & Tech (**BMA-IBT**)	744130	☐ Early Childhood Education I (**ET-ECE**)	2052810
☐ Accounting I - (*Level 2*)	741100	☐ Human Growth & Development (*Level 2*)	2042320
☐ Accounting II * - (*Level 3*)	741200	☐ Health, Safety & Nutrition (*Level 3*)	2052610
☐ Intro to Digital Technology **(IT-IDT)**	1141500	☐ Food, Nutrition & Wellness (Level 1)	2041610
☐ Beginning Programming **(BCS-BP) Level 2**	1141800	☐ Food for Life (Level 2)	241400
☐ Intermediate Prog. **(BCS-IP) Level 3**	1142100		
☐ AAVTC-AVTF1 *(Arts, Audio-Video Technology & Communications - **Broadcasting 1**)*	1051810		
☐ AAVTC-AVTFII *(Arts, Audio-Video Technology & Communications - **Broadcasting 2**)*	1051910		
☐ Found of Eng & Tech **(ENGR-FET)** *(Level 1)*	2142500	☐ Physical Education 1	3601100
☐ Engineering Concepts **(ENGR-EC)** *(Level 2)*	2147100	☐ Weight Training I	3605400
☐ Engineering Applications **(ENGR-EA)** *(Level 3)*	2147200	☐ Health ***(9th grade requirement)***	1701100
☐ JROTC I ***(1st Year ROTC)***	2803100	☐ Personal Fitness 9 ***(9th grade requirement)***	3605100
☐ JROTC II ***(2nd Year ROTC)*** *	2803200	☐ Introductory Aquatics	3602400
JROTC III ***(3rd Year ROTC)*** *	2803300	☐ Body Sculpting ***(2nd Year Weight Training)***	3605600
☐ SAT Prep Math / SAT Prep Reading (Year- Long Elective)	3506600		
☐ Writer's Workshop	2303100		
☐ Visual Arts Comp I *(Pre-Req. for ALL Art)*	5002110	☐ Drawing/Painting I **	5003110
☐ Photography I *(Prerequisite Visual Arts)*	5007110	☐ Drawing/Painting II *(prerequisite Drawing/Painting I)*	500311020
☐ Photography II ($) (prerequisite Photo I)	5007120	☐ Sculpture Design I *(prerequisite Visual Arts)*	5006110
☐ Print Design in Art **+** *[pre AP]*	5004310	☐ Sculpture Design II *(prerequisite Sculpture Design I)*	5006120
☐ Study Skills III	35863001		
☐ Decision Making III	35853001		
☐ Drama Art / Fund I (Musical Theatre)	5202100H	☐ Drama Art / Fund II (Musical Theatre)	5202200H
☐ INTER Band	5303710H	☐ ADV Band II*	53038301H
☐ ADV Band I*	5303810H	☐ ADV Band III*	53038201H
☐ ADV Band II*	5303830H	☐ ADV Orchestra II	5305810H
☐ ADV Band III*	5303820H	☐ INTER Jazz Band	5307510H
☐ Beg Mixed Chorus I	5402110H	☐ ADV Jazz**	5306610H
☐ Adv Mixed Chorus I	5402310H		
☐ Adv Mixed Chorus II	5402320H		
☐ ADV Women's Chorus	5402610H		

$ = additional supplies may be required. **** Students must meet all pre-requisites***

****Student may register for ADV Jazz , if Band class or INTER Jazz completed (unless prior permission granted)***

_____ _____

Student Name (Printed) *Student Signature*

Date _____ Parent Signature _____

IMPORTANT NOTICE: **NO LEVEL CHANGES** will be made after the 10th day of the Semester.

SY 2015-2016 - Rising 12th Grade Course Advisement Form *(2015-2016 Seniors)*

Student Name _____ Student # _____ Date: _____
(Last, First, Middle Initial)

Student Classificaton: (*check all that apply)* Magnet _____ Gifted _____ IEP _____

Diploma Choice: _____ *Advising Counselor:* _____

Check Recommended Course ***Course Title; State Code # & Program Code*** *(If Applicable)*

English

☐ Co-Taught

☐ British Lit/Comp	2305200	☐ British Lit/Comp ***Magnet***	2305200 **M**
☐ British Lit/Comp ***Accel***	2305200 **A**	☐ British Lit/Comp ***Gifted/ Magnet***	2325200H **G**
☐ British Lit/Comp ***Gifted***	2325200 **G**		

Mathematics

☐ Co-Taught

☐ Adv Math Decision Mkg. (*Pre-req.: CGPS Adv. Algebra*)	2708500	☐ Multivariable Calculus	9700200
☐ CCGPS Analytic Geometry	2709720	☐ Calculus	2707800
☐ CCGPS Advanced Algebra	2709730	☐ Calculus- ***Magnet***	2707800
☐ CCGPS Pre-Calculus	2709740	☐ CCGPS Pre-Calculus - ***Magnet***	2709740
		☐ Adv Math Decision Mkg - ***Magnet***	2708500

Science

☐ Co-Taught

☐ Biology	2601200	☐ Chemistry I	4005100
☐ Environmental Science	2606110	☐ Physics I*	4008100
☐ Human Anat/Physio	2607300	☐ Human Anat/Physio ***Magnet***	2607300 **M**
☐ Human Anat/Physio ***Accel***	2607300 **A**	☐ Physics I ***Accel***	4008100 **A**
☐ Envir Science ***Accel***	2606110 **A**		
☐ Earth Systems (*satisfies state Chemistry requirement*)	4006400		

Social Studies

☐ Co-Taught

☐ Prin of Economics	4506100	☐ Prin of Economics ***Magnet***	4506100H ***M***
☐ Prin of Economics ***Accel***	4506100 ***A***	☐ Prin of Economics ***Gifted / Mag***	4526100 ***G***
☐ Prin of Economics ***Gifted***	4526100 ***G***	☐ Psychology / Sociology *(Social Studies Elective)*	450150000 / 450310000

AP Course Options *(Notice: $ Exam Fees May Apply to ALL AP Courses)*

☐ AP Computer Science A	1101600	☐ AP Psychology	4501600
☐ AP Computer Science AB	1101700	☐ AP Govt: Politics US	4505200
☐ AP Lit Comp	2306500	☐ AP Human Geography	4507700
☐ AP Calculus AB *(Pre-req.: Pre-Calculus)*	2707200	☐ AP Macroeconomics	9700300
☐ AP Calculus BC *(Pre-req.: teacher recom.)*	2707300	☐ AP Micro/Macro Economics (*two AP Exams required)*	9700400
☐ AP Statistics	2707400		
☐ AP Biology	2601400	☐ AP Studio Art *(Drawing & Painting Pathway)* **$**	5008110
☐ AP Environmental Science	2606200	☐ AP Studio Art: 2-D Design *(Photography Pathway)* **$**	5008130
☐ AP Chemistry	4005300	☐ AP Studio: 3-D Design *(Sculpture Pathway)* **$**	5008140
☐ AP Physics B	4008300	☐ AP German/Lang	6101700
☐ AP Physics C	4008400	☐ AP French/Lang	6001700
☐ AP Music Theory	5302300	☐ AP Spanish/Lang	6007700

SY 2015-2016 - Rising 12th Grade Course Advisement Form *(2015-2016 Seniors)*

World Languages ☐ Co-Taught

☐ French I	6001100	☐ Spanish I	6007100
☐ French II	6001200	☐ Spanish II	6007200
☐ French III	6001300	☐ Spanish III	6007300
☐ French IV	6001400	☐ Spanish IV	6007400
☐ German IV ***Mag/Adv***	6101400 **M**		
☐ German V ***Mag/Adv***	6101500 **M**		
☐ German VI ***Mag/Adv***	6101600 **M**		

Electives

☐ Intro to Business & Tech (**BMA-IBT**)	744130	☐ Intro to Digital Technology **(IT-IDT))**	1141500
☐ Accounting I	741100	☐ Beginning Programming ***(BCS-BP)***	1141800
☐ Accounting II *	741200	☐ Intermediate Programming ***(BCS-IP)***	1142100
		☐ Work-Based Learning	6721500
☐ Early Childhood Education I ***(ET-ECE)***	2052810	☐ Food, Nutrition & Wellness (***Level 1***)	2041610
☐ Human Growth & Development ***(Level 2 IECE)***	2042320	☐ Food for Life ***(Level 2)***	241400
☐ Health, Safety and Nutrition (***Level 3 IECE)***	2042320	☐ AAVTC-AVTF1 *(Arts, Audio-Video Technology & Communications -* ***Broadcasting 1*** *)*	1051810
		☐ AAVTC-AVTFII *(Arts, Audio-Video Technology & Communications -* ***Broadcasting 2*** *)*	1051910
☐ Foundations of Engineering **(ENGR – FET) [Level 1]**	2142500	☐ Engineering Applications **(Pre-req.: Engineering Concepts) [Level 3]**	2147200
☐ Engineering Concepts ***Pre-req: Found. of Engineering) [Level 2]***	2147100	☐ Research Design & Proj Mgmt. ***(ENGR – RDPM) [Level 4]***	2146100
☐ Writer's Workshop	2303100		
☐ Study Skills IV SR	35864001	☐ Decision Making IV	35854002
☐ JROTC I ***(1st Year ROTC)***	2803100	☐ JROTC III ***(3rd Year ROTC) ****	2803300
☐ JROTC II ***(2nd Year ROTC) ****	2803200	☐ JROTC IV ***(4th Year ROTC) ****	2803400
☐ Health ***(9th grade requirement)***	1701100	☐ Personal Fitness **(9th grade requirement)**	3605100
☐ Physical Education I	3601100	☐ Body Sculpting * ***(2nd Yr Wgt Train)***	3605600
☐ Weight Training	3605400	☐ Introductory Aquatics	3602400
☐ Visual Arts Comp I **$**	5002110	☐ Sculpture Design I* **$**	5006110
☐ Visual Arts Drawing/Painting I* **$**	5003130	☐ Sculpture Design II* **$**	5006120
☐ Visual Arts Drawing/Painting II* **$**	5003141	☐ Sculpture Design III* **$** *(prerequisite Sculpture II)*	500613000
☐ Principles of Design in Art* **$** *(prerequisite Drawing/Painting II)*	5004310		
☐ Photography I **$** *(Prerequisite Visual Arts)*	5007110	☐ Photography III* ***$***	5007130
☐ Photography II* ***$*** *(prerequisite Photo I)*	5007120	☐ Photography IV* ***$***	5007140
☐ Drama Art/Fund I (Musical Theatre)	5202100	☐ Drama Art/Fund II (Musical Theatre)	5202200
☐ INTER Band	5303710	☐ ADV Orchestra III*	5305810
☐ ADV Band II*	5303830	☐ INTER Jazz Band	5307510
☐ ADV Band III*	5303820	☐ Beg Keyboard Techniques I	5309410
☐ ADV Band IV*	5303840	☐ Beg Keyboard Techniques II*	5309420
☐ ADV Jazz**	5306610	☐ ADV Women's Chorus*	5402610
☐ Beg Mixed Chorus I	5402110	☐ ADV Mixed Chorus *	5402310

*****Student may register for ADV Jazz , if Band class or INTER Jazz completed (unless prior permission granted)***

**** Students must meet all pre-requisites***

$ = additional supplies may be required.

_____ _____

Student Name (Printed) Student Signature

Date _____ Parent Signature _____

IMPORTANT NOTICE: **NO LEVEL CHANGES** will be made after the 10th day of the Semester.

Selected Curricular, Co-Curricular, and Extracurricular Offerings at Chamblee Charter High School

Science	Mathematics	Social Studies
• AP Biology, AP Physics, AP Chemistry, AP Environmental Science, AP Computer Science • Science Olympiad, Science Fair • Anatomy Club, Astronomy Club • Science National Honor Society • Environmental Club • Before and After School Tutoring • Use of Interactive Notebook, Digital Data Collection Devices	• AP Statistics, AP Calculus AB, AP Calculus BC • Multivariate Calculus (post-AP level) • Highly Successful Math Team • Collaborates with Chamblee Middle School for Math placement • SAT Math Prep class offered • Use of STAR Math screener • Pi Day Celebration • Before and After School Tutoring	• AP Human Geography, AP World History, AP US History, AP Micro- and Macroeconomics, AP Psychology • We The People competition • Close-Up citizenship trip to Washington, DC • Mock Trial, Model United Nations • Quiz Bowl Team • Young Democrats and Young Republicans • Student Government Association • Before and After School Tutoring
English/Language Arts	**Visual and Performing Arts**	**Career Education**
• AP Literature and AP Language • Blue and Gold Student newspaper • Chamhian Student yearbook • Et Cetera Student literary magazine • SAT Reading class offered • Debate Club • Poetry Out Loud competition • Helen Ruffin Reading Bowl team • Use of STAR Reading screener • Before and After School Tutoring	• AP Studio Art Drawing Portfolio, AP Studio Art 2D Design, AP Studio Art 3D Design, AP Music Theory • Symphonic, Jazz, and Concert Bands and Chorus earn high honors and perform in the community • Marching Band and Drumline • Orchestra earns high honors • Drama class added • Annual Musical production • National Art Honor Society • Annual CCHS Art Show • Japanese Media and Culture Club	• Engineering and Technology pathway • Active Technology Student Association and VEX Robotics teams • Award winning chapter of National Society of Black Engineers • Partnership with Georgia Tech Society of Hispanic Professional Engineers • Engineering Drafting and Design pathway added in 2014-15 • Business and Computing pathway, FBLA Chapter • Family and Consumer Science pathway, FCCLA Chapter • Arts, Audio-Visual Technology & Communications pathway re-started in 2014-15 • Strong Army JROTC

World Languages	Physical Education	Honor/Service/Special Interest Clubs
• AP Spanish, AP French, AP German • Offers DSD2 German Language Diploma • 2 post-AP level classes • German Exchange Student program • German Club • French Club • Spanish National Honor Society • International Club • Annual International Night	• 9th Grade PE, Weightlifting I and II, Swimming, Body Sculpting • Full offering of fall, winter, and spring sports in GHSA AAAA classification • Intramural level sports encouraged • Special Olympics Team	• National Honor Society, Beta Club, Interact Club • Cox Mentorships • Principal's Club • Men of Distinction/ Women of Distinction Clubs • Connexion Latina Club • No Place for Hate Club • Students Against Destructive Decisions Club • Chess Club • Gay/Straight Alliance • Y Club • JROTC Color Guard, Drill Team, Raider Team

CCHS Math Team Honors 2014-15

Regional and State Honors

- First Place in the Greater Atlanta Mathematics Examination for 2014-15
- First Place in the Georgia Math League Overall for 2014-15 and:
  - First Place Freshman
  - First Place Sophomore
  - First Place Junior
  - First Place Senior
- Fourth Place in State Tournament

National Honors

- First Place in the National Continental Calculus Competition for 2014-15
- First Place in Advanced Math
- First Place in Algebra I

International Honors

- Tied for first place with 11 other schools out of over 250 schools globally in American Scholastic Mathematics Association (ASMA) Contest
- Received the First Place With Special Merit Plaque.

CCHS STEAM Program Overview

The Chamblee Charter High School STEAM (Science, Technology, Engineering, Arts, Mathematics) program is designed to support all students at CCHS to be better prepared for a high technology future. The STEAM program is aligned with the mission and vision of CCHS. Students meeting STEAM Program requirements will be designated STEAM Scholars.

a) Completion of a STEAM based career pathway in addition to the normal graduation requirements.

b) Student work that includes projects that are designed to be academically rigorous and realistic by crossing typical curricular boundaries.

c) Capstone projects that can include an off-campus internship, STEAM Challenge, and/or research project.

STEAM program requirements are designed to satisfy the STEM Program Requirements as defined by the Georgia Department of Education.

STEAM SCHOLAR REQUIREMENTS
The following requirements in addition to the Georgia graduation requisites are needed to be qualified as a CCHS STEAM Scholar.

- Completed STEAM SCHOLAR application
- Maintain a grade point of 2.75
- CTAE pathway completion (3 years)
    - Audio Video Technology and Film
    - Computer Science
    - Engineering Drafting and Design
    - Engineering and Technology
    - Health Information Technology (future pathway)
- 5 science credits[1]
- 4 math credits; must include Pre-calculus or Calculus
- 2 art courses (minimum) (Visual, Literary, or Performing Arts)[2]
- 2 Advanced Placement (AP) courses in STEAM
- Satisfactory completion of 2 (minimum) cross-curricular projects[3]
- Satisfactory completion of Capstone projects[3]
- Satisfactory participation of extra-curricular activities/competitions that are STEAM based[4]

1) AP Psychology and AP Computer Science qualify as the 5th science for purposes of STEAM only

2) Visual arts course: Visual Art, 2-D Art, Photography, Sculpture
Literary arts: Journalism, Creative Writing, Yearbook, World Language (level III or above)
Performing arts: Orchestra, Band, Chorus, Jazz Band, Wind Ensemble, Drama

3) Cross curricular and Capstone are projects that are designed to have the student complete work that is not limited to one curricular topic. As a minimum, examples found at Georgia Standards Curriculum webpage https://www.georgiastandards.org/Common-Core/Pages/STEM-Frameworks-of-Instruction.aspx would be used for the student's annual projects. The projects includes an electronic portfolio of their previous work at CCHS, especially cross curricular projects. In addition, projects that provide local, community, national, or global legacies will be completed in the manner of the Engineering Grand Challenges (http://www.engineeringchallenges.org/) or the X-Prize (http://www.xprize.org/).

4) Activities and competitions include Robotics team, Math team, Technology Students Association, Science Olympiad, Regional Science Fair, DeKalb Youth Symphony, Atlanta Youth Symphony, Marching Band, National Arts Honor Society, CCHS Annual Musical, (list is not exhaustive).

A sample course sequence is shown below.

YEAR	**STEAM CORE**						
9th Grade	Engineering I	Coord. Algebra	Biology/Physics	Art 1	9th social studies	PE	9th Literature
10th Grade	Engineering II	Analy. Geometry	Chemistry	Art 2- 3D art	World History	Language 1	10th Literature
11th Grade	Engineering III	Advanced Alg.	AP Physics 1	Elective	US History	Language 2	11th literature
12th Grade	Engineering IV (with internship)	Accel Pre-Calculus	AP Bio/ APES AP Chem AP Physics C	Elective	Economics	Language 3/Elective	12th literature

NOTES:

1. PE 2 will need to be online or obtained through qualified waivers (varsity sports, marching band etc)
2. 12th grade Engineering IV will have an internship project that may require leaving campus and using the extra period for travel.

Courses can be any level (except as noted) and can be taken at CCHS, DeKalb Online Academy, GeorgiaVirtual School, through Dual Enrollment or Move On When Ready. If the student is in the Magnet program be sure to check with Counseling about requirements for online courses.

CCHS STEAM Scholars – Representative Plans of Study

Representative 4-year STEAM plans of study for students at the Magnet, Advanced, and General Level follow.

These examples are intended to show that the STEAM Scholars program is accessible for all CCHS students. Student schedules will be individualized, so that students may pursue specific interests while still meeting STEAM program requirements.

Note that in some cases the courses shown in these examples exceed STEAM Scholars requirements, particularly for AP courses. Plans of study meeting the minimum STEAM Scholars requirements are acceptable.

Courses taken through Georgia Virtual School will fulfill STEAM Scholars requirements, although all costs are the student's responsibility.

In addition, Georgia Milestone courses can be credited via the test out option if appropriate.

- CTAE STEAM pathways include:
  - Audio Video Technology and Film
  - Computer Science
  - Engineering Drafting and Design
  - Engineering and Technology

SAMPLE 1- Magnet/Accelerated Math/German

YEAR	Math	Science	Arts	Pathway	ELA	Soc Stud	Electives
9TH	Magnet Geometry	Magnet Biology	German III	CTAE I	9th Lit	Magnet Civics/ World Geo	PE
10TH	Magnet Advanced Algebra	Magnet Chemistry	German IV (AP Germ)	CTAE II	10th Lit	AP World History	PE
11TH	AP Calculus BC	AP Physics/ Magnet Physics	German V	CTAE III	AP Lang	AP US History	AP Elective (5th science)
12TH	Multi Variable Calculus	AP Bio/ AP Chem/ AP Phys	German VI	CTAE IV (internship)	AP Lit	AP Economics	AP Elective

SAMPLE 2 – Scientific Tools & Techniques (STT) with 9th Grade CCGPS Coordinate Algebra

YEAR	Math	Science	Arts	Pathway	ELA	Soc Stud	Electives
9TH	Coordinate Algebra	STT (2 periods)	Vis Art 1	STT (2 periods)	9th Lit	Civics/ World Geo	PE
10TH	Geometry	Chemistry	World Lang I	CTAE I	10th Lit	AP World History	PE
11TH	Adv. Algebra	Physics/ AP Physics	World Lang II	CTAE II	AP Lang	AP US History	AP Elec (5th Science)
12TH	AP CalcAB/ Calculus	AP Science/ Anatomy/ Enviro Sci	World Lang III	CTAE III	AP LIt	AP Economics	Internship/ WBL

SAMPLE 3 – General Level

YEAR	Math	Science	Arts	Pathway	ELA	Soc Stud	Electives
9TH	Coordinate Algebra	Biology	Vis Art 1	CTAE I	9th Lit	Civics/ World Geo	PE
10TH	Geometry	Chemistry	Lang I	CTAE II	10th Lit	World History	PE
11TH	Adv. Algebra	Physics	Lang II	CTAE III	11th Lit	US History	AP Elec (5th Science)
12TH	Pre-Calculus	AP Enviro Sci	Lang III/ Vis Arts/ Perf Arts/ Lit Arts	CTAE IV/ WBL	British Lit	Economics	Elective/ WBL

Chamblee Charter High School Renewal Charter Petition

Documentation of Vote

- The vote was held on August 12, 2015, from 7:00 am – 7:00 pm at Chamblee Charter High school, in accordance with "Eligibility Requirements and Procedures for Conversion & High School Cluster Petition Votes, dated 6/18/15," (from DCSD). The following documents are included in this section:

- Documentation of Vote
- Ballots
    - Faculty/Instructional Staff
    - Parent/Guardian
        - English
        - Spanish
        - Bengali
        - Chinese
        - Vietnamese
        - German
        - Russian
- CCHS Voting Procedures
- Poll Worker Instructions

- Available upon request:

    - ☐ Volunteer Sign-In Log & Schedule
    - ☐ Faculty/Instructional Staff Check-in/Signature sheets
    - ☐ Parent/Guardian Check-in/Signature sheets
    - ☐ Faculty/Instructional Staff Ballots
    - ☐ Parent/Guardian Ballots
    - ☐ DVD recording of the "Counting of the Votes"

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

DOCUMENTATION OF VOTE
(CONVERSIONS ONLY)

This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks' advance notice during which time a complete petition draft was available for review.

Date of Vote August 12, 2015

Total Number of Faculty and Instructional Staff 62

Number Approving 48 Percent Approving 77.42 %

Number Disapproving 14 Percent Disapproving 22.58 %

Principal's Signature

8/12/15
Date

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

Date of Meeting August 12, 2015

Total Number of Parents Attending Meeting 348

Number Approving 341 Percent Approving 97.99 %

Number Disapproving 7 Percent Disapproving 2.01 %

Principal's Signature

8/12/15
Date

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Faculty/Instructional Staff Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Faculty/Instructional Staff Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Faculty/Instructional Staff Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Faculty/Instructional Staff Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

Escuela Secundaria Charter Chamblee
Voto para solicitar la renovación de Charter
12 de agosto 2015

Boleta de padres/tutores

La petición de renovación de la conversión de las escuela secundaria Charter, una vez aprovada, será efectiva
01 de julio 2016 a través de 30 de junio 2021 .

La petición de Charter debe ser presentada a la Junta de Educación del Concdado de DeKalb para su aprovación.

_____ SI
_____ NO

SPANISH

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective
July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

ENGLISH

Chamblee sanada ucca bidyālaẏa
Sanada nabāẏana piṭiśana bhōṭa
Āgasṭa 12, 2015

Pitāmātā/ abhibhābaka byālaṭa

Anumōdana karāra parē, Chamblee sanada ucca bidyālaẏa jan'ya rūpāntara sanada nabāẏana ābēdana Kāryakara habē
Julā'i 1, 2016 juna 30, 2021 mādhyamē.

Sanada ābēdana anumōdanēra jan'ya śikṣā ḍhākā bibhāga bōrḍa jamā karā ucita.

_____ Hyāṁ
_____ Kōna

BENGALI

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective
July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

ENGLISH

钱布利宪章高中
宪章更新信访投票
2015年8月12日

家长/监护人选票

经批准, 换宪章更新请愿书的
Chamblee宪章高中

将有效
2016年7月1日至2021年6月30日。

该宪章请愿书应报教育迪卡尔布县委员会批准。

_____ 是
_____ 否

CHINESE (simplified)

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ **YES**
_____ **NO**

ENGLISH

Chamblee Điều lệ trường trung học
Đổi mới Hiến Đơn Vote
12 Tháng 8 năm 2015

Phụ huynh / người giám hộ
Lá Phiếu

Sau khi phê duyệt, Đơn gia hạn chuyển đổi Điều lệ cho Chamblee Điều lệ trường trung học sẽ có hiệu lực 01 tháng 7 2016 thông qua 30 tháng 6 năm 2021.

Đơn Điều lệ phải được nộp cho Hội Đồng Giáo Dục Quận DeKalb chính.

_____ **có**
_____ **không có**

VIETNAMESE

Chamblee Charter High School
Charter Renewal Petition Vote
August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ **YES**
_____ **NO**

ENGLISH

Chamblee Charter-Highschool
Charta Erneuerung Petition Abstimmung
12. August 2015

Eltern / Erziehungsberechtigten Ballot

Nach Genehmigung, die Conversion-Charta Erneuerung Petition für Chamblee Charter-Highschool wirksam sein
1. Juli 2016 durch 30. Juni 2021.

Die Charta Petition sollte dem DeKalb County Board of Education zur Genehmigung vorgelegt werden.

_____ JA
_____ Nicht

GERMAN

Chamblee Charter High School Charter Renewal Petition Vote August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective
July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

ENGLISH

Chamblee Устав средней школы
Устав Обновление Петиция
Голосование
12 августа 2015

Родителя / опекуна Бюллетень

После утверждения Петиция Преобразование Устав Обновление для Chamblee Устав средней школы

будет эффективным
1 июля 2016 года по 30 июня 2021 года.

Устав Ходатайство должно быть представлено в DeKalb County совет по вопросам образования для утверждения.

_____ ДА
_____ НЕТ

RUSSIAN

Chamblee Charter High School Charter Renewal Petition Vote August 12, 2015

Parent/Guardian Ballot

Upon approval, the Conversion Charter Renewal Petition for Chamblee Charter High School will be effective
July 1, 2016 through June 30, 2021.

The Charter Petition should be submitted to the DeKalb County Board of Education for approval.

_____ YES
_____ NO

ENGLISH

CCHS Voting Day Procedures as instructed by DCSD

August 12, 2015

Voting Day Procedures

1- For access and review prior to the vote, the full Petition will be made publicly available online and hard copies located at CCHS at least two weeks prior to the vote.

2- Poll Workers will volunteer to work a 2 hour shift. During "rush hours" there will be more sets of Poll Workers to keep parents and faculty from being delayed.

3- Poll Worker Instructions (one page memo) will be provided to each Poll Worker. There will be a signature page for each Poll Worker to Sign in and out.

4- The Vote will take place in the Gym Lobby (2nd floor) from 7:00 AM until 7:00 PM on August 12, 2015.

5- There will be one check-in table for Faculty/Staff and one check-in table for Parents/Guardians. After check-in, the voter will be given a Ballot and directions on where to vote and where to place their ballot.

6- The Faculty/Staff Ballot will be distinguished (by color) from the Parent/Guardian Ballot, and there will be separate Ballot Boxes for each.

7- On the ballot, clearly define the charter school petition that is up for vote; i.e. "I **[approve/disapprove]** of the petition created by ABC Charter School, Inc., to be submitted to the DeKalb County Board of Education for review and potential creation/renewal of ABC Charter School."

8- The Ballot will be printed in English only; however, a page with the Ballot translated into the top six languages in CCHS as determined by the International Center will be available upon check-in and also displayed in each Voting "booth."

9- The ballots will be numbered to keep a count of the ballots distributed, but we will not maintain data that would identify the voter of the ballot. That is why the actual ballot will not be translated into the other languages so that it cannot identify/associate with the voter.

10- Paper ballots will be utilized, and if multiple options are checked off, the ballot should be considered null.

11- Tri-fold posters will set up to establish privacy screens for the secret ballot.

12- The Ballot Count will be administered by Eda Beacham, CCHS Student/Teacher Support Secretary and William Stanhope, Community Member. It will be observed by Dr. Sauce, CCHS Principal, Beverly Moon, CCHS Governance Council Chairperson, and Leslie Marwitz, CCHS Governance Council Member.

13- The Ballot Count will be video recorded by Hakim Felts, CCHS Career Technology Teacher. The ballot count will be openly conducted and any person wishing to observe is welcome to do so. The raw vote numbers and the percentages approving and not approving the Petition will be publicly reported on Thursday, August 13, 2015.

Final Results

If approved by the majority of both the employees and parents, please ensure that a statement is included with your petition, identifying that the petitioner has held and received the appropriate votes, by secret ballot, required pursuant to state law, and a detailed description of the procedures and outcome of these votes.

CCHS Charter Petition Vote

August 12, 2015

Poll Worker Instructions

1. Sign-In, locate assignment and follow instructions below for various positions.

2. **Faculty/Staff Check-In Table** – locate name on log, validate photo ID, initial and have Faculty/Staff sign the log; give Yellow ballot in consecutive order but do not record ballot number; direct faculty to Voting Booths and then to Yellow Ballot Box.

3. **Parent/Guardian Check-In Table** – locate name on log, validate photo ID, initial and have Parent/Guardian sign the log for their specific name (Note – only one parent per student may vote); give Blue ballot in consecutive order but do not record ballot number; direct Parent to Voting Booths and then to Blue Ballot Box. Note – if Parent/Guardian does not have valid Photo ID, then they must provide documentation as specified on the ***Eligibility Requirements and Procedures for Conversion & High School Cluster Petition Votes, dated 6.18.2015.***

4. There are several Faculty members who have children enrolled in CCHS. These faculty members must choose to vote as either a Faculty OR as a Parent. They may not vote as both. However, if the Faculty chooses to vote as a Faculty, then the student's OTHER Parent/Guardian may vote as a Parent. These faculty members have been highlighted on both lists for cross-reference.

5. **Voting Booths** – make sure the privacy screens are set-up correctly (two per table) and that there are always two red sharpies per table.

6. **Ballot Boxes** – instruct voters to put Yellow Ballots (Faculty/Staff) in the Yellow Ballot Box and Blue Ballots (Parents/Guardians) in the Blue Ballot Box.

7. **Runner** – be available to fill in where needed or to run to office for supplies, etc.

This appendix provides evidence of Community Support and Involvement in development of the Chamblee Charter High School Charter Renewal Petition. Documents included are:

- Signed Chamblee Charter High School Charter Petition 2015
- Parent Information Flyer - Registration Day 2015
- Sample Notices to CCHS Stakeholders on Charter Development, Status and Vote
- Letter of Support – Blue and Gold Foundations
- Letter of Support – Chamblee UMC
- Cox Mentor Program Information
- Resolution of Support – City of Chamblee Government
- Letter of Support – City of Chamblee Mayor
- Resolution of Support – City of Brookhaven Government

In addition to the documents provided here, an information site and blog . Chamblee Charter Progress, may be found at http://chambleecharterprogress.wordpress.com/.

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family
Mathews
Allmore
Wessel Doane
Susie Richerson
Hunt
Lazarus
Lazarus
Colotti
Barraza
Linde
wilks
Ellis
Birukova
Kashiri
Bargar
Griffith
JAIN
Arcement
Dillon
Anderson
FERREIRA
Crabbe
Austin
King
ADHIAMBO
Brachman
GRUMBOSKI
Williams
HEFFERNAN
JOHNSON

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Johnson			
Patel			
Zanger			
Poole			
Sallad			
Thompson			
Sharma			
Suttle			
Combs			
OUMERZOUK			
Zilber			
Shearer			
Phillips			
Weston			
Kite			
Craig			
Sun			
Godwin			
Pennington			
Quick			
Murphy			
Yakoulel			
Windham			
Ryder			
Secco			
Psalmonds			
McCarthy			
Oh			
Brown			
Read			

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Von Biberstein			
Tayari Allardice			
Greg Council			
Jennifer Duncan			
Acuff			
Cohen			
BRICE			
Carden			
CAMINHA			
Hilley			
Madeka			
mathis			
Gray			
Chasity Crowder			
Johnson			
Dumas			
FABI LOVELL			
Lisa Booker			
~~Patton~~			
~~Hams~~			
E. Long			
Mindy Garcia			
Chelsea Tavitello			
LEE			
Arpeut			
Lee			
House			
Adams			
Edwards			
KRUEGER			

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Johnson			
Veith			
Jackowski			
Werdesheim			
Lee			
Hamilton			
VOGEL			
Kahn			
Cashin			
Adams			
Hope			
Hoover			
Baker			
Hansarling			
Castaneda			
Dethaare			
Iyer			
Gaynes			
Caupain			
Lewis			
Bowen			
Walter			
Aaron			
Harrison			
Jenkins-Adigun			
Hartgrove			
Elder			
Landis			
Mathock			
Damji			

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Brunn			
Bard			
Dawari			
BURTON			
Heetderks			
Allison			
Boer			
deJaegher			
Barton			
Bieshop			
Rogers			
Cainion			
Kirovac			
Ernst			
Allison			
Jackson			
Harris			
Hibicke			
Pierce			
Colvard			
Koulouris			
Swamy			
Lanier			
Miller			
Gonzalez			
Hill			
Adamson			
Rodriguez			
Farkasi			
Parr			

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Halloran			
Guo			
GARLAND			
MCCOY			
Corbett			
Uzee			
Fenner			
Jordan			
Rani			
Rosser			
Personett			
Cartwright			
Frankel			
Suits			
Millner			
Shibley			
Rosenberg			
Urband			
SHIMABUKURO			
NICHOLS			
Rutherford			
MAST			
Sciuka			
Thompson			
VEACH			
Velleca			
Zheng			
Patel			
Williams			
Sklamm			

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family	Street Address & Zip	Email	Name
Cutler			
Brown			
Ford			
Lenard			
Granda-Omiatek			
Miller | Stambler			
Dave Mathews			
Sanford / Rice			
Thomas			
Victorian			
Eagerly			
White			
~~White~~ Valli			
Tranfield			
Phillips			
Owen's			
James			
Ritchey			
Wachob			
Negandhi			
Sinclway			
SMYTH			
CARLSON			
Zemedhun			
Thadikamalla			
Pratt			
REA			
Ramsey			
Radics			
Morehouse			
Kelly			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Whelan			
Dibanda			
Spindel			
Jackson			
Rilling			
Merritt			
Mullally			
Norris			
Malemezian			
Post/Norris			
Moore			
Tomlinson			
Peters			
Fossyl			
Owings			
Mari Serrano			
Mathews			
Wist			
Thorne			
Tresize			
Marshall			
Shoemaker			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Maender			
Gomez			
Davis			
Lemmon			
Mason			
Simonsen			
Loden			
Mendonca			
Mamay			
Owen			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Yerovsek			
Gordon			
Cook			
McFall			
Owings			
AUSTIN			
McLellan			
Cox			
Greeley			
Baldwin			
Feaster			
Davis			
Thatcher			
Clarke			
Cormier			
Leon			
Latka			
Hill			
Johnson			
Larsen			
LANDO			
Keefe			
BOEDEKER			
Goehring-Houck			
Carter			
MATTISON			
CHASMAN			
Mauritius			
Renshaw			
O'Neil			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Allers			
Neville			
Gillispie			
Leiknes			
Lee			
Bnggs			
Hines/Brau			
Lucioni			
Hardee			
Turlo			
Entrekin			
Eapen			
Holtzman			
Bradberry			
Blackwell			
Brooks			
SCHOENBERG			
KONRAD			
Tate			
Alvarez			
Cornett			
Durfy			
Kegel			
Allison			
McMENNAMY			
Lorenzo			
O'connell			
BROWN			
Durkett			
PEACOCK			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Lang			
Jones			
Edelson			
Calliver			
BURR			
DUNN Am			
Bell			
Fisher			
Drilling			
Dababneh			
Bhamornsiri			
Katherine Cay			
Jennifer Reynolds			
Beeky Sutton			
Collins			
Shannon			
BOTFELD			
Lupton			
Sasser			
Lim			
Critchley			
RICHOSON			
Sercer			
Bobel			
Mao			
Khan			
White			
Mathis			
Hogan			
Smith			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Partee			
Agrawal			
Dodson			
Gosnell			
Ledbetter			
Asefa			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Linda Fitzgerald			
Anne Locker			
Tracie Evans			
Mike Smith			
Rebecca Wilcox			
Tracy Garrett			
Wesley Watkins			
DES Hurley			
Asako Akai Ferguson			
Gina Brown			
Echeverria			
Kim Hogan			
Robin Soter			
Agbossoumonk			
Matthews			
Rene Benjamin			
Jacqueline Jeda			
Stokley			
Omachankar			
Hill			
Valle-Ramos			
Danny Au			
Jonina Bullock			
~~Bullock~~			
MD Hoque			
Shurvid Dickey			
Joel Williams			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Brown			
Stupart			
Axelson			
Myo			
Miller			
Doss			
Fields			
Usmani			
Jonke			
Benjamin			
Ricla			
Muhammad			
Schust			
Parker			
Meer			
Elenburg			
Cossaboom			
Bienvenu			
Valsaint			
Cope			
Carey			
Stewart			
Nguyen			
Dawadi			
Rao			
Pickens			
Mohammad S Islam			
Smith			
Watson			
Vaccaro			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Vanessa Harris			
RAthman			
Chestnut			
Asefu Hagos			
Michael Cagre			
Nawal Black			
Stacy Redsole			
Elizabeth Wong			
Shaleun Smith			
Bobbie Todoroff			
Harry Ankeny			
Belela			
Samuel Graham			
Orellana			
Susana Aguilar			
Vanessa Quan			
Mocille Wilson Smith			
Izaguirre			
Un			
Ponkshe			
Cole			
Muddleton			
Warfield			
Moore			
Gresham			
Barker			
Hague			
Kemp			
Mendez			
Soriano			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Roblero			
Hernandez			
Ryan Pennington			
Wael Hawell			
Almeyda			
LISA STONE			
Maria Cardona			
Diana Bensyl			
Argelia Nuñez			
Jen Adams			
Audelina M			
Wen Lin			
Peggy Pahigh			
Terry La Rue			
Carol Gaultney			
KEVIN McCARTHY			
MELISSA DAVIS			
Mary Ferrara			
Donna Harvey			
Michele Crespo			
FLEMING			
DEMER			
Ellis			
Stutz			
Hazelwood			
Maria Lopez			
Shannon Dyess			
Irma Turnipseed			
Cruz			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Mendez			
Cowins			
Jackson			
Gainer			
Solaman			
Henderson			
Weathersby			
Adelman			
Newbill			
JNewBill			
[redacted] Combs			
Raul E.			
Thomas			
Nair			
CARTER			
SMARR			
Lord			
Horwitz			
Kindle			
Dillon			
Stackmeyer			
mitchell			
Durisch			
Johnson			
Mennick			
Roe			
Denning			
SWING			
JUAN CARLOS			
Kristin Bayer			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Woo			
KUPRONIS			
Hubbard			
TSOURIS			
AhrenKiel			
Nesmith			
Guerrero			
Jordan			
Deaborne			
Granelli			
Council			
Rodgers			
Young			
Carter 3			
HETHERINGTON			
CHALDHURY			
D. Alexander			
DeReuter			
Futrell			
CAFFREY			
Holmes-Chavez			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Price			
Gillispie			
Lambiase			
Henderson			
Labra			
COORAY			
Melissa Neese			
KAREN DELANY			
Tiffany Merritt			
Leslie Freymann			
Daum			
Wilner			
Gina Gallois			
DE PALO			
Kelly Carter			
Darlene Etchison			
Shannon Owen			
Jennifer Lewis			
Mary Finnegan			
Susie Acosta			
Carruth			
Gladman			
Weaver			
Brown			
Monica Whitt			
Iris Knapp			
Ellyn Waters			
SYEDA BEGUM			
Luis Moreno			
Simpson			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Darra HARDY			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Traynelis			
Burton			
King			
Stephenson			
Bol			
Dean			
Brusic			
Westfall			
McGuinness			
RAO			
Deel			
Siddiqui			
Zhengyi			
Myers			
BLAIKE			
Guyden			
Mayar			
KARAS			
Olson			
Adams			
Bowers			
Alexander			
Berry			
Vangala			
Thakkar			
Beck			
Pantajakhan			
WASIHUDDIN			
Yemsom			
Zeshan			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Williams			
Butcher			
King			
Miller ✓			
Peterson			
Mitchell			
Lund			
Floyd			
PACELY			
Scruggs			
Wright			
Berk			
Lizcano			
Gunter			
Ramalingam			
Zimmerman			
Robinson			
Schafstall			
James			
Smith			
Zhukovra			
Meisner			
Sange			
Leonard			
King			
Sisiyphal(Mogili)			
Adams			
Khan			
Polinski			
Haile Mulath			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Lousbury			
Logan			
Malone			
Sehgal			
Vaughn			
Gilboa			
Purnis			
Mckenzie			
Oliaro			
zeldin			
Siegel			
Erens			
O'Connell			
Osborne			
Fredlend			
Bell			
Morgenstein			
CONSTANTINE KANDA			
CAMILEY CONSTANTINE			
Clark			
Carr			
Carlton			
Flowers			
MUIR			
Conner			
Elliott			
Shi			
Price			
Marcus			
Osborn			

CHARTER NEWS

Next Steps in Growing our Teaching and Learning Environment

What's New with the CCHS Charter?

The State of Georgia and DeKalb County made *significant changes* in their expectations of Charter Schools. The State requires Charter Schools to manage their own personnel, schedules and budgets. DeKalb County will only grant a charter if the school is innovative – not the same as other public schools. The truth is, they have pushed us to stretch and grow as a school community, and we believe the changes will benefit students, teachers, and our entire school community.

The new Petition and Budget were published August 29th. We received good feedback from teachers and parents leading to many updates and changes.

Last year a majority of parents and teachers voted *for* the charter, and we got the petition in on time, but the State made new rules. In conversation with DeKalb County we all decided to request an extension and are re-submitting a new petition which requires a new vote.



New Charter 2016 - 2021

The new Charter will be phased in gradually, beginning next year, July 1, 2016. The search for a professional, non-profit Governing Board (also a state requirement) began last spring. Nominations came from teachers, parents, and community stakeholders and on September 5th the current Governance Council elected a seven-member Governing Board. We are grateful to have their professional expertise in legal, financial, HR, technology and other arenas to guide the decisions of our school. We believe this new Charter will allow us to be more innovative, and create a teaching and learning environment that will retain excellent faculty and attract more good teachers to CCHS. We know it is teachers who make the difference in our children's education. As with anything new, there are questions and there are even some fears. Go to: chambleecharterprogress.wordpress.com to learn more and leave your comments and questions.

What Will Be Different?

There are three very new ideas being proposed in Chamblee's charter. The Petition is posted, along with the 5-year projected budget, at chambleecharterprogress.wordpress.com. You can read it word for word there, but here is a brief summary:

#1: Science-Technology-Engineering-Arts-Mathematics (STEAM) program will be open to resident, Charter and Magnet students to acquire the knowledge and skills needed to meet the demands of the 21st century workforce. The program will include rigorous coursework, hands-on learning, job-shadowing, internships, and research in STEM fields.

#2: Mastery Learning to Maximize Teaching and Learning Time at School

CCHS is seeking a technology partner to help us develop more flexibility for students and teachers to schedule how they spend their time at school. Students require differing amounts of class time to master concepts, complete labs and projects. Instructors would naturally use varying amounts of time, and both small and large group instruction on different days, if they could. Both teachers and students will have input, and the system will be tested, before it is rolled out.

Mastery Learning will be designed to provide flexibility and targeted help to students right away so they don't fall behind. Students will also have opportunities to extend and accelerate learning, master the material and move on when ready.

Initiative #3: Tri-cameral School Governance Gives Voice to Faculty/Admin, Parents/Community and Students

In addition to a School Governing Board comprised of experienced professionals that will exercise financial oversight of CCHS, the school plans to introduce a tri-cameral governance system giving voice to three groups: teachers, administration & staff; students; and the parent community. Each group will be capable of originating policy for CCHS. Our goal is to further develop what is already a strong community and empower all our stakeholders to participate in our future growth. If you have ideas for what would make CCHS an even better teaching environment, you will be able to get together with your colleagues and begin to formulate a proposal for implementing your idea.

What is the Financial Impact on Teachers?

CCHS plans to contract with DeKalb County Schools for Personnel services for the immediate future. July 1, 2016 nothing will change in terms of salary, benefits or stipends for extracurricular clubs and coaching. Future financial decisions will be made carefully, with input from teachers, administration and ultimate decision-making by our Governing Board. The goal behind future choices will be to make the best teachers want to work at our school.

Significant Dates

July 29 - Draft petition posted for all to read.

August 12 - Charter Vote. Faculty and Parents or Guardians of CCHS students are encouraged to vote 7am to 7pm.

August 14 - If yes, the petition is sent to DeKalb County Schools for review.

July 1, 2016 - if approved, the new Charter takes effect through 2021

Sample Notices to CCHS Stakeholders about the Charter Petition

Chamblee Charter High School uses two primary means of technology to support widespread distribution of information outside the school building, including:

- Electronic newsletter – Bulldog Bulletin. This newsletter developed in Constant Contact, an online tool, and sent out weekly by the PTSA Communications Team. All parents/guardians are encouraged to sign up to receive this newsletter.

- Email advice / Phone contact – Notifications are initiated at CCHS and delivered to the phone numbers and emails in the electronic information file for each student via Schoolconnectsweb

Below are examples of Communication that have been sent out over the last 3 years during the development of the Charter Renewal Petition.

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From: Chamblee Charter High School Governance Council [mailto:chambleehs.news@gmail.com]
Sent: **Wednesday, April 25, 2012 2:45 PM**
Subject: Participate in Chamblee Charter High School Governance Council Parent/Guardian Survey

Over the past few months, the CCHS Governance Council has been going through a process of surveying our key stakeholders on questions of academic challenge, discipline, safety, extracurricular involvement. We have completed the teacher and student surveys, and **now we are asking our parent / guardians for their input and thoughts on the academic climate, communication, parental involvement and more.** The results of all these surveys will be input for the work we are doing to prepare our Charter Renewal Application for 2014 as well as identify areas that need fine tuning now.

Thank-you for taking the time to complete our survey. Your input and thoughts are invaluable in this endeavor.

If you are the parent or guardian of a student currently attending Chamblee Charter High School, please click here to start the survey.

If you receive the Bulldog Bulletin and you are not a parent or guardian of a current student, thank-you for your interest in Chamblee Charter High School. As survey results are compiled, information about findings will be included in future issues of the Bulldog Bulletin.

If you have questions about the the CCHS Governance Council or the CCHS Charter, please click here to learn more.

Regards and Thank-You,
Chamblee Charter High School Governance Council
chambleegovernance@gmail.com

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Chamblee Bulldog Bulletin
Sunday, December 15, 2013, Sunday, January 5, 2014

*** CCHS Charter Renewal Update**

The one-year extension requested by our CCHS Governance Council has been approved by the DeKalb County School Board and the State. This will allow us time to adequately review the newly revised expectations of autonomy the State has for Charter schools in Georgia. We now have 9 months in which to review, refine and submit our Charter petition to request what we as a school community see as the best possible teaching and learning environment for our students. While Charter Law has not changed, the new levels of autonomy are an opportunity for CCHS to become increasingly innovative in our partnership with DeKalb County Schools and our STEAM initiative (Science, Technology, Engineering, Arts and Math). Once submitted, we will have an additional year under our current charter, which will extend until August 2015. Watch for notices of upcoming meetings where you will be welcome to attend and where we hope to have a robust discussion on setting the best direction for Chamblee Charter High.

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Chamblee Bulldog Bulletin
Wednesday, April 23, 2014, Sunday April 27, 2014

*** Attention: Chamblee's Charter is Expiring**

After 13 years of being a charter school, Chamblee's charter is about to expire. Parents and school community - Chamblee needs your help to maintain it. The state has made some significant changes to the guidelines and if the requirements are not met, CCHS will lose its charter.

What will happen if the charter expires? Glad you asked!

- Chamblee will lose its charter seats after 2014/15 (we currently have about 300 charter students enrolled).
- Chamblee will lose its flexibility with curriculum and scheduling.
- Chamblee will lose flexibility with the STEAM program.

These changes will impact teaching methods, including course materials, classroom techniques and extra-curricular activities that serve CCHS's mission of academic excellence for all level students.

What can you do to help?

- Offer your support by working on one of the committees. Our deadline to submit a new petition is August 15th.
- Recommend local business/community members that might be interested in serving on the new Charter Governance Board.
- Help us raise money so we can get professional help from the Georgia Charter Schools Association to finalize and present our documents for the Charter. We need to raise $7,500 as soon as possible. More information to come about how you can contribute.

For additional information on new charter school requirements, go to http://www.dekalb.k12.ga.us/charter-schools, click on "Process", then select 2014-15 Charter Petition Guidelines. Or email the CCHS Governance Council President, Beverly Moon, at beverlyjmoon@gmail.com Your input matters! CCHS needs to keep its charter.

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From: Chamblee Charter HS [mailto:notifications@schoolconnectsweb.com]
Sent: **Tuesday, August 05, 2014 7:05 PM**

Subject: Charter Rewrite Update

A team of parents, teachers and administrators have been working on rewriting our school's Charter over the summer. If the Petition is approved by the County and the State, you would begin to see differences in how our school operates beginning in August of next year, 2015. If you'd like to know more about what changes are being proposed, a Website has been created just for that purpose, at: chambleecharterprogress.wordpress.com Take a look, take the weekly poll and add your questions or comments for the Charter Rewrite team.

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Chamblee Bulldog Bulletin
Sunday, Sept 7, 2014 and Sunday Sept 14, 2014

Charter Renewal Petition Vote is Tuesday, September 23

Parents and Guardians of CCHS students are encouraged to cast a vote for or against submitting a Charter Petition for Chamblee Charter High School to continue as a charter school. If a majority of CCHS teachers and parents vote yes, and the new Charter is approved by DeKalb County Schools and the State, it will be effective for five years beginning July 1, 2015. If a majority vote no, Chamblee will no longer have Charter status after July 1, 2015.

The Vote will take place in the CCHS GYM LOBBY from 7:00 am until 7:00 pm on Tuesday, September 23.

Parents and Guardians shall collectively have one vote for each student enrolled in CCHS. **You must have a state or federal issued valid photo ID to vote.**

Information about the charter is available at **www.chambleecharterprogress.wordpress.com**, where a copy of the Draft Charter Petition is also posted.

New Charter Governing Board

A slate of seven new Governing Board members was elected at a meeting of the Chamblee High School Governance Council on Friday, September 5. Nominated by parents, teachers and community members, the new Governing Board Members are all volunteers who will offer professional guidance to the CCHS Administration as they take on the responsibilities of the new Charter beginning July 1, 2015. The Board will bring a high level of expertise in Financial management, Legal issues, Human Resources, Marketing, Technology and Education as well as other areas. You can see their profiles **here**.

We are most grateful to Publix at Town Brookhaven for sponsoring our reception last month to introduce the Governing Board nominees to faculty, administrators, and Governance Council members.

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-----Original Message-----
From: Chamblee Ch HS [mailto:notifications@schoolconnectsweb.com]
Sent**: Tuesday, September 09, 2014 5:30 PM**
To:
Subject: CCHS Charter Vote is Tuesday, September 23

Parents and Guardians of CCHS students are encouraged to cast a vote for or against submitting a Charter Petition for Chamblee Charter High School to continue as a charter school. If a majority of CCHS teachers and parents vote yes, and the new Charter is approved by DeKalb County Schools and the

State, it will be effective for five years beginning July 1, 2015. If a majority vote no, Chamblee will no longer have Charter status after July 1, 2015.

The Vote will take place in the CCHS GYM LOBBY from 7:00 AM until 7:00 PM on Tuesday, September 23rd.

Parents and Guardians shall collectively have one vote for each student enrolled in CCHS. You must have a state or federal issued valid photo ID to vote.

Information about the charter is available at www.chambleecharterprogress.wordpress.com, where a copy of the Draft Charter Petition is also posted.

This notice was also sent

- September 18, 2014
- September 19, 2014
- September 22, 2014

Chamblee Bulldog Bulletin

Sunday, April 12, 2015
Chamblee Bulldog Bulletin
Tuesday, July 28, 2015

Visit the Governance Council Table on Registration Day

Our Charter Renewal Petition is nearly complete! Please stop by the Governance Council table on Registration Day where you can learn about

- the next steps for the Charter Petition Renewal,
- when to CAST YOUR VOTE, and
- how to make a donation to CCHS, Inc. to benefit our Charter efforts.

CCHS has requested a charter term extension of one year, to allow the District and CCHS to further collaborate and plan for the substantive autonomy sought by CCHS, in accordance with the new State Board of Education Rules and Guidelines. DCSD has formally approved the charter extension. and we are awaiting State approval of this extension at their May meeting.

What does this mean to CCHS?

- CCHS will operate under its current charter for the 2015-16 school year
- an updated renewal petition must be submitted by CCHS by August 14, 2015, if we want to continue as a conversion charter school beyond 2015-2016

Your Help is Needed for the Charter Rewrite Committee

Join the Charter Rewrite Committee by contacting Governance Council chair Beverly Moon at . The Rewrite Committee already consists of some dynamic individuals who have been working on the charter rewrite for the past 1- 3 years. There is a lot of expertise in this group that seeks individuals who could b*ring fresh outlooks to the process and charter innovations.*

To serve on this committee, you are not required to be a member of the Governance Council. We look forward to hearing from you.

- CCHS parents and faculty must approve the updated renewal petition if we want to continue as a conversion charter school

Chamblee Bulldog Bulletin
Wednesday, July 29, 2015 and Wednesday, August 5, 2015

Charter Renewal Petition Vote is Wednesday, August 12, 2015

Parents and Guardians of CCHS students are encouraged to cast a vote for or against submitting a Charter Petition for Chamblee Charter High School to continue as a charter school. If a majority of CCHS teachers and parents vote yes, and the new Charter is approved by DeKalb County Schools and the State, it will be effective for five years beginning July 1, 2016. If a majority vote no, Chamblee will no longer have Charter status after July 1, 2016.

Although CCHS parents and staff voted last September (2014) to approve the charter petition, and it was submitted to DCSD on time, the Georgia Board of Education approved major changes in charter school policy shortly after submittal.

The DCSD Charter Division and the CCHS Governance Council agreed that deadlines for the 2014 petition cycle would not provide enough time for DCSD and CCHS to clarify the impacts of these changes. Therefore, CCHS requested a one year extension and is resubmitting a renewal petition in the 2015 cycle. Another formal vote is required because it is a new petition cycle and the petition had to be rewritten to match the new format from DCSD.

The Vote will take place in the CCHS GYM LOBBY from 7:00 am until 7:00 pm on Wednesday, August 12th.

This announcement was sent via telephone recording to students' homes.

The Blue & Gold Foundation

Supporting Chamblee High School

July 15, 2015

To Whom It May Concern,

The Blue & Gold Foundation, a 501(c) 3 organization, is proud to state its support for Chamblee Charter High School. The Blue & Gold Foundation was formed in 2OO4 as a 501 c 3 non-profit organization, created to raise funds to support the school and the greater Chamblee Community.

The Board of the Blue & Gold Foundation includes parents, alumni, teachers, CHS administrators, community leaders, and other supporters of Chamblee High School. Our supporters and alumni are drawn from those whose first experience with CCHS was prior to its becoming a conversion charter school in 2001 as well as those whose CCHS experience has included the benefits of the charter. This fall we will announce nominees for the eleventh class of the Hall of Fame. Each year, the Blue & Gold Foundation inducts alumni, former teachers and friends of CCHS into the Hall of Fame. These honorees are recognized at the annual Hall of Fame dinner and will have a plaque displayed at the school.

Blue & Gold Foundation is proud to offer grants throughout the year that help the students and faculty of Chamblee Charter High School. Recent projects have included Labquest digital data acquisition and analysis units for use by Science and Math teachers, a projection system to help Chorus students with sight singing, a robot arm kit for the Science Olympiad team, band equipment, as well as ongoing financial support for the CCHS student yearbook and student newspaper. Blue & Gold also offers the Steve Westby Scholarship to a deserving CCHS graduate who demonstrates the qualities of leadership, integrity, service and school spirit. More information about the Blue & Gold Foundation and its commitment to Chamblee can be found at our website, wwwchsblueandgoldfoundation.org.

Sincerely,

Cheryl Finke
Blue & Gold Foundation Executive Director

456 Peachtree Boulevard ◆ Box 154 ◆ Chamblee, Georgia 30341 ◆ 678-977-1032

Chamblee First United Methodist Church

Rev. Dr. Royeese Stowe, Senior Pastor • Rev. Jeff Rogers, Assistant Pastor

July 27, 2015

To Whom It May Concern:

The intent of this letter to highly recommend the continuance of Chamblee High School as a charter school. We have cooperated with the school on many, many occasions and found it to be a tremendous opportunity for the students to advance socially and academically. The leadership of the high school is outstanding. The community certainly benefits from the school population of the students and faculty.

We continue to offer space, support, encouragement, and resources to the school because we believe in it. We count it a privilege to be in partnership with the school. Please do not hesitate to notify me if you have questions or if there is anything I might further do to encourage the non-interruption of Chamblee Charter High School.

Blessings,

Dr. Royeese Stowe

Rev. Dr. Royeese Stowe,
Senior Pastor

4147 Chamblee Dunwoody Road • Chamblee, Georgia 30341
Office (770) 457-2525 Fax (770) 457-9683 www.chambleeumc.org

Cox-Chamblee
Charter H.S.
Mentor Program



Reflections 2011-2012
20th Year Anniversary

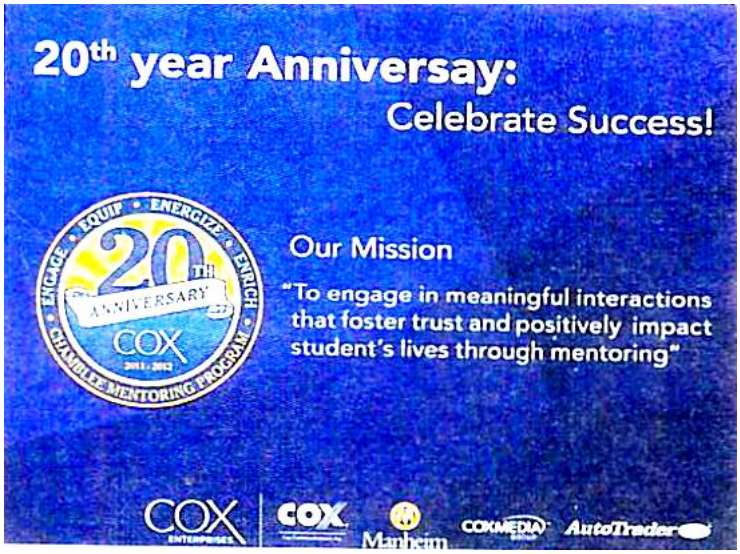
"Engage, Equip, Energize, Enrich"

Chair: Sharron Vines
Co-Chair: Tracey Jackson
Executive Sponsor: Rock Anderson

EVENTS

Nov. 2011: 20th Year Anniversary Celebration

Where: Cox Enterprises, Inc., Dayton Rooms A, B & C,
Guests: USA Track and Field (Dan O'Brien, Chaunte & Mario Lowe), Cassandra Mills (Haute Entertainment, Los Angeles, CA), Lindsey Harding (WNBA Atlanta Dream Point Guard),
Honorees: Dottie Toney, Dr. Martha Reichrath, Dr. Rochelle Lowery, Emily Buffington, Lynn Sellars , Candace Steadman, Tinikia Jones, Bob Bolton, Roger Turner





Jan. 2012: 3rd Annual Teen Summit

Team Lead: Terrence Taylor
Where: Cox Enterprises, Inc., Dayton Rooms A, B & C
Open forum discussion.
Panel: Morehouse & Spelman College Students. Chamblee Charter HS Students: Nicholas Dennis, Deziray Mann, Ashton Jordan and Tanerelle Stephens,
Guest: Jason Zabek (CCI), Reps from Devry University and Georgia Perimeter College

Feb. 2012: Fitness & Nutrition Day
Where: Georgia Tech (George G. Griffin Track Facility).
Guest: USA Track and Field (Dan O'Brien, Chaunte & Mario Lowe),
Nutrition: "Eat Right"
Speaker: Joe Bannon,
Caterer: Chef Stephen McGuffin.
Special Guest: Coach Buzz Preston (Wide Receiver Coach-Georgia Tech Football)

April 2012: Awards Ceremony
Where: Chamblee Charter High School
Salute to Seniors.
Academic Challenge Awards: (Highest GPA, Most Improved, Best Attendance)
1st Place Winners: iPads
Second Place Winners: Laptops
Donation by: CEI: Greg Morrison, SVP & CIO (Corporate Information Services) CCI: Mark Kaish, SVP (Technology Operations)
Donation of Senior Pictures: Delilah Landrum

Proud to be your Partner in Education since 1990.

Collaboratively working to enhance the quality of education and build a better tomorrow for our future leaders.

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Cox Newspapers ▪ Cox Television
Cox Auto Trader ▪ Cox Radio

Cox Cares

www.coxinc.com

DEKALB Partners in Education

COX ENTERPRISES

ADS 244

Resolution No. 2015-13

A Resolution to Support the Renewal of the Charter at Chamblee Charter High School

Whereas, high-performing charter schools promote excellence and innovation:

- Charter schools provide families with diverse educational options
- Charter schools are authorized to respond to the needs of communities, families and students and to promote the principles of quality, accountability, choice and innovation
- Charter schools are held accountable by public authorizers for improving student achievement and for sound financial & operational management
- Charter schools are required to meet student achievement and accountability requirements in the same manner as public schools
- Charter schools often set higher expectations for students to ensure high quality and accountability to the public
- 42 states and the District of Columbia have enacted laws authorizing charter schools which has led to the establishment of 6,400 charter schools, 124 in Illinois, serving over 2,500,000 children
- Charter schools improve the achievement of its students and collaborate with traditional public schools to improve public education for all students
- Charter schools give parents the freedom to choose public schools, routinely measure parental satisfaction levels and must prove their ongoing success to parents, policymakers and communities

And whereas, we recognize that residents and businesses in the City of Chamblee benefit from the presence of a high performing public charter school to serve the families of our community; and

Whereas, Chamblee Charter High School has an outstanding record of achievement due to the unique meld of its resident, high achiever magnet and charter programs; and

Whereas, Chamblee Charter High School contributes to the vitality of the Chamblee community in many ways in addition to outstanding academic performance, such as athletics, the arts, and community service; and

Whereas, businesses in the City of Chamblee have contributed financially in support of renewal of the charter; and

Whereas, a large majority of parents and a majority of teachers voted in favor of renewing the Charter of Chamblee Charter High School in April, 2014; and

NOW THEREFORE BE IT RESOLVED BY THE CITY COUNCIL OF CHAMBLEE that the city:

Article 1. Endorses the submission of the renewal petition for renewal of the Chamblee Charter High School charter with DeKalb County School District and agrees to provide continued support for Chamblee Charter High School.

Article 2. Endorses the goals of economic development by encouraging involvement of citizens and the business community with our schools.

Article 3. Endorses the goal of academic, creative, physical and social well-being of our youth through advocating and supporting high standards; attending athletic and artistic events; and encouraging other forms of local involvement in support of our schools.

Article 4. By this action, directs city staff to actively support and cooperate with the Governing Board of Chamblee Charter High School to develop and maintain the health of this Charter School and the well-being and academic excellence of its students.

Article 5. By this action, requests all citizens of the City of Chamblee promote and engage with our schools in activities and events that will create a vibrant learning environment.

Article 6. Directs the Mayor to sign and submit such resolution in support of Charter Renewal for Chamblee Charter High School.

ADOPTED ON THIS 21st DAY OF July, 2015

Approved:

Dan Zanger
Mayor Pro Tem

CITY OF CHAMBLEE SEAL CHAMBLEE, GA

Attest:

Emmie D. Niethammer
City Clerk

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family
Mathews
Allmore
Wessel Doane
Susie Richerson
Hunt
Lazarus
Lazarus
Colotti
Barraza
Linde
Wilks
Ellis
Birukova
Kashiri
Bargar
Griffith
JAIN
Arcement
Dillon
Anderson
FERREIRA
Crabbe
Austin
King
ADHIAMBO
Brachman
GRUMBOSKI
Williams
HEFFERNAN
JOHNSON

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Johnson			
Patel			
Zanger			
Poole			
Sallad			
Thompson			
Sharma			
Suttle			
Combs			
OUMERZOUK			
Zilber			
Shearer			
Phillips			
Weston			
Kite			
Craig			
Sun			
Godwin			
Pennington			
Quick			
Murphy			
Yakoulel			
Windham			
Ryder			
Secco			
Psalmonds			
McCarthy			
Oh			
Brown			
Read			

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Von Biberstein			
Tayari Allardice			
Greg Council			
Jennifer Duncan			
Acuff			
Cohen			
BRICE			
Carden			
CAMINHA			
Hilley			
Madeka			
mathis			
Gray			
Chasity Crowder			
Johnson			
Dumas			
FABI LOVELL			
Lisa Booker			
~~Batam~~			
~~Hams~~			
E. Long			
Mindy Garcia			
Chelsea Tavitello			
LEE			
Arpeut			
Lee			
House			
Adams			
Edwards			
KRUEGER			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Johnson			
Veith			
Jackowski			
Werdesheim			
Lee			
Hamilton			
VOGEL			
Kahn			
Cashin			
Adams			
Hope			
Hoover			
Baker			
Hansarling			
Castaneda			
Dethaare			
Iyer			
Gaynes			
Caupain			
Lewis			
Bowen			
Walter			
Aaron			
Harrison			
Jenkins-Adigun			
Hartgrove			
Elder			
Landis			
Mattock			
Damji			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Brown			
Bard			
Dawari			
BURTON			
Heetderks			
Allison			
Boer			
deJaegher			
Barton			
Bieshop			
Rogers			
Cainion			
Kirovac			
Ernst			
Allison			
Jackson			
Harris			
Hibicke			
Pierce			
Colvard			
Koulouris			
Swamy			
Lanier			
Miller			
Gonzalez			
Hill			
Adamson			
Rodriguez			
Farkas			
Parr			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Halloran			
Guo			
GARLAND			
MCCOY			
Corbett			
Uzee			
Fenner			
Jordan			
Rani			
Rosser			
Personett			
Cartwright			
Frankel			
Suits			
Millner			
Shibley			
Rosenberg			
Urband			
SHIMABUKURO			
NICHOLS			
Rutherford			
MAST			
Sciuka			
Thompson			
VEACH			
Velleca			
Zheng			
Patel			
Williams			
Sklamm			

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family	Street Address & Zip	Email	Name
Cutler			
Brown			
Ford			
Lenard			
Granda-Omiatek			
Miller | Stambler			
Dave Mathews			
Sanford / Rice			
Thomas			
Victorian			
EHGESSP			
White			
~~White~~ Valli			
Tranfield			
Phillips			
Owen's			
James			
Ritchey			
Wachob			
Negandhi			
Sinclway			
SMYTH			
CARLSON			
Zemedhun			
Thadikamalla			
Pratt			
REA			
Ramsey			
Radics			
Morehouse			
Kelly			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Whelan			
Dibanda			
Spindel			
Jackson			
Rilling			
Merritt			
Mullally			
Norris			
Malemezian			
Post/Norris			
Moore			
Tomlinson			
Peters			
Fossyl			
Owings			
Mari Serrano			
Mathews			
Wist			
Thorne			
Tresize			
Marshall			
Shoemaker			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Maender			
Gomez			
Davis			
Lemmon			
Mason			
Simonsen			
Loden			
Mendonca			
Mamay			
Owen			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Yerovsek			
Gordon			
Cook			
McFall			
Owings			
AUSTIN			
McLellan			
Cox			
Greeley			
Baldwin			
Feaster			
Davis			
Thatcher			
Clarke			
Cormier			
Leon			
Latka			
Hill			
Johnsan			
Larsen			
LANDO			
Keefe			
BOEDEKER			
Goehring-Hovelc			
Carter			
MATTISON			
CHASMAN			
Mauritius			
Renshaw			
O'Neil			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Allers			
Neville			
Gillispie			
Leiknes			
Lee			
Bnggs			
Hines/Brau			
Lucioni			
Hardee			
Turlo4			
Entrekin			
Eapen			
Holtzman			
Bradberry			
Blackwell			
Brooks			
SCHOENBERG			
KONRAD			
Tate			
Alvarez			
Cornett			
Durfy			
Kegel			
Allison			
McMENNAMY			
Lorenzo			
O'connell			
BROWN			
Durkett			
PEACOCK			

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Lang			
Jones			
Edelson			
Calliver			
BURR			
DUNAM			
Bell			
Fisher			
Drilling			
Dababneh			
Bhamornsiri			
Katherine Cay			
Jennifer Reynolds			
Beeky Sutton			
Collins			
Shannon			
BOTFELD			
Lupton			
Sasser			
Lim			
Critchley			
RICHOSON			
Sercer			
Bobel			
Mao			
Khan			
White			
Mathis			
Hogan			
Smith			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Partee			
Agrawal			
Dodson			
Gosnell			
Ledbetter			
Asefa			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Linda Fitzgerald			
Anne Locker			
Tracie Evans			
Mike Smith			
Rebecca Wilcox			
Tracy Garrett			
Wesley Watkins			
DES Hurley			
Asako Akai Ferguson			
Gina Brown			
Echeverria			
Kim Hogan			
Robin Soter			
Agbossoumonk			
Matthews			
Rene Benjamin			
Jacqueline Jeda			
Stokley			
Omachankar			
Hill			
Valle-Ramos			
Danny Au			
Jonina Bullock			
~~Bullock~~			
MD Hoque			
Shurvid Dickey			
Joel Williams			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Brown			
Stupart			
Axelson			
Myo			
Miller			
Doss			
Fields			
Usmani			
Jonke			
Benjamin			
Ricla			
Muhammad			
Schust			
Parker			
Meer			
Elenburg			
Cossaboom			
Bienvenu			
Valsaint			
Cope			
Carey			
Stewart			
Nguyen			
Dawadi			
Rao			
Pickens			
Mohammad S Islam			
Smith			
Watson			
Vaccaro			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Vanessa Harris			
RAthman			
Chestnut			
Asefu Hagos			
Michael Cagre			
Nanae Black			
Stacy Redsole			
Elizabeth Wong			
Shaleun Smith			
Bobbie Todoroff			
Harry Ankeny			
Belete			
Samuel Graham			
Orellana			
Susana Aguilar			
Vanessa Quan			
Mocille Wilson Smith			
Izaguirre			
Un			
Ponkshe			
Cole			
Middleton			
Warfield			
Moore			
Gresham			
Barker			
Hague			
Kemp			
Mendez			
Soriano			

***** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.**

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Roblero			
Hernandez			
Ryan Pennington			
Wael Hawell			
Almeyda			
LISA STONE			
Maria Cardona			
Diana Bensyl			
Argelia Nuñez			
Jen Adams			
Audelina M			
Wen Lin			
Peggy Pahigh			
Terry La Rue			
Carol Gaultney			
KEVIN McCARTHY			
MELISSA DAVIS			
Mary Ferrara			
Donna Harvey			
Michele Crespo			
FLEMING			
DEMER			
Ellis			
Stutz			
Hazelwood			
Maria Lopez			
Shannon Dyess			
Irma Turnipseed			
Cruz			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Mendez			
Cowins			
Jackson			
Gainer			
Solaman			
Henderson			
Weathersby			
Adelman			
Newbill			
Newbill			
[redacted] Combs			
Raul E.			
Thomas			
Nair			
CARTER			
SMARR			
Lord			
Horwitz			
Kindle			
Dillon			
Stockmeyer			
mitchell			
Durisch			
Johnson			
Mennick			
Roe			
Denning			
SWING			
JUAN CARLOS			
Kristin Bayer			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Woo			
KUPRONIS			
Hubbard			
TSOURIS			
AhrenKiel			
Nesmith			
Guerrero			
Jordan			
Deaborne			
Granelli			
Council			
Rodgers			
Young			
Carter 3			
HETHERINGTON			
CHALDHURY			
D. Alexander			
DeReuter			
Futrell			
CAFFrey			
Holmes-Chavez			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Price			
Gillispie			
Lambiase			
Henderson			
Labra			
COORAY			
Melissa Neese			
KAREN DELAY			
Tiffany Merritt			
Leslie Freymann			
Daum			
Wilner			
Gina Gallois			
DE PALO			
Kelly Carter			
Darlene Etchison			
Shannon Owen			
Jennifer Lewis			
Mary Finnegan			
Susie Ashley			
Carruth			
Gladman			
Weaver			
Brown			
Monica Whitt			
Iris Knapp			
Ellyn Waters			
SYEDA BEGUM			
Luis Moreno			
Simpson			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Darra HARDY			

*** I support Chamblee Charter High School's petition for 2016 Charter-status. I am in support of the renewal and the innovations. I plan to send my school age child/ren to CCHS in the future.

Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Traynelis			
Burton			
King			
Stephenson			
Bol			
Dean			
Brusic			
West Fall			
McGuinness			
RAO			
Deel			
Siddiqui			
Zhengyi			
Myers			
BLAIKE			
Guyden			
Mayar			
KARAS			
Olson			
Adams			
Bowers			
Alexander			
Berry			
Vangala			
Thakkar			
Beck			
Pantajakhan			
WASIHUDDIN			
Yemsom			
Zeshan			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Williams			
Butcher			
King			
Miller ✓			
Peterson			
Mitchell			
Lund			
Floyd			
PACELY			
Scruggs			
Wright			
Berk			
Lizcano			
Gunter			
Ramalingam			
Zimmerman			
Robinson			
Schafstall			
James			
Smith			
Chukwura			
Meisner			
Sange			
Leonard			
King			
Sisiyphal (Mogili)			
Adams			
Khan			
Polinski			
Haile Mulath			

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Name of Family	Street Address & Zip	Email	Name and Age of Child/ren
Lousbury			
Logan			
Malone			
Sehgal			
Vaughn			
Gilboa			
Purris			
Mckenzie			
Oliaro			
Zeldin			
Siegel			
Erens			
O'Connell			
Osborne			
Fredlend			
Bell			
Morgenstein			
CONSTANTINE KANDA			
CAMILEY CONSTANTINE			
Clark			
Carr			
Carlton			
Flowers			
MUIR			
Conner			
Elliott			
Shi			
Price			
Marcus			
Osborn			

CITY OF CHAMBLEE

5468 PEACHTREE ROAD CHAMBLEE, GA 30341

July 8, 2015

To Whom It May Concern,

I am writing as Mayor of Chamblee, GA, to express the support of our city for its high school, Chamblee Charter High School. We are proud of the success of the school, which serves students in our city as well as students from throughout DeKalb County who attend through the Charter and High Achiever Magnet Programs. We welcome these students, and the fantastic faculty, to our city for much more than the 180 school days each year.

CCHS students are a vital part of activities throughout our city, including the Senior Day of Service in which CCHS students serve the city by working with our Police and Parks & Recreation departments, and the annual Cox Trot run. Most weekends during the school year involve the influx of CCHS students and families to our city for athletics, music, drama, and academic events. Chamblee citizens benefit from the many events where CCHS students share their talents with us.

I look forward to expanding the partnership between the City of Chamblee and Chamblee Charter High School. CCHS is a vital part of our vibrant, growing city.

Sincerely,

R. Eric Clarkson
Mayor,
City of Chamblee

P: 770.986.5010 F: 770.986.5014 W: www.chambleega.com

STATE OF GEORGIA
COUNTY OF DEKALB
CITY OF BROOKHAVEN **RES- 2015-07-01**

A RESOLUTION IN SUPPORT OF THE RENEWAL OF THE CHARTER FOR CHAMBLEE CHARTER HIGH SCHOOL:

Whereas, High-performing charter schools promote excellence and innovation:

- Charter schools provide families with diverse educational options
- Charter schools are authorized to respond to the needs of communities, families and students and to promote the principles of quality, accountability, choice and innovation
- Charter schools are held accountable by public authorizers for improving student achievement and for sound financial & operational management
- Charter schools are required to meet student achievement and accountability requirements in the same manner as public schools
- Charter schools often set higher expectations for students to ensure high quality and accountability to the public
- 42 states and the District of Columbia have enacted laws authorizing charter schools which has led to the establishment of 6,400 charter schools, 124 in Illinois, serving over 2,500,000 children
- Charter schools improve the achievement of its students and collaborate with traditional public schools to improve public education for all students
- Charter schools give parents the freedom to choose public schools, routinely measure parental satisfaction levels and must prove their ongoing success to parents, policymakers and communities

Whereas, we recognize that residents and businesses in the City of Brookhaven benefit from the presence of a high performing public charter school to serve the families of our community; and

Whereas, Chamblee Charter High School has an outstanding record of achievement due to its unique meld of resident, high achiever magnet and charter programs; and

Whereas, Chamblee Charter High School contributes to the vitality of the Brookhaven community in many ways in addition to outstanding academic performance, such as athletic games, artistic performances and community service; and

Whereas, businesses in the City of Brookhaven have contributed financially in support of renewal of the charter; and

Whereas, a large majority of parents and a majority of teachers voted in favor of renewing the Charter of Chamblee Charter High School in April, 2014; and

STATE OF GEORGIA
COUNTY OF DEKALB
CITY OF BROOKHAVEN **RES- 2015-07-01**

NOW THEREFORE BE IT RESOLVED BY THE CITY COUNCIL OF BROOKHAVEN that the City:

Article 1. Endorses the submission of this petition for renewal of the Chamblee Charter High School charter with DeKalb County School District and agrees to provide continued support for the development and financial stability of Chamblee Charter High School.

Article 2. Endorses the goal of economic development by encouraging involvement of citizens and the business community with our schools.

Article 3. Endorses the goal of academic, creative, physical and social well-being of our youth through advocating and supporting high standards; attending athletic and artistic events; and encouraging other forms of local involvement in support of our schools.

Article 4. By this action, requests all residents of the City of Brookhaven and especially those citizens who own property or businesses within the City to support, promote and engage with our schools in activities and events that will create a vibrant learning environment.

ADOPTED ON THIS DAY 21st OF July, 2015.

APPROVED:

Bates Mattison, Mayor Pro Tem

ATTEST

Sandra Bryant, Deputy City Clerk

CITY OF BROOKHAVEN GA
BROOKHAVEN
INCORPORATED 2012

Governance Matrix – Chamblee Charter High School

NOTE: DCSD Charter School Policy revisions per SBOE Charter School Policy Revisions in November 2014, including any District level guidance on autonomy, are not complete as of petition due date. Final policy may affect this matrix

Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
Personnel Decisions	*Examples include: select the Principal or school leader, evaluate the school leader (LKES), and have control over ALL hiring decisions, transfers, promotions, demotions, lateral moves, and termination of all faculty and staff.*	<u>Selection of School Leader:</u> • Prepares job description for CCHS Principal, for input into District PATS system. • Pursuant to GB policy, the GB will review all applicants and select CCHS Principal. • CCHS Principal will be a DCSD employee and DCSD will manage personnel functions. <u>Evaluation of School Leader:</u> • Reviews stakeholder surveys regarding school and Principal performance. • Per GB policy, conducts 360 degree evaluation of Principal and forwards to District Human Resources department for consideration by the Principal's supervisor in addition to the Principal's LKES evaluation. <u>Personnel Decisions:</u> • Provides input to the Principal on type and allocation or personnel positions. • Provides input to the Principal on desired qualifications for newly created positions. • Has final vote on hiring of all personnel, unless delegated by Board to Principal.	*Examples include: Input on Principal and faculty goals, feedback on Principal and faculty performance, evaluation of teachers (TKES), type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions.*	<u>Personnel Decisions:</u> • Makes recommendations for staff hiring and termination to GB and District (District has the final say). • Handles site-based employee issues, must follow District policy. <u>Staff Evaluations:</u> • Implements TKES evaluations. • Develops and/or Implements supplemental staff evaluation as defined by GB policy. • Supplemental staff evaluation may be provided to District, for consideration. <u>Satisfaction Survey:</u> • Implements annual survey of CCHS stakeholders to obtain feedback on Principal and faculty performance. • Shares survey results with GB and CCHS stakeholders. <u>Exit Survey</u>: • Implements survey of CCHS staff that leave voluntarily to obtain feedback information. • Shares survey results with GB and CCHS stakeholders.

Governance Matrix – Chamblee Charter High School

NOTE: DCSD Charter School Policy revisions per SBOE Charter School Policy Revisions in November 2014, including any District level guidance on autonomy, are not complete as of petition due date. Final policy may affect this matrix

Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
		Personnel Decisions: • Prepares GB policy to ensure that CCHS faculty and staff are not reassigned from other schools to CCHS, nor are CCHS employees reassigned from CCHS without the consent of the GB. • Employee initiated transfers from CCHS will not be challenged. Part-Time Staff: • Per GB policy, will support the use of part-time staff as deemed necessary by the Principal. Stakeholder Input: • Responds to Tricameral Advisory Council recommendations. Change in Autonomy: • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary.		

Governance Matrix – Chamblee Charter High School

NOTE: DCSD Charter School Policy revisions per SBOE Charter School Policy Revisions in November 2014, including any District level guidance on autonomy, are not complete as of petition due date. Final policy may affect this matrix

Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
Financial Decisions and Resource Allocation	*Examples include: Establish compensation model including salary schedules, bonus or performance based increases ,etc., set budget priorities that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures.*	On-Site School Budget: • Review and approves on-site school budget prepared by Principal. Site-Based Costs: • Will work with DCSD Finance to identify costs for CCHS services. Fundraising and Donations: • Approves use of fundraising proceeds and donations per GB policy. Budget Updates: • Per GB policy, receives information about District budget expenditures vs. allocations. Compensation Model: • Per GB policy, uses fundraising and/or donated funds to provide bonuses or performance based increases or stipends to faculty and staff. • Contingent upon DCSD approval. Stakeholder Input: • Responds to Tricameral Advisory Council recommendations. Change in Autonomy: • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary	*Examples include: input into the recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs.*	On-Site School Budget : • Manages on-site school budget with reports per GB policy. • Must follow District policy. Fundraising and Donations: • Manages with reports per GB policy. Financial Reports: • Shares District financial information with GB per GB policy. • Shares financial reporting required by the District with GB per GB policy. • Readily shares with Tricameral Advisory Council as needed.

Governance Matrix – Chamblee Charter High School

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Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
Curriculum and Instruction	*Examples include: final selection of instructional delivery model, final selection of curriculum, including any changes in curriculum as needed to improve student achievement, establish additional graduation requirements.*	Curriculum Selection: • Approves recommendations put forth by Tricameral Advisory Council and/or Principal. New Courses : • Approves new courses or subjects recommended by Tricameral Advisory Council and/or Principal. Student Achievement and Innovation: • Determines reporting frequency to monitor progress. Stakeholder Input: • Responds to Tricameral Advisory Council recommendations. Change in Autonomy: • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary.	*Examples include: recommend curriculum and accompanying materials consistent with school's "Essential and Innovative Features" in charter contract, determine whether certification will be required, plan professional development for staff, recommend additional graduation requirements.*	In consultation with Faculty and Tricameral Advisory Council: • Selects curricula and accompanying materials. • Supports development and implementation of STEAM. • Supports development, piloting and implementation of MLS. • Plans professional development. • Supports staff in diversifying and improving instructional delivery models used at CCHS.

Governance Matrix – Chamblee Charter High School

NOTE: DCSD Charter School Policy revisions per SBOE Charter School Policy Revisions in November 2014, including any District level guidance on autonomy, are not complete as of petition due date. Final policy may affect this matrix

Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
Establishing and monitoring the achievement of school improvement goals	*Examples include: approve school improvement plan and provide oversight of its implementation, hold Principal accountable for implementation and timeline, evaluate success and make revisions as needed.*	<u>School Improvement Plan:</u> • Reviews and approves plan developed by Principal in accordance with DCSD requirements and GB supplements, if applicable. • Determines reporting frequency for progress. • Defines revisions/corrective action as necessary. <u>Charter Requirements</u> : • Monitors progress in implementing charter innovations and required performance goals. • Assigns corrective action where necessary. • Assists in identifying partners to achieve Charter goals. <u>Stakeholder Input:</u> • Responds to Tricameral Advisory Council recommendations. <u>Change in Autonomy:</u> • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary.	*Examples include: recommend school improvement plan, hold faculty and staff accountable for implementation and timeline, evaluate success and recommend revisions as needed.*	<u>School Improvement Plan</u> : • Prepares School Improvement Plan per District requirements. • Includes supplements required per GB policy. • Requests input from CCHS stakeholders through Tricameral Advisory Council as well as individual input. <u>Student Achievement</u>: • Reports monthly on student achievement to GB or as required per GB policy. • Reports monthly to CCHS stakeholders through Tricameral Advisory Council as well as standard communication channels.

Governance Matrix – Chamblee Charter High School

NOTE: DCSD Charter School Policy revisions per SBOE Charter School Policy Revisions in November 2014, including any District level guidance on autonomy, are not complete as of petition due date. Final policy may affect this matrix

Chamblee Charter High School	Governing Board Authority	Actual GB Authority and How and When GB Authority will be Implemented	Principal's Authority	Actual Principal Authority and How and When Principal Authority will be Implemented
School Operations	*Examples include: input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures and handbooks, establish work schedule and school calendar.*	School Handbooks: • As necessary, defines requirements for local content for Student and Faculty/Staff Handbooks. • Approves the Handbook developed by the Principal. Discipline: • Reviews DCSD Discipline policy. • Defines revisions/corrective action as necessary. School Events: • Per GB policy, approves events to be held at the school. • In general, delegates this role to the Principal. Stakeholder Input: • Responds to Tricameral Advisory Council recommendations. Change in Autonomy: • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary.	*Examples include: recommend professional development vendors and resources, manage day to day human resources recommend school calendar, recommend co-curricular and extracurricular activities.*	School Operations: • Provides District work schedule and school calendar to GB. • Provides timely notice to GB of school events, including academic, athletic, community engagement events. (May be done through school website, email, or other appropriate means.) Daily Management: • Manages daily operations of the school, consistent with District policy. School Handbooks: • Develops CCHS Student and Faculty/Staff Handbooks in accordance with DCSD policy and GB policy. • Provides GB with access to Handbooks. Discipline: • Provides reports to GB per GB policy.

TABLE OF CONTENTS

		page
ARTICLE I	**OFFICES AND PURPOSE**	**1**
ARTICLE II	**MEMBERS AND DIRECTORS**	**1**
ARTICLE III	**OFFICERS**	**4**
ARTICLE IV	**COMMITTEES**	**5**
ARTICLE V	**SELF-DEALING TRANSACTIONS AND DEPOSITS, CHECKS, LOANS & CONTRACTS**	**6**
ARTICLE VI	**OTHER PROVISIONS**	**7**
ARTICLE VII	**INDEMNIFICATION OF AGENTS OF THE CORPORATION: PURCHASE OF LIABILITY INSURANCE**	**10**
ARTICLE VIII	**AMENDMENTS**	**11**

By Laws of Chamblee Charter High School, Inc.

ARTICLE I
OFFICES AND PURPOSE

SECTION 1.01. NAME

Chamblee Charter High School, Inc. (the "Corporation" or "CCHS") is a nonprofit corporation organized under the laws of the State of Georgia, which does not have members within the meaning of the Georgia Nonprofit Corporation Code, O.C.G.A. §14-3-101, *et seq.* (as amended from time to time, the "Act"). The Articles of Incorporation of the Corporation (as amended from time to time, the "Articles of Incorporation") were filed in the office of the Secretary of State of the State of Georgia on June 30, 2014.

SECTION 1.02. LOCATION

The principal location of the school is 3688 Chamblee Dunwoody Rd. Chamblee, Georgia 30341.

SECTION 1.03. PURPOSE

The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes. The Corporation intends to apply for exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon: (a) to support the programs and activities of Chamblee Charter High School in DeKalb County, Georgia (the "School"); (b) to exercise all rights and powers conferred by the laws of the State of Georgia upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Georgia.

SECTION 1.04. MISSION AND INNOVATION

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

The vision is to implement a unique educational program that utilizes community decision-making, a Mastery Learning System to promote a student-centered class schedule, and a research-based curriculum that emphasizes Science, Technology, Engineering, Arts, and Mathematics (STEAM).

ARTICLE II
MEMBERS AND DIRECTORS

SECTION 2.01. GENERAL POWERS

The business, affairs, and property of the Corporation shall be managed and controlled by the Board, and all corporate powers shall be vested in and exercised by the Board, except as

otherwise provided by law, the Articles of Incorporation or these bylaws ("Bylaws"). Duties of the Board include, but are not limited to, reviewing and approving a long-term strategic plan and annual budget; seeking to maintain the financial viability of the Corporation; and determining the responsibilities of, evaluating, and hiring and/or firing the Principal.

SECTION 2.02. SPECIFIC POWERS

The Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School.
2. To ensure continuity of the School's charter unless action is taken by the School community and Board to dissolve the charter in accordance with the terms of such charter and Georgia Law.

SECTION 2.03. NUMBER, ELECTION AND TERM OF DIRECTORS

The Board of Directors (Board) shall be comprised of a minimum of seven (7) members and no more than eleven (11) members. The number of Directors may be increased or decreased from time to time by the Board.

The Board shall be comprised of seven initial members for the fiscal year beginning July 1, 2016. Of the seven directors deemed elected by approval of the Petition, four of those directors shall serve a term of three years, and three shall serve a term of two years. Thereafter, directors shall be elected for one (1) two-year term that begins on July 1 (the initial term) and, if re-elected at the conclusion of the initial term, shall be able to serve an additional consecutive two-year term. Thereafter, a Director must wait at least one year before being eligible for re-nomination to the Board, unless this requirement is waived by vote of 2/3 of the Board upon the recommendation of the committee responsible for nominations, in which case the Director may be elected to an additional term of two years. No person serving on the Board shall be a paid employee of the Corporation, or the relative of a paid employee of the Corporation.

SECTION 2.04. RESIGNATION AND REMOVAL

Any Director may resign at any time by delivering written notice of his or her resignation to the Chair, Vice-Chair or Secretary of the Corporation. Such resignation shall become effective upon receipt thereof by the Chair, Vice-Chair, or Secretary, but the acceptance of such resignation shall not be necessary to make it effective. No Director may resign if the Corporation would be left without at least one duly elected Director.

Any Director may be removed by a 2/3 vote of the currently elected Directors at any special meeting of the Board called for that purpose, under the following circumstances: (a) death or disability of the Director rendering him or her incapable of carrying out the responsibilities of the position; (b) after notice and hearing with the opportunity to present witnesses and other evidence, a determination is made that a violation of the Board's ethics or conflict of interest policies or a crime of moral turpitude has occurred; or (c) a determination is made by a majority of Directors that a Director is not fulfilling his or her obligation to CCHS or has missed three or more of the Board's regularly-scheduled meetings within a calendar year.

A Director being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

SECTION 2.05. VACANCIES

A vacancy occurs on the Board if the number of Directors is fewer than seven (7) or such greater number as determined by the Board. The Board shall fill such a vacancy by an election of the Board from a slate recommended by the committee responsible for nominations by approval of a majority of the directors then in office. In order to preserve the objective of staggered terms, a Director selected to fill a vacancy shall be elected for the unexpired term of the prior Director.

SECTION 2.06. MEETINGS AND ADJOURNMENT

The Board and the Corporation are subject to Georgia's open meeting laws, and all meetings of the Board shall be held at the time and place provided in the notice prepared in compliance with the open meeting laws. The Annual Meeting of the Board shall be held each year in March for the election of the Chair of the Board ("Chair") and Directors as nominated by the appropriate committee and for the transaction of such business as may properly come before the meeting.

In addition to the annual meeting, regular meetings shall be held monthly during the school year, except in the month of the annual meeting. All regular meetings will be announced in advance. Meetings will be held at CCHS or any other reasonably convenient place as the Board may designate.

Special meetings may be called at any time by the Chair or any three (3) Directors. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four hours, notice of an adjournment to another time or place shall be given prior to the time of the subsequent meeting to the Directors who were not present at the time of the adjournment.

SECTION 2.07. QUORUM AND VOTING

A quorum consists of a majority of Directors holding office immediately prior to any meeting. A director is considered present if by use of any means of communication, all directors participating may simultaneously hear each other during the meeting. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Directors present at the time of a vote, if a quorum is present, shall be the act of the Board.

Any action required or permitted to be taken at any meeting of the Board may be taken without a meeting if the action is evidenced by one or more consents in writing or by electronic transmission describing the action taken, signed by no fewer than a majority of the voting members of the Board, and delivered to the corporation for inclusion in the minutes for filing with the corporate records reflecting the action taken.

SECTION 2.08. RULES AND PROCEDURES

The Board will operate in accordance with the CCHS Articles of Incorporation, these Bylaws, any requirements applicable to non-profit corporations, and applicable Georgia open meetings laws. The members of the Board shall serve in a voluntary capacity and will not be paid for their service. However, members of the Board may be reimbursed for reasonable expenses incurred related to board service. All members are required to submit to background check and fingerprinting no more frequently than annually.

All new board members will be communicated to the DeKalb County School District and updated with Georgia Secretary of State by way of corporate annual registration.

ARTICLE III
OFFICERS

SECTION 3.01. OFFICERS AND ELECTION

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 may be nominated by the board or self-nominated and shall be approved by the Board. The Chair and the chairs of any committee shall hold office for the term of one 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.

SECTION 3.02. REMOVAL, RESIGNATION, AND VACANCIES

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.

SECTION 3.03. CHAIR

The Chair shall preside at all meetings of the Board and shall have general charge and supervision of the Board. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe. Unless a shorter time period becomes necessary, not less than six (6) months before the Board expects the election of a new Chair to occur, the committee responsible for nominations will solicit nominations for Chair-Elect, and after consultation with the Chair will nominate a Chair-Elect to the Board for election to serve in such capacity for the remainder of the Chair's term, before assuming the role of Chair.

SECTION 3.04. VICE-CHAIR

The Vice-Chair shall perform the duties of the Chair in the Chair's absence, shall be responsible for overseeing compliance with these Bylaws and shall have such other duties and responsibilities as determined by the Board.

SECTION 3.05. SECRETARY

The Secretary shall have overall responsibility for all record-keeping and for notices to the Board of any Board meeting. The Secretary shall record and/or supervise the recording of the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the transcribed minutes at or before the next Board meeting.

SECTION 3.06. TREASURER

The Treasurer shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all moneys and other valuable effects of the Corporation in the name and to the credit of the Corporation in such banks or depositories as the Board may designate. The Treasurer shall keep proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which shall be open at all times to inspection by the Board. The Treasurer shall submit a report of the accounts and financial condition of the Corporation at each annual meeting. He or she shall perform all duties incident to the office of the Treasurer, and such other duties as shall from time to time be assigned by the Board.

ARTICLE IV
COMMITTEES

SECTION 4.01. BOARD COMMITTEES

The Board may establish one or more committees, as it deems necessary and desirable. At a minimum, the following committees will be established: Executive, Finance, Governance, Academic Achievement, and Community Outreach. All committees will be chaired by Directors. In addition to Directors, it is desired that committees will include faculty/staff, parents/community members and students to facilitate tri-cameral decision-making.

SECTION 4.02. MEETINGS AND ACTIONS OF BOARD COMMITTEES

Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum. Any act of a majority of the members present at any meeting at which a quorum is present shall be the act of the committee. Any action of a committee may be taken without a meeting if the action is evidenced by one or more consents in writing or by electronic transmission describing the action taken, signed by no fewer than a majority of the voting members of the committee. No committee may: authorize distributions; approve dissolution, merger or the sale, pledge, or transfer of any of the Corporation's assets; elect, appoint or remove directors or fill vacancies on the Board or on any of its committees; or adopt, amend or repeal the Articles, By-laws, or any resolution of the Board. All committees shall be required to provide reports to the Board on a regular basis.

SECTION 4.03. STANDING COMMITTEES

Initial standing committees may include, but are not limited to:

- **Executive Committee** – This committee consists of the Officers of the Board.
- **Finance Committee** – This committee is responsible for maintaining the financial viability of the corporation, preparing the annual operating budget and presenting it to the

board for review and approval, monitoring financial operations and reporting at board meetings, selecting the independent auditing firm and overseeing the audit process.

- **Governance** – This committee serves as the liaison to the Board, communicating on matters pertaining to school policy, budgeting, curriculum, extracurricular and academic programs. It will consist of 1) faculty and staff, 2) parents and community, and 3) students. The purpose of this committee is to provide a strong, structured mechanism for stakeholder participation in the school governance.
- **Academic Achievement** - This committee is responsible for oversight of academic achievement of CCHS students, district, state, and federal reporting requirements, and oversight of the STEAM program and Mastery Learning System.
- **Community Outreach Committee** – This committee is responsible for developing relationships with the community, other schools, and government/school board officials. External communications will also be the responsibility of the committee.

Each committee shall consist of at least one Director and, unless otherwise noted, may include members who are not Directors, and such members shall have voting power on matters before the member's respective committee.

SECTION 4.04. OTHER COMMITTEES

Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board and be dissolved.

ARTICLE V
ACTION OF THE BOARD; PERSONAL LIABILITY OF DIRECTORS.

SECTION 5.01. ACTION OF THE BOARD

Contracts. The Board of Directors may authorize by resolution any officer or officers, agent or agents, to enter into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the Corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board of Directors may select.

SECTION 5.02. PERSONAL LIABILITY OF DIRECTORS

All personal liability of a Director to the Corporation for monetary damages for breach of fiduciary duty as a Director is eliminated; provided this provision shall not eliminate or limit the liability of a Director:

(a) For any breach of a duty of loyalty to the organization; or

(b) For acts or omissions not in good faith or which involved intentional misconduct or a knowing violation of law.

SECTION 5.03. ANNUAL STATEMENTS OF CERTAIN TRANSACTIONS

Each Director, Officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt Has received a copy of the conflict of interest policy.

(b) Read and Understands Has read and understands the policy.

(c) Agrees to Comply Has agreed to comply with the policy.

(d) Tax Exemption Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, must engage primarily in educational activities, which accomplish one or more of its tax-exempt purposes.

ARTICLE VI
OTHER PROVISIONS

SECTION 6.01. CONSTRUCTION AND DEFINITIONS

Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a school and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

SECTION 6.02. FISCAL YEAR

The CCHS fiscal year shall be July 1 to June 30**.**

SECTION 6.03. CONFLICT OF INTEREST

Purpose

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an Officer, Director, or committee member. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and

charitable corporations. Any member under review for a conflict of interest shall be excluded from any board vote regarding such conflict of interest transaction.

Definitions

(a) Interested Person Any Director, Officer, or member of a committee who has a direct or indirect Financial Interest, as defined below in Section 6.03(b), is an Interested Person.

(b) Financial Interest A person has a Financial Interest if the person has, directly or indirectly, through business, investment or family:

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

(c) Compensation Includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Procedures

(a) Duty to Disclose In connection with any actual or possible conflicts of interest, an Interested Person must disclose the existence of his or her Financial Interest and all material facts relating thereto to the Board.

(b) Determining Whether a Conflict of Interest Exists After disclosure of the Financial Interest and all material facts relating thereto, and after any discussion thereof, the Interested Person shall leave the Board meeting while the Financial Interest is discussed and voted upon. The remaining Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

(1) An Interested Person may make a presentation to the Board, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement resulting in the conflict of interest.

(2) The Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a

person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and benefit and whether the transaction is fair and reasonable to the Corporation; and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflict of Interest Policy

(1) If the Board has reasonable cause to believe that a Director, Officer or member of a committee has failed to disclose actual or possible conflicts of interest, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of such person and making such further investigation as may be warranted in the circumstances, the Board determines that such person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Records of Proceedings

The minutes of the Board and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each Director, Officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt. Has received a copy of the conflict of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, must engage primarily in educational activities which accomplish one or more of its tax-exempt purposes.

Periodic Reviews.

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

SECTION 6.04. BOOKS AND RECORDS

The Corporation shall keep:

(a) adequate and correct books and records of account; and

(b) minutes of the proceedings of its Board and its committees. The minutes shall be kept in written form.

The Corporation will be subject to annual financial audits.

SECTION 6.05. INTERPRETATION OF CHARTER

Whenever any provision of these Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE VII
INDEMNIFICATION OF AGENTS OF THE CORPORATION; PURCHASE OF LIABILITY INSURANCE

SECTION 7.01. INDEMNIFICATION OF AGENTS

The Corporation may indemnify its past and present Directors, and employees against any liability asserted against any such person and incurred by him or her in such a capacity or arising out of his or her status as such a person, including reasonable expenses incurred by such person in connection with a proceeding relating to such liability; all to the fullest extent permitted by law and in accordance with the provisions of Part 5 of Article 8 of the Act, entitled "Indemnification," O.C.G.A. §14-3-850 *et seq*., as amended, which provisions are incorporated herein by reference as permitted by §14-3-858(f) of the Act.

SECTION 7.02. PURCHASE OF LIABILITY INSURANCE

The Corporation may purchase and maintain D&O or liability insurance on behalf of an individual who is or was a Director, Officer, employee, or agent of the Corporation or who, while a Director, Officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee, or agent of another foreign or domestic nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against liability asserted against or incurred by him or her in that capacity, whether or not the Corporation would have power to indemnify him or her against the same liability under Section 7.01.

ARTICLE VIII

By Laws of Chamblee Charter High School, Inc.

AMENDMENTS

SECTION 8.01. AMENDMENT OF BYLAWS

These bylaws may be amended at any regular meeting of the Board of Directors by a two-thirds vote of those Directors present and voting, a quorum being present, and notice of the proposed amendments having been provided to all Directors thirty (30) days prior to the meeting. Any such amendment shall specify an effective date.

SECTION 8.02. AMENDMENT OF ARTICLES OF INCORPORATION

The Board by a majority vote of the directors in office may amend and/or restate the Articles of Incorporation provided that notice is given as described in Section 8.02 and such amendment and/or restatement is filed with the Office of the Secretary of State of the State of Georgia.

Governance Council
Chamblee Charter High School

Mission: To foster excellence by promoting the intellectual, social, moral and physical growth of every student.

About Chamblee Charter High School

Established in 1917, Chamblee Charter High School moved into a beautiful new building in January of 2014. Under one roof a wide diversity of students attend -- residents from the Chamblee and Brookhaven area, as well as high achieving magnet students and charter students from all over DeKalb County who apply and are chosen through a lottery. The socio-economic and cultural blend prepares our students to interact with their world when they leave school and our high achieving students model both academics and a responsible attitude that inspire all students to excel. The school is ranked number 11 in the state. Student SAT scores average 300 points higher than other seniors in DeKalb County, 200 points higher across the state and 150 points higher than the average of seniors nationwide.

CCHS is recognized by colleges as an academically rigorous high school. Because it is a charter, students from all over DeKalb County who are capable of work at this high academic standard can apply through the charter and attend Chamblee. This outstanding reputation is an asset for the Chamblee and Brookhaven communities and makes the area attractive to both families and to businesses.

MISSION

Chamblee Charter High School's mission is to foster excellence by promoting the intellectual, social, moral and physical growth of every student. We will guide students to become responsible global citizens, prepared for jobs of the future that will require them to be technology adept, collaborative, critical thinkers and problems solvers.

Over the next five years CCHS will accomplish this mission through innovative and flexible mastery-centered scheduling that allows students to move on when ready. This will be combined with a research based, best practices curriculum that emphasizes Science, Technology, Engineering, Arts, and Mathematics (STEAM).

Governance of CCHS will be local, through a policy based model that gives equal voice to the faculty and staff, parents and community and students, with the oversight and guidance of a highly qualified Board of Directors.

The educational program is designed for all students of CCHS, whether they attend via the High Achievers Magnet program, through charter enrollment, or reside within the DCSD Chamblee attendance zone area.

Chamblee Charter High School 2014 Commitment Letter

Member, Georgia Charter Schools Association

Overview

As trustees of public funds, The Board of Directors of a public charter school is responsible for ensuring the school's long-term financial stability and integrity of the charter. The board sets the strategic plan and ensures that the school fulfills its mission. Directors recognize that in order to fulfill these obligations, they pledge to personally contribute needed resources and talents to maintain the school's success.

Responsibilities

- Ensure that the charter is fulfilled.
- Support the mission statement.
- Abide by and uphold all governing documents (federal and state laws/regulations, charter, by-laws, school policies etc.).
- Read and understand the financial statements and otherwise assist the board in fulfilling its fiduciary responsibility.
- Read and fully understand all prospective resolutions in order to make an informed vote.
- Attend board meetings and actively participate in decision-making.
- Share expertise with the board and staff.
- Be an advocate for the school; promote it in ways appropriate to your profession and contacts.
- Make a personal contribution appropriate to your circumstances.
- Obtain various means of support for the organization's fundraisers, or otherwise assist in providing resources to further the school's mission.
- Fulfill all fiduciary duties.
- Participate in short and long-range strategic planning activities.
- Ensure the school meets all legal and corporate requirements.
- Serve on or lead at least one committee or task force each year.
- Work to develop new leadership and recommend potential board members to the nominating committee.
- Avoid any conflict of interest or even the appearance of conflict of interest.
- Participate in school-wide events at least quarterly.

Failure to fulfill responsibilities listed above may result in removal from the board according to the school's by-laws.

Desired Skills and Experience

As the school anticipates assuming more responsibility for managing budget, personnel and scheduling, we are seeking Board Members with background and expertise in these areas:

- Finance experience, including financial oversight, accounting, wealth management, entrepreneurship, and/or tax.
- Legal experience with corporate governance, non-profit organizations, charter schools, human resources**,** property law and/or tax.
- Risk management experience including expertise in corporate or institutional safety, security, cyber-security, and insurance.
- Education experience, including compliance with state standards, teacher training, instructional innovation, charter schools, constructivism, school administration and teaching.
- Leadership experience in Higher Education is also desirable.
- Fundraising experience, including with capital campaigns, grant writing, web-based giving and/or other fundraising strategies/techniques.
- Board/community experience, including serving on a non-profit and/or school board of directors, and/or leadership in educational or community organizations.
- Communications experience, including public relations, social media, marketing, communications project management, and event planning.
- Human resources experience including personnel recruitment and evaluation; salary and benefits administration; conflict resolution and professional development.
- Technology experience, as an executive or manager in a technology company, a technology training professional, or a technology-related position in an academic setting.
- Sincere love of children and commitment to quality of education; Knowledge of history, mission and goals of the school; Working knowledge of bylaws and policies; Ability to handle school business with tact, professionalism, enthusiasm, and commitment. Ability to communicate effectively; Ability to take responsibility and follow through on assignments and responsibilities; Ability to work well with people individually and in a group; Specific skills or experience lending to the capacity of the board to govern effectively.

Term of Service

Terms and term limits are still to be determined but we anticipate asking all members to serve beginning January of 2015 through August of 2016, one-third of the members to serve two years, through August of 2017 and one-third to serve three years to allow for continuity of Board experience. These terms will be negotiable.

Compensation

Board members will not receive any compensation for their services as Board members, nor will they be able to earn remuneration of any kind through the school.

Time Commitment

Members of the Board should attend each board meeting, serve or assist on committees and be available to members, other leaders and staff, estimated to require approximately **10-20 hours per month**. Board members should attend at least **75% of scheduled meetings** in one calendar year of the Board of Directors (except for emergencies beyond the control of the board member). Board members who may have an unanticipated conflict with work or family obligations that render them incapable of committing the time needed to effectively govern are encouraged to resign and serve in a role, such as on a committee, that may be more appropriate to their circumstance. Serving in a governance capacity is an important commitment, as it impacts the education of hundreds of students and scores to educators who depend on the school for their livelihood.

Financial Commitment

Each board member is expected to fully support fundraising initiatives to meet the board's responsibility to adequately fund the school to meet its mission. Examples might be a personal donation to the enrichment fund according to individual means, connecting a faculty proposal to funding through a foundation, finding an in-kind donor to cater an event, sponsoring a student's field trip expenses or inviting friends and colleagues to a sports event/fundraiser.

Benefits of Leadership Service

Leadership of Chamblee Charter High School is viewed as an opportunity to make a difference in the lives of young people, in education in our school's community and the state of public education in Georgia. We gratefully acknowledge the time, expertise and resources our Board Members will bring and hope you would also benefit in these ways:

- Opportunity to identify needs, support and achieve school goals.
- Gain or enhance standing and experience in building and working with teams.
- Increase and enhance your visibility in our community.
- Promote and develop leadership in others.
- Help to shape the school's direction and future.

Full Disclosure of Actual or Potential Conflicts of Interest and Board Ethics and Conduct:

As stewards of public funds and public school officials, it is paramount that the highest level of integrity is practiced in governance. Therefore, it is incumbent upon each member to comply with the Conflicts of Interest and Board Ethics and Conduct policies for the school. Actual or potential conflicts that are known or anticipated should be disclosed prior to service or as soon as possible when known during the course of service. Each member is expected to act with prudence, professionalism, and decorum at all times and maintain ethical practices throughout their service to the school as a member of the Board.

Governance Council
Chamblee Charter High School

Mission: To foster excellence by promoting the intellectual, social, moral and physical growth of every student.

Personal Commitment Statement

Please attach a current resume with this form and send to:

Maggie Anderson
Deputy Chair
Chamblee Charter HS Governance Council
ma@maggieanderson.com
404-314-8709

I *(print first and last name)* _____ am willing to make every effort to fulfill all responsibilities as outlined above in service to the public charter school board of Chamblee Charter High School if elected.

_____ _____

Signature Date

_____ _____

Email Phone

Comments

Governance Council
Chamblee Charter High School

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2015 – 16 Governing Board Nominees



Kathy Wilson-Chu

Ms. Wilson-Chu is a **Director of Network Engineering in AT&T,** where she manages a group of engineers responsible for capacity management for wireless and wireline networks. She has held many different job positions in BellSouth, now AT&T in Mobility, Network, Wholesale Regulatory and BellSouth.net where she's worked for **over 30 years**. She has spoken at many technical conferences nationally and internationally.

Ms. Wilson-Chu has a **Mathematics Degree from Emory University**. She is on the Possible Woman Foundation Board of Directors, is the Past Chair of the Atlanta Women's Alliance and Past President of the Georgia Executive Women's Network, where she received the Founder's and Member Of The Year Awards. She also received one of AT&T's 2013 Champion of Diversity Awards. Her volunteer activities have included serving as a PTSA Officer for Chamblee Charter High School, an Associate Envoy for the Atlanta Olympics, the Reece Center for Handicapped Horsemanship, the Food Bank, Santa Workshop, Arts Festival, Festival of Cultures, Art of the Season, and teaching Sunday School and English as a Second Language.

Kathy plays tennis and is a former ALTA Team Captain, travels internationally and domestically, skis, and is the proud parent of Natalie Chu, CCHS 2013 graduate, who was a member of Chamblee's Varsity tennis team and Homecoming Court and is now studying at Georgia Tech.



Stephen Harmon, Ph.D.

Chair, Division of LearningTechnologies at Georgia State University and E-Learning Consultant

I completed a masters and doctorate in instructional technology with a cognate in global policy studies at the University of Georgia. At the University of Houston I developed a masters program in Instructional Technology and improved the university's Educational Technology infrastructure.

I joined the faculty at Georgia State University in Middle, Secondary Education and Instructional Technology in 1996 first as an assistant and then as an associate professor. In addition to my academic appointments, in 2000 I became the Director of Educational Technology in the College of Education, and in 2006 Chair of the Division of Learning Technologies. My research focuses on educational uses of emerging technologies and I have been focusing on Web based learning for the last few years.

I have served as president of the Division of Learning and Performance Environments for the Association of Educational Communications and Technology and as program chair for the Association for the Development of Computer-based Instructional Systems. I am a past president of the Research and Theory Division of AECT. I have worked professionally with a wide variety of organizations including Atlanta Public Schools, the United States Air Force Academy, Delta Air Lines and CARE. Returning to my initial interest in instructional technology I have worked in several African countries, most recently as a consultant for USAID's Education for Development and Democracy Initiative in Botswana.

Specialties: elearning, Instructional Technology in Developing Countries, project evaluation



Matthew Harrison, Ph.D.

Currently the Senior Director of Talent Management for Comcast in their Central Division. In this role he establishes, coordinates and executes on all talent management initiatives and programs supporting 30,000 employees. Additionally, Dr. Harrison is responsible for all diversity and inclusion initiatives, which includes overseeing the division's Employee Resource Groups (ERGs) and ensuring a diversity lens is incorporated in all talent management initiatives.

Dr. Harrison serves as an adjunct professor of psychology at The University of Georgia. He is a published diversity researcher--and is renowned for his research on the topic of colorism. His master's thesis received wide publicity, being featured on websites such as CNN, CNBC, and ABC News. His research study was also discussed on such popular syndicated radio shows as The Michael Eric Dyson Show and The Tom Joyner Morning Show, and has been reported in various newspapers across the country (as well as in the United Kingdom). Dr. Harrison also received an initial inquiry from an executive producer from The Oprah Winfrey Show regarding the study.

Dr. Harrison has authored a chapter for a general psychology college-level textbook, as well as chapters in several other books, in addition to authoring a number of academic journal articles. He currently serves as a member of the American Psychological Association, Society for Industrial Organizational Psychologists, Academy of Management, Southern Management Association, and the Atlanta Society of Applied Psychologists.

Dr. Harrison has been recognized as one of Atlanta's Power 30 Under 30 and named a Man of Influence by the Urban Influence magazine (the official magazine of the National Urban League) where he was listed alongside the likes of Chris Rock, Wyclef Jean, and Jamie Foxx.

Specialties: talent management, leadership development, 360 feedback/coaching, performance management, corporate learning, employee engagement, org. design, diversity and selection.



Robert Joseph, Ph.D.

Robert Joseph is an information technology professional and entrepreneur. The co-founder of Team Internet Marketing, LLC and Cybernet Kids, LLC. he and his team have created dozens of websites and mobile applications as well as school information systems and online learning environments including:

• Cybernet Kids - an after-school and summer camp program teaching Web Technology and Entrepreneurship

• Safe Child Training - an online learning environment and self-assessment of preparedness for sleepovers and other child care situations. Raises awareness and provides screening tools designed to help parents identify and mitigate risks around safety, child abuse and molestation.

• DART - open source student information system used by the Berring Strait School District

• DrTeachMe - iPhone/iPad application that teaches javascript programming

Dr. Robert Joseph, the father of two boys, holds a B.S. and M.S. from MIT in Electrical Engineering and an M.S. and Ph.D. from Carnegie Mellon in Computer Science with an emphasis in Artificial Intelligence. He has over 30 years experience developing state-of-the-art technology working at companies including AT&T Bell Labs, US West and Sony as well as smaller companies like Freshwater Software and Kansei Interactive. He is also a professor, teaching professionally for more than 9 years undergraduate and graduate classes both online and on ground in Math and Computer Science.

During his doctoral studies, he developed Piano Tutor - a multi-media, self-guided learning environment which adapted to students' needs and progress to lead them to learn to play the piano using expert system technology.



Uday R. Kumar

Executive Director, Business Operations,
Cox Communications, Atlanta
August 2012 to Present

Experience:

OPERA SOLUTIONS, Chicago, IL
September 2010 to August 2012
VP, Marketing Services Practice
Opera Solutions is the largest independent predictive analytics company in the world, providing Big Data Analytics as an ongoing service to blue-chip clients.

JPMORGAN - CHASE CARD SERVICES, Chicago, IL
July 2008 to August 2010
Senior Vice-President/Segment Director, Retail Relationship Management
Managed all aspects of a $6B retail co-branded credit card partnership, with $2B in assets. Directed portfolio growth and profitability with marketing, analytical, finance, risk, and operations support. Conducted consumer research, negotiated contractual changes and exceeded profit goals.

Education
***Ph.D. - Marketing Science*, The State University of New York, Buffalo, NY, 1994**
- Dissertation: Optimizing marketing programs by quantifying consumer choice trade-offs
- Supporting field: Economics

***Master of Business Administration - Marketing*, Indian Institute of Management, Ahmadabad, 1987**
India's top MBA program

INTERESTS AND ACTIVITIES
- Founded Grace Trust, a charitable foundation educating underprivileged children in India
- Serve on the board of Lydia, a child welfare non-profit organization in Chicago, 2007-present
- Served on the Board of **MOM**, an elderly care non-profit organization, 1997-'98
- Ardent tennis fan – play in several Chicago area leagues and tournaments
- Invited speaker on consumer marketing topics at:
  - The University of Chicago - Chicago Consulting Club
  - The Advertising Research Foundation's (ARF) Conference on Marketing ROI
  - The Marketing Science Conference by The Marketing Science Institute



Darron Kusman

Director of Finance August 2011 – Present (3 years)Greater Atlanta

Darron is Director of Finance at Church's Chicken where he is responsible for all aspects of cash and debt finance, treasury operations, and external financial reporting functions for over 1700 locations in 26 countries. Prior to joining Church's in August 2011, Darron oversaw delivery and development of The Hackett Group's global finance benchmark product where he served as an advisor to senior executives at multiple private, public, and Fortune 500 companies.

He is a skilled leader with a proven record of analyzing data, evaluating processes, and designing solutions that enhance profitability and improve business performance.

Darron began his career in 2004 as a member of Southwest Value Partners where he was responsible for analyzing investments ranging from 100-unit apartment complexes to professional sports organizations. He joined Accenture's Finance and Performance Management group in 2007; spearheading large assessment and transformation engagements in addition to serving an active role in developing Accenture's default and treasury management methodologies. More recently, he worked as Assistant Treasurer and Acting Director of Cash Management for UHS-Pruitt Corporation.

While pursuing his degrees Darron coached high school basketball and was selected as TIAL coach of the year in 1998-1999 and 1999-2000 as well as GISA coach of the year in 2006-2007. He is also a member of the AICPA and GSCPA and serves as Chairman of the City of Chamblee's Architectural Review Board.

Education:
Bachelor of Business Administration with concentrations in Finance, Management and Real Estate -- Emory University

Master of Professional Accountancy with Highest Distinction
Robinson College of Business (Georgia State University)

Specialties:Cash Management, Deal Management, Financial Risk Management, M&A Due Diligence and Integration, Deal Structuring and Negotiations, Financing, Corporate Finance, Real Estate Development and Investment, Treasury Operations, Bank Relationship Management, Process Reengineering, CBA, Lending Operations, Strategy Development, Working Capital Optimization, Employee Retention and Training, Project Management, Systems Implementation



Gregory Sale

Greg is a Chamblee High School alumnus and a lawyer with the firm of **Seyfarth Shaw LLP** in Atlanta.

Seyfarth Shaw LLP, Sr. Associate

Mr. Sale regularly provides clients with corporate governance advice and counseling regarding commercial contracts, as well as general corporate and commercial matters. An associate in the Corporate group, he concentrates his practice in two areas: alternative investments and securities, and middle market mergers and acquisitions. In the alternative investments and securities arena, Mr. Sale represents public pension funds and other institutional investors in connection with their investments in private equity funds, hedge funds and other pooled investments. He also advises clients on public and private offerings of equity and debt and counsels clients on securities law compliance matters. With respect to middle-market mergers and acquisitions, Mr. Sale primarily represents companies in sales to strategic acquirers, as well as to venture capital funds, private equity funds and other financial investors. Mr. Sale is a certified Lean Six Sigma Green Belt.

Education
J.D., Columbia University School of Law (2005)
Harlan Fiske Stone Scholar
Articles Editor, Columbia Business Law Review

B.B.A., Emory University, with distinction (2002)
Dean's List

Community Nexus

Greg and his wife, Jyoti Sharma, M.D., a Cardiologist at Piedmont Heart Institute in Atlanta, are both graduates of Chamblee Charter High School (class of 1998). Greg and Jyoti have recently returned home to Atlanta after studying and working in New York and Houston. They are enjoying reconnecting with their friends and their roots in and around Atlanta, and are eager re-engage with, and be of service to, CCHS.

CHAMBLEE CHARTER HIGH SCHOOL

A DeKalb County School District Conversion Charter School

Faculty/Staff Handbook

2015-2016

Mission Statement

The mission of Chamblee Charter High School is to foster the intellectual, social, and moral growth and physical health of every student.

CHAMBLEE CHARTER HIGH SCHOOL

Faculty/Staff Handbook
2015-2016

Table of Contents

Faculty/Staff Handbook ----------Tab 1

Page

General Organization and Administration ---------- 3
Local School Policies and Procedures ---------- 4
Program of Teacher Evaluation and Supervision ---------- 11
Curriculum and Instruction ---------- 14
Textbooks ---------- 25
Supporting Services ---------- 25
Student Attendance ---------- 27
Student Discipline ---------- 33
Plant Operations ---------- 37
Finance ---------- 41
Educational and Athletic Field Trips ---------- 46

Teacher Keys Effectiveness System ----------Tab 2

Lockdown Procedures/Duty Rosters----------Tab 3

Extracurricular & Co-Curricular Clubs/Organizations & Sponsors
Sports & Coaches ----------Tab 4

Department Listing/Counselor Assignments/Talk Teams ----------Tab 5

CCHS Forms & Logs ----------Tab 6

Miscellaneous ----------Tab 7

School Colors: Royal Blue and Gold
School Mascot: Bulldog
School Emblem: Chamblee Crest

A. GENERAL ORGANIZATION AND ADMINISTRATION

Chamblee Charter High School, a conversion charter school, is a part of the DeKalb County School District and operates under the policies and by-laws of the DeKalb County Board of Education. All CCHS personnel should consider themselves representatives of our local school unit, the DeKalb County Board of Education, and the Superintendent.

The DeKalb County Board of Education is a policy-making body only and is operated under the provisions of the Constitution of the State of Georgia.

The DeKalb County School District is divided into nine electoral districts. One member of the DeKalb Board of Education is elected for a four-year term from each electoral district.

The Superintendent is appointed by the Board of Education as provided for in the Constitution and the laws of the State of Georgia. The Superintendent is a constitutional officer and is the secretary ex-officio and the executive officer for the Board of Education and the DeKalb School District.

The DeKalb County School District delegates authority to the Principal to operate the individual school unit within established policies and procedures and is expected to assume the initiative in providing leadership in every phase of the total school operation. The Principal will assume responsibility and exercise the authority to develop an optimum educational program within the school setting.

DeKalb County Board of Education
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083
Phone: 678-676-1200
http://www.dekalb.k12.ga.us/

Chamblee Charter High School
3688 Chamblee-Dunwoody Road
Chamblee, Georgia 30341
Phone: 678-676-6902
Fax: 678-676-6910
http://www.chambleehs.dekalb.k12.ga.us/

B. LOCAL SCHOOL POLICIES AND PROCEDURES

1. Work Hours for Exempt Employees (7:45 a.m. – 3:45 p.m.)

The DeKalb County Board of Education has established an eight-hour workday for full-time professional employees. All exempt employees must sign in (upon arrival) each day by **7:45 a.m.** All exempt employees must sign out (departure time) at the end of each day. Exempt employees are not required to sign in and out for lunch. Teachers should be available in the afternoons until **3:45 p.m.** Per Board Policy, non-exempt employees are expected to remain on campus for the entire work day.

Teachers are to stand outside of their classroom doors by 8:05 a.m. to assist in hall monitoring.

Teachers may be assigned duties beyond the eight-hour workday. These assignments include scheduled and called meetings at the local and district level, all supplemented activities, and specific duty assignments.

Counselors' duty hours may be staggered at various times throughout the year to better support and serve stakeholders.

Work Hours for Non-Exempt Employees

Effective July 22, 2008, the DeKalb County School District (DCSD) does NOT allow compensatory time or "comp time." No administrator or department head has the authority to offer comp time to any DCSD non-exempt employee in lieu of overtime. No DCSD non-exempt employee should work overtime unless the time has been pre-approved by the Superintendent.

Work hours for non-exempt employees will be developed and approved by the Principal according to the needs of the school. Non-exempt employees in a school setting are to work an 8-hour day with a 30 minute unpaid and uninterrupted lunch period. This will equate to physically working 8 hours per day. All non-exempt employees are required to sign in (arrival time), sign out for lunch, sign in for lunch, and sign out (departure time) each day.

2. Sign In/Out Procedures

All employees are to sign in/out using SchoolCheckIN or designated sign in/out sheet. SchoolCheckIN and/or the sign in/out sheets will be located in the mailroom. Payroll will be prepared from SchoolCheckIN reports and/or sign in/out sheets. Therefore, accurate times must be tracked/recorded. Data collected will be considered and used as official documentation for payroll and will be retained as payroll records.

3. Special Situations Departure

Should a situation arise that necessitates an employee leaving the school campus during the school day, employees **are expected to contact and gain approval from the Assistant Principal of Attendance** and document their departure and return times in the Employee Check-in/out Notebook which is located in the mailroom. Write the name of the approving Administrator in the appropriate column.

5. Conduct with Students

Staff members should always maintain a professional relationship with students, both in and outside the classroom. **DO NOT TOUCH** students or make contact in any manner that could be alleged as sexual, harassing or injurious. Never be in the presence of students or parents/guardians if you have consumed any alcoholic beverage. Speak to your student(s) as you would wish a teacher to speak to your child. Avoid sarcasm. Avoid the usage of profanity. Use appropriate non-verbal communications. Refer to the Code of Ethics for Educators for details related to conduct with students.

5. Dress/Image

Good taste in the choice of professional clothing attire and grooming helps greatly to set the proper tone of a good school. In every respect, being a positive role model for students is expected. Staff members are expected to be in compliance with, or exceed, the dress code requirements for students. Staff members are expected to exercise professional discretion regarding proper dress, posture, voice, choice of words and acceptable manners.

Professional dress includes, but is not limited to the following:

- Business suits/pants suits
- Dresses or skirts with blouses or sweaters
- Dress pants or khakis
- Appropriate blouses, shirts, knit-tops, or sweaters
- Tops may have sleeves or be sleeveless; area from the neck to the shoulders must be covered. (Like students, shoulder straps must be wider than the staff member's four fingers.)
- Cleavage must not be visible
- Capri length pants are acceptable
- Collared shirts with or without ties
- Attire in accordance with the environmental requirements for specific job assignments
- Professional, safe, and non-distracting footwear

Unprofessional dress includes, but is not limited to the following:

- Sweat pants, wind suits, or shorts unless teaching physical education
- Flip-flops, shoes that resemble flip-flops, rubber thongs, between-the-toe shoes without heels, bedroom shoes, slippers, slide-ons and similar footwear or other footwear that interferes with freedom of movement
- Attire that is short, tight, or revealing
- Clothing that allows undergarments to be exposed
- Clothing that promotes alcoholic beverages, tobacco, or the use of controlled substances
- Clothing that contains profanity or nudity, depicts violence, or is sexual in nature

- Clothing, jewelry, or tattoos that creates a disruption in the school environment or poses a threat to the safety or well-being of students or staff

Worn-out, ripped, frayed, or torn jeans or skirts, and skirts or dresses worn above the knees are unacceptable dress.

Spirit Day is every Friday for the faculty. Teachers may wear CCHS, CHS spirit tops (t-shirts, sweatshirt, etc.) or any college or university spirit wear on Spirit Days. Teacher workdays are opportunities to "dress down" as long as it is considered appropriate dress for the workplace.

For security purposes, all school employees are **required** to wear county ID badges while on duty during the normal working day.

6. Classroom and Equipment Security

Each teacher is expected to lower and close blinds in the classroom upon leaving school. The classroom door should be locked at the end of the day, as well as when the room is not in use during the day.

7. Attendance at Meetings

The following meetings are required meetings for teachers:

- Faculty meetings
- Talk team meetings
- Co-teacher meetings
- Departmental meetings
- In-service meetings; workshops
- Collaborative planning meetings/sessions
- CCHS and district-level professional learning and training activities
- Parent-teacher conferences
- Group conferences
- SST/RtI/504/HHB meetings as scheduled

Faculty meetings are held on Wednesday afternoons. As necessary, faculty meetings will be "called". Talk team meetings are held bi-monthly on dates designated by the Talk Team Leaders. The Principal will meet with Talk Team Leaders shortly after the talk team meetings. The agendas will include operational, instructional, and social objectives. Meeting schedules may vary according to need.

Teachers should **not** plan activities or make appointments on Wednesday afternoons that would conflict with the faculty meeting and collaborative planning meeting schedule. If for any reason a teacher cannot be present at a faculty meeting, prior approval by the Principal is required. A mandatory make-up meeting will be held at 7:15 a.m. the following Thursday morning, in a designated location, for those faculty members who were pre-excused from the Wednesday afternoon meeting.

Teachers are expected to plan collaboratively by subject, content, and/or grade level. Additionally, departments should explore student data, plan common lessons and assessments, align course work according to the level of the course, and use the Common Core Georgia Performance Standards -- https://www.georgiastandards.org/Common-Core/ collaboratively.

SST/RtI/HHB/504 and IEP meetings are CONFIDENTIAL. Teachers are required to monitor and implement accommodations that result from the SST/RtI/HHB/504 and IEP meetings. Professional demeanor and conduct is expected at all times.

8. Assemblies/Pep Rallies

Assemblies and pep rallies are not scheduled to provide additional free periods. **Teachers are required to attend assemblies and pep rallies with their classes.** Each teacher has supervisory responsibilities in the area of the gym or other assigned areas where their students are seated or where assigned by the Administration. It is extremely difficult to maintain proper control over large groups of students unless teachers are present at the assembly or pep rally and seated among the students.

9. Confidentiality

Information shared with the faculty by administrators, counselors, or other teachers concerning students and/or procedures for dealing with school problems is confidential and should be treated in that manner. Student discipline records/grade records can only be shared with parents of the student and necessary school personnel. Teachers are responsible for protecting confidential documents and/or records which they handle or process.

10. School Committees and Professional Learning Communities

Committees and Professional Learning Communities (PLCs) will be organized during the school year and charged with the responsibility of planning, organizing, and carrying out assigned activities.

11. Teachers' Workrooms

The teachers' workrooms are for the exclusive use of teachers. Students are not allowed in these areas; teachers should not send students to the workrooms or vending machines for drinks or snacks.

12. Teachers' Mailroom/Office 365

Teacher mailboxes are located in the mailroom and in Office 365 on the teacher's desktop. Mailboxes should be checked for mail, emails, and/or other messages at the beginning and the end of each school day as well as during lunch. Messages will be delivered to the classroom only in the case of an emergency; it is the teacher's responsibility to check each mailbox before going home.

Note: Teachers are responsible for checking their Office 365 e-mail every day, and are expected to respond to e-mail as soon as possible. Students are not allowed in the mailroom without adult supervision.

13. Use of Telephone

Faculty and staff are responsible for checking their voicemail messages daily and returning parent phone calls as soon as possible. Questions about the telephone

system set-up and operation are directed to the Certified Technology Support Specialist (CTSS). **Teachers are not to use cell phones in the classroom or halls during instructional hours.**

Staff members who have access to telephone extensions in the building are expected to exercise care to see that the telephone service is not abused by individuals using it purely for their own convenience. **Students are expected to report to an administrator's office to use a DCSD phone. Teachers should only allow students to use DCSD classroom phones in the case of an emergency.**

14. Weekly Memo

The school secretary will compile a weekly memo. Anything to be included in the memo (special announcements, meeting notifications, etc.) must be provided to the school secretary by 9:30 a.m. on Thursday. Weekly memos will be shared via Office 365.

15. Master Calendar

The school's master calendar will be maintained on Office 365 in the red schoolhouse icon by the school secretary. All school related activities must first be approved by the Principal and then passed along to the school secretary on the Master Calendar form. It is the teacher/sponsor's responsibility to make sure that both approval and posting of the calendar takes place. Events scheduled on the master calendar will be in the weekly memo. Requests for use of facilities must be approved by the Principal and submitted to the school secretary in writing at least two weeks in advance in order to reserve space and request heat or air conditioning.

16. Infinite Campus

The accurate recording of student attendance is a critical part of each school day. Student attendance must be posted at the beginning of each class period each day. The accuracy of this report is crucial. NEVER allow a student to take attendance. This is the teacher's responsibility.

Teachers must post student grades in a timely fashion. Per department, a designated timeline for the frequency of posting grades will be established and published on school website.

17. Public Address System and Announcements

In order to protect time-on-task, the use of the public address system, which is located in the main office, will be closely monitored. The P.A. system may not be used by anyone during school day without the approval of the Principal.

Announcements will be made over the P.A. system and/or in the cafeteria during the lunches. These announcements include important information for students and faculty, so please make it a practice to keep your class quiet during the announcements. Teachers are expected to monitor student conduct during announcements just as you would during a regular class period. Sponsors and coaches should try to notify students of meetings, practices, etc. by word-of-mouth as much as possible to cut down on the quantity of daily announcements.

Announcements may be submitted through Office 365 via the red school house. Go to the red school house, click on the Broadcast News Center icon, and type the announcement. The announcements should be brief and submitted by the teacher, coach or club sponsor. To protect instructional time, afternoon announcements will be limited to critical information such as a bus change or a meeting cancellation.

"Congratulatory announcements" to recognize student achievement, either individually or as a group, are also announced at the beginning of 1st period, during the lunches, or at the end of 7th period. Staff members may have these announcements made with approval from the Principal. However, staff members are encouraged to channel these announcements through the Broadcast News Center.

18. Sunshine Fund

The Sunshine Fund exists to provide sympathy, support and well wishes to staff members and their immediate families, including gifts on special occasions such as weddings or the birth of a baby. Every staff member is asked to contribute a small annual fee ($25.00) to cover these costs. The cost of retirement parties or other faculty celebrations are not covered by the Sunshine Fund. Specific guidelines regarding the use of the Sunshine Fund are available through the Sunshine Fund Committee Chairperson.

19. Teacher Workdays

Teacher workdays are regular eight-hour workdays. No athletic practice may be held during the regular teacher workday without permission from the Principal. Check your e-mail, mailbox and/or the whiteboard and/or bulletin board in the mailroom regarding any particular agenda items on teacher workdays.

20. Work Calendar Reduction Days

Work Calendar Reduction days are DCSD Board of Education approved furlough days. Employees are not to report to duty on the designated days.

21. Hall Posters and Signs

Teachers are asked to use care in mounting posters and signs in hallways. An administrator must approve club and activity posters before being posted. Approved material may be placed on the appropriate bulletin board or on the walls subject to these restrictions:

a. Do not place on doors or windows.
b. Mount with tape on back of poster.
c. Remove after activity date.

Note: Grades posted on the walls must not reveal student names or student identification number.

22. Lunch Procedures

Students are not allowed to go to their lockers during 4th period. Students are to go to their lockers prior to fourth period. They are to get their lunch and books for their 4th period class at that time. Halls are to be clear when the tardy bell rings.

Teachers are expected to monitor halls during 4th period. It will take a cooperative effort of all teachers to maintain quiet halls during fourth period.

Student lunches may be purchased in the cafeteria. Students must eat in the cafeteria. Seniors may take their lunch break on "Sidewalk Café". However, they are responsible for cleaning up the area. No food or drink may be consumed in the hall or outside the cafeteria. These areas will be monitored during the lunch period. Students are responsible for disposing of all trash into proper receptacles and leaving lunchroom tables clear of litter and chairs in place.

Adult lunches are available in the cafeteria. Table(s) will be reserved for staff seating in a designated location. Picnic tables are available in the front of the school for staff members, mentors and their students, or parents and their child (ren). Use of the picnic tables is limited to students with adult supervision.

Parents/guardians are expected to sign in at the main office prior to having lunch with their child. Picnic tables and other designated areas, as assigned by the Principal, will be used for parent/student lunch.

23. Staff Member Accidents

Staff member accidents should be reported immediately to the Principal even if there is no apparent need for treatment. An unreported accident may prevent payment for later treatment by workman's compensation. Accident Report forms are available from the bookkeeper.

24. Prayer at School Activities

The DCSD complies with the court ruling that forbids prayer at football games. This ruling is interpreted to apply to all athletic competitions. According to the county policy, this includes banquets and any other gathering of students.

25. Club/Organization and Class Money

Funds belonging to clubs/organizations and classes, other than separate booster organizations **MUST** be deposited in the General Fund account. These funds are under the supervision of the Principal. All expenditures authorized by the class or club/organization officers and sponsors must be with the Principal's approval. All requests for checks must be documented and accompanied by an invoice or signed receipt. Never, never leave money in your classroom or take it from the building. If it is lost or stolen, it will be your responsibility to replace the money. (See Finance section for additional details.)

26. Booster Clubs

All clubs, organizations and athletic teams that have booster clubs must follow the guidelines as outlined in DeKalb County Board policy – Booster Organizations Descriptor Code: LEC.

27. Sick Leave

If you know in advance that you will be absent, please submit a statement of leave for approval/disapproval and schedule your absence either on WebConnect or the telephone subfinder system accordingly. If the absence is an unexpected absence, notify the Assistant Principal for Attendance of the absence before 6:30

a.m. the day of the absence and request a substitute on WebConnect or the telephone Subfinder system. Immediately upon returning to school, from any type of absences professional leave, you must fill out a statement of absence and return it to the bookkeeper.

28. Personal Leave and Critical Days

The two days preceding and following all holidays are noted as critical days. Employees must have prior approval and documentation for any absences that fall on critical days.

29. Students Off Campus

Students are not allowed off campus once they arrive at school. **DO NOT** send a student away from the school without first sending him/her to the Attendance Office so that a parent can be contacted for permission.

30. Classroom and Hall Presence

Teachers are to be in their classrooms on time and remain with their students the entire period. Under no circumstances is a class to be left unsupervised. If teachers must be away from their students for any length of time, an administrator must be notified so someone can be assigned to cover the class.

It is imperative that teachers are present in the hallways before school and during class changes. Visible presence of teachers in the hall makes a tremendous difference in the climate and significantly reduces tardiness to class.

31. WebPay

It is a DCSD policy that all employees have direct deposit. Access your check stubs on the payroll website; through Office 365.

C. PROGRAM OF TEACHER EVALUATION AND SUPERVISION

1. Teacher Keys Effectiveness System

Each administrator has been given as a number one priority the function of assisting and supervising classroom teachers for the purpose of improving instruction. Each teacher will be evaluated using the Teacher Keys Effectiveness System (TKES), a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of teacher effectiveness.

In order for a teacher to improve student achievement levels, the teacher must be effective. Effective teachers greatly influence students' lives—not only for the current academic year, but for the students' foreseeable future. There is strong evidence to indicate that the carry-over, or residual, impact of an effective teacher will stay with a student for years to come.

TKES focuses on student learning through a Theory of Action (see Tab 2) that promotes specific curriculum standards, professional growth opportunities for teachers, and higher expectations for students as a basis for attaining increased capacity levels for students and teachers. The primary purpose of TKES is to

optimize student learning, provide quality instruction, and contribute to the achievement of goals and objectives for Georgia's Public Schools, while ensuring accountability for teacher effectiveness.

The three components of TKES consist of: Teacher Assessment on Performance Standards (TAPS), Student Growth and Academic Achievement, and Surveys of Instructional Practice. Each component contributes to the overall Teacher Effectiveness Measure (TEM) score.
There are ten performance standards, or duties, and five domains, or categories, which serve as the basis for TAPS (see Tab 2). Performance indicators are examples of the types of performance that will occur if a standard is being successfully met.

Teachers will be rated on the performance standards using performance appraisal rubrics, which are provided to increase reliability among evaluators and help teachers enhance their teaching practice. Teachers are evaluated against the standards and not the indicators.

Teachers will receive an orientation and familiarization session and complete a self-assessment focused on professional growth at the beginning of the school year. Two data sources will be used in the TAPS component – observations and documentation. Evaluators are required to conduct two formal assessments. The observations must be at least 30 minutes in duration and both must take place prior to the summative assessment. All ten standards will be scored in each observation. Evaluators must conduct a minimum of four walkthroughs that are at least 10 minutes each. The focus on the standards will be limited during the walkthroughs. Information gathered during the walkthroughs will be considered in rating the teacher at the formative level – especially with any standards that might not have been observed. Observations and walk-through data will be uploaded to the electronic platform.

Evaluators are required to conduct pre-conferences, mid-year conferences, and summative conferences with teachers. Evaluators are not required to have a conference with the teacher following a formal observation, but for a formative assessment to inform a teacher's practice, the evaluator must ensure the teacher receives feedback in some appropriate manner. Both formative assessments must be completed prior to completion of the summative. Using the evidence collected from four walkthroughs and two formatives, a summative assessment will be completed. The focus will be the totality of the evidence and the consistency of the evidence.

The evaluator is responsible for providing feedback to the teacher within 5 days of each formative observation using an appropriate means.

Documentation of teacher practice and process is the second data source for the TAPS component. Documentation provides evaluators with information related to specific standards. Documentation is not required for all standards but may be requested by an evaluator when a standard cannot be fully rated based on the observation alone. Teachers are responsible for submitting

documentation to the evaluator within the timeline established by the evaluator. Teachers are expected to upload documentation to inform ratings via the electronic platform.

Teachers will be rated using a four level performance appraisal rubric (see Tab 2). The performance rubric is a behavior summary scale that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. Proficient is the expected level of performance.

The second component of TKES is Surveys of Instructional Practice (see Tab 2). Surveys provide information about student perceptions of a teacher's performance. A benefit of using student surveys is that the collected information may help the teacher set goals for continuous improvement by providing feedback directly to the teacher of professional growth and development.

Student surveys are considered documentation for the TAPS component and will inform the ratings of specific TAPS standards. Student surveys provide information to evaluators that may not be obtained during an observation or through other types of documentation.

All surveys are to be completed anonymously to promote honest feedback. The survey should be administered in secure conditions outside the presence of the teacher of record. Classroom teachers will not be involved in administering the survey to their own students. All appropriate accommodations will be made for students with disabilities, based on Individualized Education Programs (IEPs), and the survey will be read to any students not proficient enough to understand the survey questions.

The Student Growth and Academic Achievement component (see Tab 2) recognizes and values every teacher's impact on student learning by providing evidence of each teacher's instructional impact on student learning. This component is slightly different for teachers of tested subjects and teachers of non-tested subjects. Teachers of tested subjects are considered to be those who teach subjects with state standardized tests, and teachers of non-tested subjects teach subjects without state standardized tests.
The Student Growth Percentile (SGP) represents the instructional impact that a teacher has had on students during a given period of time. It defines how much a particular student grew relative to other students who have previously performed as he or she has performed, and this helps us to understand the impact that his or her teacher has had on that student's achievement. Percentiles also shift instructional discussions away from absolute bar types of measures and help us to look more closely at the gains that students are or are not making on an individual level. SGPs not only show how individual students are progressing, but they can also be aggregated to show how groups of students, schools, districts, and the state are progressing.

Non-tested subjects include all courses not listed as tested subjects. Approximately 70-75% of all teachers teach non-tested subjects for at least some portion of the instructional day. For teachers of non-tested subjects, this component consists of the district developed and Georgia Department of Education (GaDOE)-approved Student Learning Objectives (SLOs) utilizing district-identified achievement growth measures.

The SLO measure will be weighted at 40% of the TEM score for teachers of non-tested subjects. SLOs must have appropriate assessments and measures in order to accurately determine student growth and academic gains. Since student learning gains differ substantially based on the learners' grade level, content area, and ability level, the type and format of assessments should vary based on the standards to be measured.

One primary purpose of SLOs is to improve student achievement at the classroom level. An equally important purpose of SLOs is to provide evidence of each teacher's instructional impact on student learning. The process of setting and using SLOs requires teachers to use assessments to measure student growth. This allows teachers to plan for student success by ensuring that every minute of instruction is moving students, teachers, and schools toward the common vision of exemplary instruction and high levels of student academic growth. Additionally, SLOs honor the work that all teachers in all subjects do every day. In the past, we have focused often on reading and math, but SLOs focus on the growth students make in ALL subjects.

2. Personnel Records

A personnel file for each staff member will be maintained at the local school. If during the course of the school year, it becomes necessary for the administrator to take any corrective action, each staff member affected will be afforded full due process. Furthermore, each staff member has the right to see and respond to any and all documents placed in his/her personnel file pertaining to corrective action or other deficiencies.

D. CURRICULUM AND INSTRUCTION

1. Instructional Framework

The instructional framework for DCSD is CIA^2. CIA^2 stands for curriculum, instruction, assessment, and accountability. The four components of this framework constitute a set of expectations that are necessary for student learning and they function in an interdependent and complimentary fashion.

The Division of Curriculum and Instruction's mission is to support building leaders and all teachers in the understanding and successful implementation of the curriculum resources.

2. Georgia Standards of Excellence (GSE)

On February 19, 2015, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence

(GSE). The recently revised and SBOE approved ELA and Mathematics standards will be implemented beginning for the 2015-2016 school year. Literacy standards impact all content areas including science, social studies, career technology, fine arts, world languages, and health and physical education. The new curriculum includes the following documents for DCSD teachers to use: curriculum-at-a-glance, unit plans, and model lesson plans. DCSD teachers will access the new curriculum resources using Office 365.

3. Course of Study

Per grade level, required subjects and appropriate electives determine a student's schedule. CCHS offers a variety of courses in the academic, business, vocational and fine arts areas. A complete listing of course offerings may be obtained from the Counseling Center.

4. Annual Registration and Scheduling

CCHS, as all DeKalb County Schools, operates on the semester system of course selection and grading with an annual system of registration and scheduling. This process provides continuity in student/teacher relations and increased time on task as well as assisting students to meet the academic structure of their selected diplomas.

During the school year, students will select their courses for the next school year. These course selections will be made at an annual conference involving the student, parent/guardian, and the counselor using the recommendations from the student's current teachers, test data, and other information.

In the spring, the student will take home a verification sheet that will list the courses to be scheduled for the next year. At this time, the parent/guardian is asked to sign the sheet, thus indicating approval of the course selections, or request in writing alternative courses. The signed sheet or request for change in course selections must be returned to the school. Non-returned verification sheets will result in the student being scheduled for the courses on the sheet unless a scheduling conflict occurs.

After the scheduling process is completed, the school develops a master schedule for all areas of the curriculum. This master schedule is designed to accommodate the student's class schedule, to utilize all available classroom space, and to assign teachers. Requests for schedule changes after June can be accommodated only to adjust for summer school and errors.

The school reserves the right to place each student in a class schedule based on enrollment figures, requirements of class size, and teacher allocation. The school cannot accommodate teacher preferences or requests for periods. Requests from students for schedule changes must be in accordance with established policies and procedures.

In order to allow the students to progress from one grade level to another, to accumulate credits at the prescribed rate, and to meet all standards of accreditation, schedules will be designed in accordance with the following procedures:

a. English Classes/Credits - It is recommended that no student take more than one English course per semester.

b. Non-Credit Classes (Auditing) - Auditing a class is permitted under extenuating circumstances. Course auditing can only be approved by the Principal.

c. Modified Schedule - A student may be approved for a modified schedule (less than seven subjects) by the Principal only. This will be done when valid medical reasons prohibit the student from regular full-time attendance. A doctor's note is required.

d. Teacher-initiated Schedule Changes – Prior to the 10th day of the semester, a teacher may recommend a level change to the Assistant Principal in the Curriculum/Instruction Office. The counselor should be informed of needed level changes. All schedule changes should meet the school district's schedule change policies.

5. Course Syllabi

Each teacher shall develop a course syllabus. Teachers are expected to provide each student with a copy of the course syllabus before Curriculum Night. In addition, the course syllabus should be posted on the teacher's website. The course syllabus sets forth the objectives for the semester, the materials to be used, and the content to be covered, special assignments, grading procedure, and special expectations for the classroom. The course syllabus must be in agreement with the state course guidelines. A copy of the course syllabus should be submitted to the Assistant Principal for Instruction and the Department Chair for approval. Once approved, the Assistant Principal and the Department Chair will retain one copy each.

4. Lesson Plans

Lesson plans are essential for good teaching and will be developed by each teacher. Effective lesson plans promote a teacher's maintenance of good organization and provides a plan should a substitute teacher be needed. The plans shall be developed on a daily and semester basis and should be coordinated with the unit plans and semester syllabus. These plans should be complete at least one week in advance. Lesson plans must be posted on the teacher's website and in TKES/Electronic Platform each Monday by 7:00 a.m.

Daily lesson plans should generally consist of the following:

a. Georgia Standard of Excellence (GSE)
b. Materials
c. Content
d. Methods
e. Evaluation

Daily lesson plans should be made available, upon request, to an administrator or department chairperson. It is a DeKalb County Board of Education policy that all teachers develop short-range and long-range instructional lesson plans in writing.

LESSON PLAN CHECKLIST

1. Substitute Teacher Information
    a. Class description
    b. Current roll
    c. Seating charts
    d. Alternate assignment
    e. Fire drill / Intruder alert / tornado drill procedures
    f. Attendance forms

2. Weekly Plan (Include course title, class period, text used.)
    a. Georgia Standard of Excellence (GSE)
    b. Materials
    c. Content
    d. Methods
    e. Evaluation

Each Monday, all students will have access to their lesson plans, which will include their assignments and concepts to be covered that week. The teacher may select one or more avenues of dissemination: 1) hard copy, 2) website and/or other electronic format, or 3) deliver the lesson plans to the Principal by 8:00 a.m. on Monday.

Teachers may use e-mail for additional tutorials and a web page that offers a calendar of assignments for absent students as well as links to sites to be used as a tutorial or as web-based extra help.

5. Final Examinations

Each teacher is required to give a final exam and record the score in Infinite Campus. Other than eligible seniors, no student may be exempt from a final exam. Final exams should not count less than 10% but not more than 20% of the semester's final grade average. General and advanced level students will be given comprehensive exams. Final exams may not be given early. **Teachers may not approve and/or administer early final exams.**

A copy of the final exam should be submitted to the Department Chair and Assistant Principal for Instruction. All final exams must be retained until the end of the following semester. Teachers must notify Department Chairs of location of 'stored and secured' exams.

A zero will be recorded for any student who is absent on the day of the final exam; the zero will remain until the student makes up the final exam.

6. Senior Exam Exemption

Seniors may exempt the final exam in each subject in which the following criteria is met:

a. The student's average must be 90 or above in each subject for which an exam exemption is to be considered.

b. The student may not miss more than four days per semester in the class for which an exam exemption is considered. All absences will be counted except religious holidays, school-related trips, and college visits. SST/504 Plans do not protect absences.

c. Student may not have any referrals or excessive tardies.

d. Student must have a satisfactory conduct rating in the subject for which an exam exemption is considered.

e. Teachers reserve the right to require an exam.

7. Major Test Schedule

Do not schedule major tests or significant work assignments on religious holidays or the day immediately following. Be aware that according to different cultures and traditions some holidays actually begin at sundown on the day before the holiday. Do not schedule major tests or significant work assignments the day prior to standardized test dates. Teachers are expected to follow the Major Testing Schedule.

8. Academic Grades

A report of the academic progress of a student is issued at the end of each semester. The DeKalb County academic grading scale is as follows:

A	90 - 100	Excellent
B	80 - 89	Good
C	71 - 79	Fair
D	70	Passing
F	Below 70	Failing

A student's academic grade is based entirely upon the student's verbal and written responses to specific inquiries with the student having full knowledge that a grade is being awarded.

Teachers are expected to use a variety of research-based instructional strategies to address multiple learning styles. Teachers are expected to adjust the workload and modify the grading procedures to meet the needs and abilities of individual students. **In order to award an "F" in an academic subject, a teacher must document parent communication.**

Teachers are expected to maintain a communication log. The Department Chair and Assistant Principal for Instruction must be given copies of communication log for all students who receive D or F as a final semester grade.

DEKALB COUNTY SCHOOL DISTRICT
2015- 2016 GRADING PROTOCOL

Student grades are expected to reflect an appropriate amount of curriculum assessment. There should be a balance of grades in each category to support appropriate assignments based on units of study.

Four Components	Sub-Categories	K-5	6-8	9-12
Pre-Assessments Prior to Learning (Formative Assessment)			***0%***	
	Formal or Informal Pre-Assessments			
Assessment During Learning			***25%***	
	Skills Assessment (Warm-Up)			
	Quiz			
	Projects			
Guided, Independent, or Group Practice			***45%***	
	Classwork			
	Project or Performance			
	Homework			
Summative Assessments or Assessment of Learning			***30%***	
	Formal Post-Assessment Test			
	Culminating Project or Performance			
	Final or Culminating Exam			
	TOTAL		***100%***	

NOTE: If the course requires a Georgia Milestone Assessment, the EOC will weigh 20% of the student's final grade. The remaining 80% of the student's grade is determined by the final average in the course.

Conduct ratings cannot be a part of or calculated in the academic grade. A conduct rating is given to each student for each class. The teacher should exercise careful judgment in the awarding of conduct ratings. A conduct rating is determined solely on the basis of the student's behavior, attitude, and cooperation. Conduct ratings are given according to the code:

S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

As a general rule, a student should not be given an unsatisfactory conduct grade unless two or more of these criteria are met:

a. Teacher has informed the parent by telephone or conference of the nature of the problem. This step is required.

b. Teacher has had to take disciplinary action on several occasions.

c. Student has been referred to an Administrator for disciplinary action after each teacher action.

d. Extreme insubordination reported to an Administrator may warrant an unsatisfactory conduct grade.

e. Student is guilty of academic dishonesty and/or cheating.

All teachers will hold **regular** tutorial sessions.

Teachers may allow students to grade and pass out papers. (Decided February 19, 2002 by the U.S. Supreme Court, No. 00-1073: "Peer grading does not violate FERPA", Family Educational Rights and Privacy Act of 1974).

9. Extra Credit

Teachers may allow students to earn extra credit. Extra credit can only be awarded for academic work that is directly related to curriculum objectives in the course. Extra credit opportunities must be extended to all students in the course; it cannot be offered on an individual basis. Extra credit absolutely cannot be awarded for non-academic assignments, activities, projects, or donations. Extra credit assignments cannot include work that would incur a financial cost to the student; i.e. buying a newspaper to clip a coupon or attending an 'admission' activity. **Extra credit is not a recommended practice. (Consider bonus points on assignments.)**

10. Infinite Campus (Grade Book)

Each teacher is expected to keep an accurate, up-to-date grade book in Infinite Campus for each of his/her classes. As a general rule, teachers should post at least one grade per week. A more specific frequency for posting grades will be determined by each department at the beginning of the school year. Department members are expected to adhere to the established frequency for posting grades.

Every student's name assigned to the teacher should appear in the grade book by period assignment. Absences and the dates they occurred should be indicated. Notation should be made for what each grade represents (i.e., unit test, pop quiz, etc.). *Campus Portal* via the Internet is available to parents.

Teachers should monitor their class rosters to ensure that students present for class are on the class roster. Students not on the class roster should be redirected to their assigned class, instructed to see their counselor, or reported for skipping class.

Teachers should generate a complete copy of each class print-out (showing all grades) each three weeks and keep in a secure location.

11. Progress Reports

DCSD requires 4.5, 9, and 13.5 - week progress reports and an 18-week report card.

To promote effective communication with parents and students, teachers issue progress reports at 4.5, 9, and 13.5 – weeks. Teacher generated progress reports occur at 4.5, 9, and 13.5 – weeks. Grade sheets from individual teachers are given to the students to take home. Infinite Campus software is utilized for generating individual grade sheets for students, and training is available for those teachers who are not familiar with this software. Students must sign a log indicating receipt of 4.5, 9, and 13.5 - week grade reports. It is very important that teachers keep this log. It is also important that grades are 'up to date' when grade sheets are distributed.

12. Plan of Remediation

For students who are not making satisfactory progress, progress reports should not be the only communication received by a parent. If at any time students are not making satisfactory progress, parents should receive notification. Since **it is Board policy to make parental contact**, teachers should document all communication with parents regarding a student's unsatisfactory grades and conduct. Grades of 80 or below for magnet students and 75 or below for any students require parental contact. Teachers should maintain a communication log. **A parent/teacher conference, telephone call, or email is required** to explain the reason for difficulties and to discuss a remediation plan. This plan of remediation should be in addition to the progress report. When posting grades, teachers are expected indicate deficiency status on Infinite Campus. Teachers may not assign an evaluation of D, F, or U unless the required notification has been documented.

13. Make-up Assignments for Absent Students

When a student is absent because of a legal reason as defined by Georgia law or when the absence is apparently beyond the control of the student, the student shall be given an opportunity to earn grade(s) for those days absent. One day of make-up is allowed to complete assignments for each day absent. The maximum time for completion of make-up work is ten school days. **(A different policy may be applied to Special Education, Limited English Proficient [LEP], and 504-plan students).** All make-up work that must be done at school, such as tests, quizzes, oral reports, etc., may be scheduled before or after school rather than during regular class time. This is left to the discretion of the teacher and is dependent upon the teacher's schedule.

After a student has been absent three or more days, the parent may request homework assignments through the Counseling Center.

14. Hospital/Homebound Instruction (HHB)

Teachers should maintain a folder for any student who is HHB. Teachers should communicate with the HHB Instructor, as well as the SST Chair, the assignments or modifications in assignments. Teachers must also communicate with the parent. Teachers should also keep a record/log of assignments given with the appropriate

deadlines. As assignments are received, all work for HHB students should be graded and either kept or copied if returned to the student/HHB Instructor. Grades should be maintained and updated as appropriate. Incompletes are issued only by an administrator. In the event an Incomplete is issued, teachers should be prepared to complete a Grade Change Request Form upon the completion of the work.

15. Conferences

Conferences are encouraged and may be requested at any time during the school year by students, parents/guardians, teachers, counselors, and/or administrators. Semester Conference Schedule forms will be remitted to teachers at the beginning of the year for individual teachers to indicate their availability on any given day during the upcoming school year. Teachers are to fill out the form upon receipt, noting any regular commitments such as coaching, etc., and return it promptly to the school secretary in the main office. Coaches are to note all sports coached and the season (fall, winter, etc.) in which the sport is played. The school secretary will schedule any requests from parents for conferences utilizing this form. A conference notification memo will be placed in the teacher's mailbox any time a conference has been scheduled, with parent and student's names and the date and time scheduled. It is imperative that these conference appointments are kept.

School-wide parent-teacher conferences are scheduled according to the mailing of 4.5 and 13.5-week progress reports. **All teachers are required by DeKalb County School District to be available on these scheduled conference dates.** Parents do not understand when a teacher is not available at school-wide conferences. Any potential conflict must be discussed with the Principal prior to parent – teacher conference date. If the absence is approved, the teacher is then responsible for developing an alternative plan and advising the school secretary, in writing, before scheduling begins.

Although teachers are not required to meet with "walk-in" parents during regular parent-teacher conference afternoons, CCHS has a long tradition of cultivating a positive partnership with parents because we value their long-standing contributions; teachers are committed to maintain this mutually beneficial relationship.

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Teachers will not be asked to leave during instruction, tutorial time, or during supervised extracurricular activities for meetings with parents.

Teachers have the responsibility to respond within 24 hours to parental inquiries about a child.

16. Field Trips

Educational field trips have a proper place in the instructional program. Adequate supervision must be provided for groups of students who go on such trips. Teachers are expected to account for students by taking attendance prior to departing CCHS and prior to returning to CCHS. The student is required to bring a note or designated form signed by his/her parent or guardian giving permission for the student to go on the trip. (See section on Educational Field Trip Procedures for details).

An alphabetical list of students, to include corresponding student ID numbers, attending the field trip should be provided to the Attendance Office secretary prior to the trip. The date of the trip and the class period(s) the students will miss should be included with the list. If you return to school earlier or later than expected, please let the Attendance Office know so that accurate attendance can be recorded.

17. Guest Speakers

Teachers may invite resource people to speak to their classes when it is felt that these people can make a significant contribution to a unit of study. Discretion must be used in inviting a speaker. A written request for a guest speaker must be submitted to the Assistant Principal for Instruction five (5) days prior to a planned visit and always before the guest speaker has been scheduled. Guest speakers must sign in on the visitor's log in the main office. Please make the school secretary aware of the guest speaker's name and date of visit.

18. Grade Appeals

When a grade is appealed, the decision to uphold or reject the appeal will be based on the following considerations:

a. Was the grade calculated accurately and mathematically scored?

b. Was the grade calculated in accordance with the course syllabus description?

c. Was proper notice of the student's unsatisfactory or failing grade given to the parent when the student's progress was determined to be unsatisfactory? There may be extenuating circumstances in this area.

d. Teacher should provide Principal with the following information:
   1) Copy of grades and calculations
   2) Copy of course syllabus
   3) Copy of plan of remediation (if applicable)
   4) Copy of student's work in question (if applicable)
   5) Communication Record

19. Academic Honesty/Dishonesty

Students are expected to practice academic honesty. The Honor Code of CCHS is that every student is honor bound not to lie, cheat, or steal.

Academic dishonesty can take many forms. At CCHS, the following terms may be used to describe academic dishonesty:

Lying is the student's intentional falsification or denial of facts or the creation of a false impression.

Cheating is giving, receiving, or attempting to give or to receive unauthorized assistance; representing another's work as being one's own. Examples include: giving or sharing information on a test, quiz, homework, or project; copying another student's work of any kind; providing or receiving of answers to test or

quiz questions to someone who has not taken the test or quiz; turning in work for credit that is not one's own.

Stealing is the taking or receiving of anything without the consent of the owner.

Plagiarism is the use and passing off as one's own ideas or writings of another and claiming them as one's own.

***Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures (*http://library.duke.edu/research/plagiarism/).

Plagiarism charges can be brought against you for the following offenses:

Copying, quoting, paraphrasing, or summarizing from any source without adequate documentation
Purchasing a pre-written paper (either by mail or electronically)
Letting someone else write a paper for you
Paying someone else to write a paper for you
Submitting as your own someone else's unpublished work, either with or without permission

Consequences of Academic Dishonesty

CCHS Students are expected to adhere to academic honesty. Student(s) involved in any academic dishonesty will:

- receive a grade of **zero**, and that student will be **required** to write an essay** which must contain no fewer than 500 words. Moreover, the teacher will set up and conduct a conference with the student and the parent(s) discussing the seriousness of the offense.

- be **reported** by the teacher to the Instructional and Discipline Principals.

- be **considered** for dismissal from the National Honor Society, Beta Club, and
- other honor organizations.

- not be **eligible** during that academic year to receive a Student of Distinction
- Award, an Academic Letter, or any other award which would diametrically
- oppose academic honesty.

Footnotes:
**CCHS values honesty and learning; consequently a dishonest student will be required: To submit an essay of no less than 500 words explaining why the student committed this offense (due date to be determined by the teacher). This essay should serve as a character-developing vector, and include a discussion of values—especially those that emphasize the importance of making correct moral and ethical choices. The violation of trust has far reaching consequences that not only involve the offender, but also his/her classmates, parents, and CCHS.

The parent(s) of the student should review the essay before it is submitted to the teacher. The parent(s), teacher, and student will discuss the offense and the essay during the meeting.

20. Use of Videos

Please use caution in the use of electronic media in the classroom according to the following guidelines:

a. Feature films should only be used on **rare** occasions and should support the objectives of the curriculum. Together we are accountable for every moment of valuable instructional time.

b. The length of class periods may vary for the purpose of final examinations. The Assistant Principal for Instruction will generate a final examination schedule near the end of each semester to reflect the length of class periods. Teachers are expected to utilize these class periods for this purpose. The extended class periods are to include an allotted study/preparation time. This expectation includes music, P.E., special education, and other classes that may require unique evaluation procedures, but, nevertheless carry the same expectation. **Feature films, unless used as a tool to review instructions, are never appropriate on exam days.**

c. The day or so preceding exams should be planned as a review period to discuss, synthesize, and evaluate the semester's accomplishments. Viewing feature films, unless appropriately linked to instruction, is never appropriate during these days. Under no circumstances should a video ever be shown that has not been previewed for appropriate content by the teacher and approved by an Administrator.

21. Teacher and Administration Expectations

Teachers should have clear standards on homework, tests, quizzes, make-up work and extra-credit work (if given). These standards should be designated to serve their subject matter and student population. These expectations -- on what kind of work is acceptable, when work is due, how feedback is given, and so on -- should be communicated to students and parents, and so far as possible be in the course syllabus. In their standards and expectations teachers **must not violate any DeKalb County School Board Policies.** Teachers should consult on these standards with the other members of their department prior to the school year as part of a process of continuous improvement.

CCHS reserves the right to revise any item as needed to better serve our students, Parents/guardians, faculty, and all stakeholders involved.

E. TEXTBOOKS

1. Issuing Textbooks

Each teacher shall be responsible for issuing textbooks to students by utilizing the Student Information Systems Textbook Inventory Process (through Infinite Campus). The teacher is to scan the serial number of each textbook to assign a textbook to each student. The teacher should generate a textbook assignment list and have each student initial the printed copy of the textbook assignment list to indicate receipt of textbook. The teacher should maintain a printed copy the textbook assignment list for each class. The teacher is to also scan the serial number of each textbook to check textbooks in. At the end of each semester, the printed copy of textbook assignment lists should be given to the Department Chair. The Department Chair should submit the copies to the Assistant Principal in the Teacher/Student Support Office.

If a teacher has issued a student a textbook and the student has a schedule change, the Counseling Center will collect the textbook. It will be scanned and returned to the Student/Teacher Support Office. The new or "gaining" teacher is responsible for issuing a textbook to the student.

2. Lost/Damaged Textbooks

In the event a student loses or damages a textbook, the student shall be held responsible for the payment of the book. Semester grades will be held until payment is made in full. Payment for these books should be made in the Student/Teacher Support Office.

It is recommended that teachers remind students to keep up with their assigned textbooks. Students will not receive textbook credit for returning an unassigned textbook. It is also recommended that teachers perform periodic textbook checks.

Return all "stray" textbooks to the Student/Teacher Support Office.

F. SUPPORTING SERVICES

1. Counseling Center

The counseling center assists students in learning about themselves, the world of work, educational opportunities, the society in which they live, while helping the student to develop personal decision-making competencies.

Students are assigned a counselor according to their last name. Each counselor will conduct annual conferences with their assigned students to determine a selected course of study, graduation requirements and the student's educational and career goals.

The counselors provide personal counseling, group counseling and group guidance. The counseling staff is responsible for making schedule changes throughout the year when they are necessary to individualize the instructional program for the student.

The counseling center refers students when appropriate to other referral agencies or sources such as special education, psychological services, the school social worker, the reading specialist, and homebound instruction.

Teachers who are alerted as to a student pregnancy should immediately report such to the head counselor, per county guidelines.

2. Child Abuse

If a school staff member has cause to believe that a student is a victim of child abuse, he should report the information immediately to the student's counselor who will in turn notify the school resource officer. The counseling center will notify the school's administration. Georgia Law (Code 19-7-5) designates that school personnel are required to report child abuse. It is essential that discretion and confidentiality be maintained in all instances of this nature.

3. Suicide

The problem of teenage suicide is a very real concern and should be taken seriously. **IT IS MANDATORY THAT TEACHERS REPORT INFORMATION OR CONCERNS TO THE COUNSELOR IMMEDIATELY** if there is any reason to believe that a student is considering suicide, either by conversation with the student or information from another source.

4. Library Media Center

The library media center is a unified collection of print and non-print materials necessary to support the instructional program and to meet the needs of teachers and students. Since even the finest collection is of little value if not properly utilized, the library staff works to select, organize, and maintain the collection and to make it accessible to the teacher and student through instruction and assistance in its usage.

The library staff also strives to make the media center into a technology and information hub that is indispensable to both students and faculty. Do not hesitate to ask for their assistance. Specific policies and procedures are covered in detail in the Library Media Center Handbook, also available in the media center.

G. STUDENT ATTENDANCE

1. Recording Attendance

The teacher is responsible for entering attendance every period in Infinite Campus for every student. **No student should be allowed to take attendance for the teacher. That is solely the teacher's responsibility**. Be careful in marking attendance. Accuracy is essential.

Students who have been absent from school must check in through the Attendance Office. Until an admittance pass is issued, the absence is "unexcused." Students with excused absences are allowed to make up any missed work. Consequently, the student must show the admittance pass to each teacher upon return to be allowed to make up the work. This is also the case for check-ins and check-outs.

Per the ***Code of Student Conduct—Student Rights and Responsibilities and Character Development Handbook***, excused absences are defined by Georgia law as follows: personal illness, serious illness or death in the family, religious holiday, instances which attendance could be hazardous as determined by the DeKalb County School District, registering to vote/voting in a public election, tests and physical exams for military service and the National Guard, and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service.
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

In addition, college visits are excused for seniors but are limited to a total of four (4) school days per school year.

Teachers should not accept written notes from parents regarding a student's absence. Refer the student and all related correspondence to the Attendance Office. That is the only way to ensure that the student's absence is recorded accurately.

It is imperative that teachers check field trip lists carefully. According to district policy, students who are absent from school due to a school-sponsored activity are considered "present". The faculty member sponsoring the field trip or other school-sponsored activities should furnish applicable lists to all teachers in advance.

2. Absentee Report

Teachers are to enter attendance records for all students on Infinite Campus at the beginning of each class period. Teachers should investigate any student who is absent from class after a two day period. Teachers should investigate a student's absence when the reason for the absence is unknown or unexcused. Should the teacher determine that the student was skipping class, send an electronic discipline referral via the discipline folder on Infinite Campus. A copy of the referral will be returned to the teacher advising action taken.

3. Attendance Office

The Attendance Office processes student absences, late arrivals and early departures, and maintains all school attendance records. The Assistant Principal in the Attendance Office handles all attendance-related referrals. Students returning from absence or checking in/out of school must come through the Attendance Office to be issued the appropriate pass. When returning to class, the student is responsible for showing the pass to his/her teachers so work can be made up.

The Attendance Office will notify parent of students with 3 - 4 unexcused absences and refer student to the counselor who will then meet with the student.

4. Releasing Students from Class

Students will be expected to remain in their classes for the entire class period unless properly excused for a legitimate reason and issued a pass by the teacher. Only one student should be released at a time except in emergency situations. A student who is out of class for any reason must have a pass from the teacher. Students must display a uniform hall pass (administrators will contact teachers of students without passes). Please do not release any student the first and last 10 minutes of class, unless there is an extreme emergency.

Campus security will meet the buses of students returning from off-campus classes. Any students who fail to remain in the area designated by an administrator from off-campus classes or who leave before the dismissal bell will be considered skipping. Students are not permitted to come to the Attendance Office during instructional time to obtain certificates of attendance or ADAP (Alcohol and Drug Awareness Program) cards. These items must be obtained before or after school.

5. Keeping Students from Other Classes

In no case should a student be kept out of another teacher's class or caused to be late to another teacher's class without prior permission being granted by the teacher whose class is to be missed.

6. Withdrawal

To withdraw from enrollment at CCHS, a student should contact his/her counselor. The counselor verifies the intent of withdrawal with the student's parents. The counseling office then issues the student a withdrawal form, which is taken to all of his teachers, the media specialist, the registrar, the cafeteria manager, and the Attendance Office. The withdrawal form is returned to the counseling office secretary. The registrar removes the student's name from the attendance register

and notifies the teacher of the official withdrawal. No student should be taken off the class roster until the name has been posted as "Withdrawn" by the registrar.

7. Class Attendance and Tardy Policy

Students are expected to be on time for every class. Teachers are expected to stand in the hallway during class changes to assist in supervising the students and to encourage them to get to their next class on time. Teachers will close or lock doors after the bell and existing tardy policy will be enforced. A student arriving to class after the tardy bell rings is considered tardy.

Students reporting 15 minutes after the tardy bell are regarded and treated as skipping.

Tardies

Students arriving to school after 8:15 a.m. will check in at the Attendance Office to receive an excused or unexcused pass. No student should be admitted to class without a pass from an Administrator or an Administrator's designee. Each pass the student receives will reflect total number of tardies and consequences.

The following will apply to all tardies:

# of Tardies	Consequences Per Occurrence
1 – 2	Student receives warning. Teacher is responsible for contacting the parent(s). Student receives administrative warning.
3 – 6	Student receives 1 day detention or comparable consequence. Referral to Counselor. Attendance Office will notify parent(s).
7 – 9	Student receives 1 – 2 days Evening School Suspension or comparable consequence. Student-parent conference scheduled for purpose of signing an attendance contract. *Implementation of the Attendance Intervention Plan as determined by an Administrator.
10	Student receives 3 – 5 days Evening-School Suspension, 1 – 3 days In-School Suspension, or comparable consequence as determined by the Administrator. Referral to Counselor and Social Worker. *Implementation of the local Attendance Intervention Plan as determined by an Administrator.
11+	Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence. Parent is contacted. Referral to Counselor and Social Worker.

Skipping Class or Required Activities

Students who are not in their assigned places at the assigned times are considered skipping. Students reporting to class 15 minutes after the tardy bell are regarded and treated as skipping. Students not reporting to assemblies, pep rallies, and/or other school events during the instructional day are regarded and treated as skipping. Refer to the ***Code of Student Conduct-Students Right and Responsibilities and Character Development Handbook***, for a description of consequences.

Teachers should report students who skip class or required activities to the Attendance Office.

***Attendance Intervention Plan**
Students who consistently arrive to class late will be redirected through the Attendance Intervention Plan. Various strategies will be utilized to correct and/or modify the behavior. Parents will be asked to assist the school in the success of his/her students. The following is a list of consequences that may be utilized during the process:

Student Conference
Parent Contact
Parent Conference
Counselor Referral
Locker Plan/Locker Reassignment
Cafeteria Duty
Lunch Detention
Administrative Detention
Evening School Suspension
Loss of Privileges (i.e., parking permit, pep rallies, extracurricular participation, or other administrator assigned details)
In-School Suspension (for a period)
In-School Suspension (for a half day)
In-School Suspension (all day)
Administrative/Security Escort
Parent Escort
Parent Shadowing
Social Worker Referral

Unexcused Absences and/or Truancy
Per the Code of Student Conduct Student Rights and Responsibilities Booklet, Lawful absences are defined by Georgia Law as follows: Illness, death in the family, religious holiday, instances which attendance could be hazardous as determined by the DeKalb County School System, service as a Page in the legislature.

The following will apply to all unexcused absences:

# of Unexcused Absences	School Action Per Occurrence
1 - 2	Teacher notifies the parent of absence.
3 - 4	Attendance Office notifies the parent of absence and refers student to the Counselor who will meet with student.
5	Assistant Principal for Attendance meets with the student and parent for the purpose of discussing the reasons for absences and signing an attendance contract.
6 - 7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence.

8+	Referral to Social Workers to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor General's Office, DFACS, or other agency.

8. Check-in Procedures

Students who arrive at school after 8:15 a.m. must report to the Attendance Office for a pass. Students who are late for reasons other than doctor's appointment, illness or late school bus are tardy.

9. Check-out Procedures

Checking students out of school during the day is discouraged. When check-out is necessary, any student leaving the school campus during the day must complete proper check-out procedures in the attendance office. Contact with a parent is required before the student may check out. Students are not allowed to leave campus alone or with anyone other than the parent without verbal/written permission from the parent. Any student leaving campus without properly checking out will be considered skipping. Students who indicate a need to check out should be sent to the Attendance Office with a written pass.

10. Anticipated Absences

Requests pertaining to out-of-town trips should be submitted by the parent or guardian in writing to the Assistant Principal of Attendance well in advance of the anticipated absence. Approval will be based on the student's grades, attendance record and other information as explained in the written request. Individual notes to teachers should not be accepted. Refer the student to the Attendance Office for proper processing. When the Principal approves the absence, the Attendance Office will notify the teachers so that arrangements can be made for missed work. The student will be allowed to make up any critical work on approved absences.

11. Class Attendance Records

The teacher is responsible for entering attendance at the beginning of each class period in Infinite Campus for every student. **No student should be allowed to take attendance for the teacher; that is solely the teacher's responsibility**. Accuracy is absolutely essential.

Stress the importance of daily attendance to all classes. Students tend to value regular attendance to class if they know the teacher is going to be there and will have a full period of meaningful instruction.

12. Hall Passes

A written hall pass should be given to students who absolutely must leave the room during class time. This applies to all students for any reason. Proximity to locker, water fountain, or restroom has no bearing on the need for a hall pass. Pads of pre-printed passes are available in the attendance office. All hall passes should have student name, date, time, destination and teacher's signature written on them.

Hall passes for students to go to the media center should indicate whether or not the student is to remain until the end of class or is to return to class after achieving a particular mission. Media center staff will then initial the pass and write the departure

time, if the student leaves before the bell rings to end the period. Media passes should be checked when a student returns.

Please do not issue hall passes to students to use the telephone during class time. Students are not allowed to use office phones unless there is a legitimate reason.

13. Ill and Injured Students

In the event a student becomes ill or is injured while under your supervision, send the student (with a hall pass if time is not of the essence) to the Attendance Office for assistance. In every case of injury, an accident report must be filled out and submitted to the bookkeeper. Personal Injury Report forms are available in the bookkeeping and attendance offices and are filled out by the staff member most knowledgeable of the situation, the attendance secretary or other available personnel.

In the case of severe illness or injury, someone should accompany the student to the Attendance Office for attention or contact an administrator if the student cannot be moved. Exercise good judgment in releasing students to the Attendance Office for illness reasons. If the student complains persistently about not feeling well, it probably would be a good idea to allow him/her to go to the Attendance Office with a responsible student. Work it into your schedule to follow up on students you release from class for any reason. In an emergency situation, contact an administrator or security.

14. Student Accidents

The following procedures will be followed in case of an accident on school grounds or at an off-campus school activity. If in the opinion of the school authorities present, the student(s) involved require medical attention:

a. The faculty member in charge will notify an administrator immediately, if during school hours.

b. When the administrator is on the scene, he/she will notify the Attendance Office or other available personnel if a parent is to be contacted. Emergency cards are on file in the Attendance Office.

c. The parent will make the decision as to how the student will be transported and the physician or hospital to be used.

d. If the parent or other contacts listed on the student's emergency card can not be reached, the Principal or other designated personnel will make arrangements for transporting the student to the family physician or hospital listed on the emergency card.

e. Only administrators are authorized to contact emergency service (911). The Principal may choose to designate this authority to appropriate personnel such as coaches during athletic practices.

f. A Personal Injury Report should be completed in a timely fashion and given to the bookkeeper for proper handling.

g. If an accident occurs after school hours and/or off-campus, the faculty member in charge will assume all responsibilities listed above and contact the Principal as soon as possible.

H. STUDENT DISCIPLINE

1. Classroom Control

One of the prime requisites of a good classroom learning experience is order. The teacher is charged with the responsibility of maintaining a level of student behavior in the classroom that is conducive to learning. No student should be allowed to behave in a manner that will cause disruption or interference with the educational opportunities of the other students. Teachers have the responsibility to correct misbehavior of any student in all areas including hallways, cafeteria, restrooms, grounds, etc., before, during and after school hours. Each teacher is expected to become thoroughly familiar with the ***Code of Student Conduct—Student Rights and Responsibilities and Character Development Handbook*** and the ***CCHS Student/Parent*** to support discipline accordingly. (A copy of each handbook will be furnished to teachers at the beginning of the school year.)

Each teacher is expected to assume primary responsibility for classroom discipline. In dealing with students, teachers are expected to exercise those courtesies which students are required to show teachers. **Except in cases of flagrant misconduct or extreme situations,** the Level 1 and Level 2 steps must be taken before referring a student to the Assistant Principal for discipline:

a. One-on-one conference with the student pointing out misconduct and explaining expectations for appropriate behavior
b. Follow-up contact with the parent if problem persists
c. Documentation of conference with student and contact with parent, including any pertinent information regarding further actions
d. Teacher detention

Occasionally, after the teacher has exhausted all reasonable means, it may be necessary to refer a student to the Assistant Principal for Discipline. A discipline referral should be completed on Infinite Campus and forwarded to the Discipline Office. The teacher should be able to substantiate all disciplinary measures previously taken. The handling of discipline problems should be firm but fair. Punishment can be supported as long as it is just, reasonable, and without malice.

Set standards early. Good classroom control is established during the first day – in fact, during the first minutes of class. Let the students know they are liked by cultivating a rapport that is friendly, but which demands respect. Learn names of students and get to know them personally.

Be concerned about classroom environment. A clean, organized, attractive classroom is conducive to good conduct on the part of the students. Rooms should be checked every period before students are dismissed. Students are expected to

clean their work area by removing trash and personal belongings before they leave. Student desks should be kept in an orderly arrangement and **free of graffiti.**

Students should not be allowed to sleep, put heads on desks, read irrelevant materials, listen to electronic listening devices, use cell phones play recreational games or assume any posture or position of inactivity or inattention. This type of behavior tends to minimize the importance of the class to the other students, and reflects adversely on the teacher's ability to stimulate an interest in the subject. Students should not be allowed to sit on the tops and/or backs of desks or tables.

Make disciplinary actions consistent, just, and constructive. Students respect consistent expectations and a predictable, firm, and consistent course of action. Try to avoid threats of punishment; but if your expectations and the consequences have been clearly stated, be prepared to follow through. Avoid group punishment.

2. Corporal Punishment

Corporal punishment will not be utilized at CCHS. The definition of corporal punishment can sometimes be misinterpreted. **DO NOT TOUCH** the student by holding his arm or his shoulder or by grabbing him to make him pay attention to verbal commands. This does not, of course, include restraining action to break up a fight or protect another student.

3. Teacher-Assigned Detention

A teacher may assign a student detention. Although the student is responsible for informing the parent of his/her disciplinary obligation to the teacher, the teacher is expected to notify the parent. The student should be given one day's notice in order to make transportation arrangements. The detention may be assigned before or after school at the teacher's discretion. Students are expected to serve detention as assigned. A student who does not report for teacher-assigned detention should be referred to the appropriate administrator.

4. Administrative Detention

A student may be assigned detention by the administration for a variety of rule infractions. The detention period will be supervised with specific instructions for the students involved. Afternoon administrative detention will be held from 3:30 p.m. to 4:30 p.m. Students assigned to administrative detentions are expected to report promptly to the assigned room and to be seated without communication to anyone except the person in charge. Failure to report will result in additional consequences. Administrative detention is not held in lieu of teachers' detentions. Students who have a conflict with an assigned detention should discuss it with the Assistant Principal that assigned it before the detention is missed to avoid additional disciplinary action. Students are expected to explain their disciplinary obligation to their parents and the necessary transportation arrangements made. Parental support of school disciplinary measures is essential to maintaining appropriate student behaviors and correcting inappropriate ones.

5. Evening-School Suspension and In-School Suspension Programs

The Evening School Suspension Program (ESS) and the In-School Suspension Program (ISS) are used as a means of modifying student behavior to meet the school's goals. They are also designed to alleviate the undesirable behavior of the

students who do not respond to normal techniques of classroom management. Only an administrator may assign a student to ESS or ISS, usually as the result of a discipline referral.

Students may be assigned to ESS for periods varying from one to ten days. They will be required to report to the ESS Room at 3:30 p.m. for assigned duties and must remain until 5:30 p.m. Students serving ESS must leave campus after ESS. Students assigned to ESS are not permitted to participate in any extracurricular activities while assigned to ESS. Students must make arrangements with their parent to be picked up by 5:30 p.m.

Students may be assigned to ISS for one to ten days. They are required to report to the ISS room at 8:10 a.m. with all of their books and no bags. Students must complete all their assignments given by their teachers. Students may not talk, interact with other students, sleep, eat, drink, or have any electronic devices. They may bring their own lunch or purchase a lunch from the cafeteria. Students are not permitted to participate in any extracurricular activities while assigned to ISS. They must exit the building at the end of the school day.

6. Out-of-School Suspension

From time to time it becomes necessary to suspend students from school for one to ten days. When students are suspended out of school, they should be marked absent from classes. Assignments will be obtained for students suspended for more than three days by the third day of suspension. Course assignments are due to the teacher upon the first day of the student's return from suspension. Tests, quizzes, and any other make-up work must be made up within ten days of the student's return from suspension. It is essential that the teacher give worthwhile learning assignments that will be graded.

7. Discipline Brochure and CCHS Student/Parent Handbook

Each student will be issued a ***Code of Student Conduct—Student Rights and Responsibilities and Character Development Handbook*** and a ***CCHS Student/Parent Handbook***. Each faculty member is expected to read and become thoroughly familiar with the discipline brochure and the Student/Parent Handbook. Teachers are expected to thoroughly explain and teach the content of these handbooks to students. Students will be asked to sign for receipt of the handbooks. Students will be tested on the contents of both booklets. Student not scoring 100% on each test will be re-tested. The Assistant Principal in the Discipline Office will coordinate this testing. All test results are to be returned to the Discipline Office for safe keeping. It is imperative that all students are tested and accurate records kept in the event of possible legal action.

8. Student Dress

The atmosphere of a school must be conducive to learning. A students' appearance can positively or negatively impact the climate of a school, therefore, students must adhere to district-wide and local school dress code requirements. Students who fail to comply with the district-wide and local school dress code requirements, as enumerated below, may be charged with Offense #25 – Student Dress Code Violation and/or Offense #19a – Repeated Violation of School Rules:

- Students are expected to follow all school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.

- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff, or visitors are prohibited.

- The wearing of clothing, insignia, symbols, or adornments worn or carried on or about a student which promote gangs, the use of controlled substances, drugs, alcohol, or tobacco is prohibited.

- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, innuendos, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

- The wearing of pants below the waist line, torn, ripped, or frayed jeans, off-the-shoulder shirts, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short skirts, short shorts, pajamas, net/see-through garments, flip-flops, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits are prohibited.

In addition to the above dress code requirements, students are expected to adhere to the following local rules:

1. Shirts must have a collar or a crew neck. No tank tops, tube tops, muscle shirts, spaghetti straps (shoulder straps must exceed the width of individual's four fingers), v necks or low cut tops.
2. Shorts, skirts and dresses must be fingertip length.
3. Shorts, skirts and dresses under sheer overlays must be fingertip length.
4. Shirts and bottoms must meet -- no bare midriffs.
5. No pajamas or clothing that can be viewed as pajamas can be worn.
6. The appropriateness or inappropriateness of writing on the "seat of pants" will be determined by an administrator.
7. Students must wear shoes at all times.
8. No head gear (hats, scarves, do-rags, or sweatbands, etc.) unless worn for religious reasons. Physical Education teachers may approve of <u>appropriate</u> headgear during outside activity.
9. No bandannas may be worn or seen hanging from pockets.
10. Jewelry that is "multi-finger" is not acceptable.
11. No sunglasses.
12. Dog chains, clothing, jewelry or accessories with flat and/or pointed studs are prohibited at CCHS.
13. No picks or combs will be worn in hair. No metal picks shall be allowed on campus.
14. Students are not allowed to braid hair on campus.
15. No teeth grills or removable teeth caps may be worn.

***The Principal's decision on individual student dress issues will be final.**

9. Drug/Substance Abuse

The Principal shall take prompt and firm action in all drug/substance abuse situations occurring on the school campus. Each employee of DCSD is directly accountable to his immediate administrative officer for drug abuse surveillance. Evidence of any nature concerning drug problems (including personal abuse, possession of illegal drugs, or selling of drugs) on school property must be presented to the Principal or responsible administrator immediately. Failure on the part of an employee to report drug abuse evidence will constitute negligence of duty. Refer to the Code of Ethics for details relating to Alcohol or Drugs.

10. Items Not Allowed at CCHS

Electronic listening devices (with or without earphones) are not allowed at CCHS. Laser pointers, handcuffs, and chains are prohibited on the CCHS campus because they are a threat to school safety and personal safety. Also not allowed are recreational items, such as, but not limited to basketballs, dice, game boys, yo-yos, etc. All such items will be confiscated and returned only to parents. Cameras, to include cell phone cameras may not be used during the instructional day unless prior approval has been granted by the Principal. Bicycles and skateboards must be stored during the instructional day.

11. Cell Phones

Teachers should refrain from using cell phones during instructional time and while in the halls. Students are only allowed to use their cell phones at the end of the school day, after the last bell at 3:20 p.m. Administration and staff are not responsible for lost cell phones. Students who have cell phones visible during the day will face disciplinary action. Cell phones that ring' or are visible during class are treated as a class disruption. Cell phones confiscated by teachers should be taken to the Discipline Office. Student ID is required to pick up a cell phone. **Cell phones are not allowed in testing environment.**

I. PLANT OPERATIONS

1. Good Housekeeping

Each teacher is responsible for maintaining a clean and orderly classroom conducive to a good learning atmosphere.

Important Pointers:

a. Students should not be allowed to sit on desktops or tabletops. At the end of each class period, ask students to ready the classroom for the arrival of the next class.

b. The floor and desks should be double-checked for cleanliness by the students at the end of the last period of the school day. See that the windows and blinds are closed at the end of each day. Do not leave the room or the vicinity of the room without locking the door. Turn off the lights when the room is not in use.

c. Do not put tape on ANY painted surface inside or outside the building or to Plexiglas panes in doors or windows. Plexiglas should not be cleaned with cleaners containing ammonia, which causes discoloration. Plain water or alcohol work very well for cleaning Plexiglas.

d. For safety reasons, extension cords may not be used in the classroom. Also, flammable liquids may not be stored inside the classroom. Burning candles or incense inside the classroom is prohibited by the Fire Marshal.
Box or pedestal fans are prohibited by the Fire Marshal. Any special situation must be discussed with the Principal.

e. As needed repairs are noticed, please report them to the Assistant Principal in the Student/Teacher Support Office.

f. No food is allowed in the classroom during class. Food is only allowed in the cafeteria – not in hallways, gym area, media center, labs, classrooms, etc. Teachers may permit juices, water or soda in their classrooms that have screw on caps.

2. Food Sales

The sale of foods and beverages outside the school nutrition program is prohibited during the school day. Sale of food before and after school must be approved by the Principal prior to the sale date. (See Finance section regarding fundraiser approval and procedures.)

3. Keys/Access Cards

Keys and access cards will be issued to teachers at the beginning of the school year and should be returned the Principal at the end of the school year. Teachers are responsible for the security of keys and access cards issued to them. If a key or access card is lost, report it to the Principal. Staff members must pay for replacement access cards. In no case should any school key or access card be given to a student. Additional keys are issued according to need. School keys should not be duplicated for any reason. Duplicating school keys and sharing access cards is expressly forbidden.

4. Burglar Alarm

The school is equipped with a silent burglar alarm. The Principal must clear all personnel who are required to enter the building after hours or on the weekend on the proper procedures for de-activating and activating the alarm.

5. Energy Conservation

Rising energy costs and depleting sources of energy necessitates all personnel and students to make a conscientious effort to conserve energy at school. Teachers are encouraged to acquaint themselves with energy guidelines developed by the DeKalb County Board of Education. An energy guideline handbook is on reserve in the library.

6. Intruder Alert

According to the DeKalb County Board of Education policy, every school must have specific procedures to alert everyone that an intruder is in the building and to take proper precautions. Since the classroom teacher has no way of knowing if the announcement is a drill or an actual intruder alert, every precaution must be taken whenever the alert is announced to ensure the safety of students and staff.

At CCHS, the intruder alert is announced over the P.A. System as follows, "This is an intruder alert. Please secure all doors and do not allow anyone to enter or leave your area." When this announcement is made, the following steps should be taken:

a. Classroom teachers are to close and lock their classroom door; make sure it is locked from the outside. If the door is already closed, check to make sure it is locked.

b. Teachers in the gym area are to lock all the doors leading into the gym. Teachers in the locker room area are to lock the locker room doors leading in from the halls/stairwells. Teachers not holding class and not in a classroom should stay in a locked area.

c. Persons in areas other than classrooms (offices, cafeteria, media center, etc.) should lock their location and remain inside until the drill is canceled. <u>This includes visitors to the building</u>.

d. All students are to be kept in the classroom until the alert is canceled. Continue teaching as if nothing out of the ordinary is occurring unless otherwise directed by the administration.

An intruder alert or other announcements of this nature sometimes upsets students. Teachers should react to the drill very calmly; your actions should not draw the students' attention from the lesson.

The intruder alert is canceled by an announcement over the P.A. system: "The intruder alert is canceled at this time. Please resume normal operations."

7. <u>Fire Drill Procedures</u>

Fire drills are required once a month. During the first 10 days of school, two fire drills are required. Discuss primary and secondary fire drill procedures thoroughly with all students. For each class period, the teacher must appoint a student fire marshal. The duties of the Fire Marshal are to see that the windows are closed and that the door is closed as the last student leaves the classroom. An evacuation map with exit routes clearly marked and a list of fire marshals should be posted in each classroom near the exit.

When the fire drill signal sounds, the Fire Marshal for each class begins closing the windows; simultaneously the teacher goes to the door to see if the assigned route is clear. <u>The teacher will take his/her roll book</u> and lead the students to the designated location outside the building. Students should move quietly and quickly. **<u>There is no need to run during fire drills.</u>**

Once outside and well away from the building, the students assemble with the teacher and the roll is checked. Once the roll is checked and reported, students and teachers remain together until the signal is heard to return to class. Teachers should assemble students at North DeKalb Stadium. Driveways, sidewalks and doorways should be kept clear.

A staff member will be stationed in front of the building, near the main parking lot, and in front of the tennis courts with a faculty checklist. Once all students are accounted for, each teacher should **send a note to the staff member at the designated location** stating that all students are out safely, such as "All OK", and signed by the teacher. Names of students not accounted for should be written down and sent. Teachers who have no class that particular period should report to the stadium ticket booth and **send a note marked "No Class – Planning Period."**

Students who are in the library or any office should go outside with the faculty member responsible for that area during an evacuation. All students in unassigned areas, such as the restroom, should exit along the routes as the rest of the students in that area. Once outside, he/she should make every effort to find the teacher for that period. Discuss thoroughly with each class where the meeting place outside will be.

8. Tornado Drill Procedures

In case of immediate tornado danger or other severe weather conditions, the intercom will be used to alert the faculty and students. In case of power failure, an alternate message system will be used.

Students in the gym, cafeteria, and classrooms should move quickly, quietly and in an orderly manner to an inside hall and away from any areas with glass. Take precaution to see that exterior doors and windows are closed. Students should be seated on the floor with their backs to the wall, knees pulled up, heads bent toward knees, and hands protecting their heads. This also eliminates jammed hallways and allows walk-through space.
Students on the athletic fields are to assume a prone position with their hands protecting the back of the head and neck.

Tornado drill procedures are to be discussed thoroughly with **each** class; hall assignments for this drill are to be posted in each classroom. Be sure all students know what area is the "safe" area for their classrooms.

Students at lunch will quietly but quickly report to the designated area for their 4th period class. Visits to lockers, water fountains, restrooms, or other areas in the building are not permissible during a tornado or severe weather drill.

9. Bomb Threat Procedures

Notify school officials immediately if there is any reason to believe that a student is considering the use of bombs or other explosive materials, either by conversation with the student or information from another source. All threats of this nature are considered serious and should be handled as such.

When someone receives a telephone call regarding a possible bomb in or near the building, the person should handle the call in the following manner:

a. **DO NOT HANG UP THE PHONE**. Hold the line open until someone on the staff who is familiar with the call-tracing feature can be notified. All office personnel should know how to trace a call.

b. Have someone notify the Principal immediately.

c. Question the caller as much as possible and attempt to determine certain specifics, such as:

1) When the bomb is going to explode?
2) Where the bomb is located?
3) What the bomb looks like and what kind of bomb it is?
4) Why the bomb was placed?
5) Where the call is originating?

c. Write down the following information:

1) Record the exact time the call is received and the duration of the call.
2) Record the exact words of the caller.
3) Try to provide through voice characteristics, description of the caller, including sex, approximate age, accent, and possible voice familiarity.

J. FINANCE

1. Funds Handled by School Personnel

All funds handled by school personnel related in any way to the school program shall be subject to accounting and auditing. Generally all expenditures from local school funds are restricted by the laws and regulations governing general school funds.

2. Budget

The allocation of funds in the per-pupil budget is set by the DeKalb County Board of Education. This figure multiplied by the projected enrollment determines the per pupil budget allocation. The Principal is responsible for the preparation and development of a comprehensive school budget covering all aspects of the total school operation. This budget reflects input from each department as to instructional needs, supplies, equipment, etc. The Principal allots a portion of per pupil money each semester to cover the needs of the department. Department chairpersons are charged with the responsibility of preparing departmental needs list for spending this allotment within the designated time.

3. Guidelines for Collecting and Depositing Money

No money shall be collected for any reason by an individual or school group without the knowledge and consent of the Principal. Funding request forms are in the mailroom.

All money collected by classes, clubs, or other school organizations must be promptly deposited in the appropriate school account by the bookkeeper. The DCSS auditor requests that all money collected must be turned in to bookkeeper within 24 hours of receipt of funds and shall be given in the same order they were receipted in receipt book. When turning in a deposit, do not "leave" money to be receipted. Wait for money to be "officially receipted" before leaving the bookkeeper's office. (See Receipt Book Guidelines and Procedures below.)

You **must** put your account number on deposit forms. It can be found on your receipt book cover.

No school group may have an account outside the school unless it is an official (having prior Principal approval) booster organization. Per LBOE policy all booster organizations should have an account outside of the school.

No money should be left in a classroom at any time.

Per Auditing, it will be the responsibility of each sponsor to collect on checks returned due to non-sufficient funds (NSF). These matters should be handled with confidentiality. A copy of the NSF returned checks will be placed in sponsor's mailbox and amount of check will be deducted from local account where check was originally deposited. When money is collected, it will be receipted again and turned in to bookkeeper for deposit. It is the decision of each sponsor whether to allow checks for payment or operate on a "cash only" basis.

NOTE: As you collect checks during the school year, please remind students and parents that there is a $20.00 return check fee that is due to CCHS if a check is returned to the school by a bank for non-sufficient funds. This $20.00 fee is in addition to the fee that the bank will charge them. When a check is returned for any reason, the individual will be asked to meet their financial commitment to the school IN CASH or money order.

It is very important that the students name and what the payment is for are on the check. Do not accept any check without the address and phone number printed in the upper left hand corner of the check.

4. Receipt Book Guidelines and Procedures

As a sponsor of any type of organization, club or class, it is YOUR responsibility to make sure that the receipt book issued to you at the beginning of the school year is turned in to the bookkeeper prior to your departure at the end of the school year. A lost receipt book is an automatic audit exception write-up by the auditor during the annual audit. **If you lose a receipt book, a copy of the audit exception will be placed in your personnel file.** You are the individual responsible for the receipt book. The receipt book is turned into the bookkeeper at the end of the school year.

Please be reminded that you are responsible for any money you collect until such time as it is officially receipted by the bookkeeper. The following steps should be followed when collecting money and preparing it for deposit with the bookkeeper:

a. Receipt cash and/or checks as soon as possible. **Press hard when filling out receipts and always write out amounts and include account numbers.**

b. Give the ***white receipt*** to the individual giving you the money or check.

Using the Collected Funds Tally Sheet, enter the appropriate numbers in each currency category and their respective extensions. Then enter the coins in each category and their respective extensions. If any checks are involved, list the checks on the back of the tally sheet with the person's last name (pre-printed on the check), check number and amount. Finally, complete the "recap" section in the lower portion of the tally sheet to show the total. If the tally sheet is not completed or if the coins are not separated, the deposit will not be accepted by the bookkeeper. (The tally sheets are available in the mailroom next to the sign-in sheet or from the bookkeeper.)

Do not remove the ***yellow receipt(s)*** that correspond with the money being deposited from your receipt book. Once the bookkeeper has verified that the total of the yellow receipts equals the total money turned in, the bookkeeper will enter the total deposit amount on the last yellow receipt. The bookkeeper will then remove the yellow receipts. NEVER REMOVE THE ***PINK RECEIPTS*** FROM YOUR RECEIPT BOOK.

Voided receipts must have all 3 copies (white, yellow, and pink) intact.

When turning in a deposit to the bookkeeper, you must bring your receipt book with you. The bookkeeper will provide you with a computer-generated receipt at the end of the school day.

5. Procedures for Placing a Purchase Order

Per Pupil Funds

When ordering from the per pupil budget, be sure to first survey http://mis.dekalb.k12.ga.us/openbid/index.asp for an appropriate vendor.

a. Complete an in-house purchase order(s) and give to Department Chair.
b. The Department Chair will submit order request to bookkeeper.
c. After the Principal's approval of expenditure, the bookkeeper will order items requested.

Restricted (Local) Accounts

a. Complete in-house purchase order (form is in mailroom)
b. Submit purchase order to the bookkeeper. This local purchase order must have the Principal's approval.
c. Orders from restricted accounts will be labeled "Bill School Direct" and marked "To the Attention of..."
d. Bookkeeper will order approved items.
e. The school will NOT accept any C.O.D. orders.

NOTE: FAILURE TO FOLLOW THE ABOVE ESTABLISHED PROCEDURES WILL RESULT IN THE INDIVIDUAL TEACHER BEING PERSONALLY ACCOUNTABLE FOR ANY BILLS INCURRED.

6. Procedures for Requesting Disbursement

The sponsor or authorized person must complete the Authorization for Payment form with all required signatures (form is in the mailroom). These forms should be turned in to the bookkeeper at least two (2) days in advance of the need for the check. **Unless there is an extenuating circumstance, Principal signs checks once per week, generally on Friday.** All expenditures must be supported by an invoice or signed receipt from the vendor. NO checks will be cut until an invoice or receipt is attached to the request for payment. NO EXCEPTIONS. **Please put account # on each check request.**

No expenditure may be made from any account prior to the receipt and deposit of funds to cover the expenditure. Established policies prohibit deficit spending.

Taxes will NOT be refunded.

7. Collection of Fees and Other Funds from Students

No teacher may collect money from students, in the form of fees, without permission of the Principal. Purchase of workbooks and other instructional materials with money taken from students is prohibited. The Principal may approve purchases of consumable supplies by students in such classes as art, photography, homemaking, industrial arts, music, science, if supplies will be used and/or consumed by students in instructional activities.

8. Fundraising Procedures

All student organizations must be authorized by the Principal and sponsored by a faculty member. The Principal must also approve the activities and budget of student organizations. Requests for fundraising must be made in writing on the Fundraising Request Form (Forms are available in the mailroom) and approved by the Principal. Submit the completed Fundraising Request Form to the bookkeeper.

All funds collected must be accounted for through bookkeeping procedures prescribed by the comptroller of the DeKalb County School System and the Principal of the school. The bookkeeping procedures to be prescribed shall include receipts, deposits, issuance of checks, encumbrances, purchasing, etc.

All student organizational activities must be conducted on a voluntary basis and must not conflict with or detract from the instructional day.

All t-shirt and/or sweat shirt designs, colors, logos, signs, symbols, mottos and other advertisement must be approved by the Principal.

Popularity contests, games of chance, raffles, and lotteries for school-related fund raising purposes are prohibited. The sale of products other than those listed below is prohibited.

9. Approved Activities for Fundraising Purposes

a. Admission to school events such as athletic, entertainment, or performing arts events.

b. Student publications (yearbook, yearbook snapshots, literary magazines, newspapers, etc.)

c. Authorized school organization membership dues.

d. Items produced by the students in conjunction with the instructional program and donated to an authorized school organization (art projects, Junior Achievements products, shop products, etc.)

e. Concession stands stock, school spirit items, and programs.

f. Environmental management projects such as the collection of paper, glass, and aluminum for recycling.

g. Services (i.e., car washes). Car washing shall not be held on school property or involve the use of water metered through a school facility.

h. Admissions to productions by student, professional, or semi-professional groups given outside the school (at a time that does not conflict with the instruction hours).

i. Advertisements for school publications under the following conditions:

1) All advertising must be non-political and non-sectarian.
2) All advertising must be in good taste and reflect the values of the community.
3) The following advertising is prohibited: tobacco products, items prohibited by law, pornography, any material or activity which is denigrating to individuals or ethnic, religious or racial groups, whether within or without the school, publications or activities which contain obscenities or pornography or which aim at creating hostility and violence, or similar materials or activities.

10. Guidelines for Auxiliary Support Organizations

Auxiliary support organizations, such as PTSA, athletic booster clubs, etc., must adhere to the following guidelines:

a. The organization must be authorized by the Principal and exist to enhance the curriculum goals of the school.

b. The organization's program of activities and budget must be planned in conjunction with and approved by the Principal.

c. Activities shall not conflict with or detract from the instructional hours.

d. Popularity contests, games of chance, raffles, and lotteries for school-related fundraising purposes are prohibited.

e. All items purchased for use by the students and/or faculty becomes the property of the DeKalb County Board of Education.

f. Advertising by these auxiliary organizations shall conform to the school system's policy on advertising.

g. Deficit financing and deferred payments are not allowed.

h. T-Shirt color, designs, logos, signs, symbols and/or mottos must be approved by the Principal.

11. Payroll

It is a DeKalb County policy that all employees have direct deposit. Access your check stubs on the payroll website; via Office 365.

12. Inventory

The Principal is responsible for developing and maintaining an efficient system of inventory control. The media specialist at Chamblee is the inventory control person. This responsibility is largely delegated to the department chairpersons who work in conjunction with the inventory coordinator to maintain accountability of purchases. All items, other than consumable supplies and materials, will be properly receipted and entered on the official school inventory. Items costing less than $500.00 are not listed on the inventory. All personal equipment items should be clearly labeled "Property of..."

13. Advertising

Commercial advertising is only permitted in the school if it meets the Principal's approval and county guidelines. This pertains to all commercial products and all activities other than those sponsored by the school.

K. EDUCATIONAL AND ATHLETIC FIELD TRIPS

1. Guidelines for Educational Field Trips

Educational field trips to community resources have a proper place in the instructional program. In order to be utilized most effectively, plans to visit these resources must be coordinated with the overall educational goals of the schools and with the specific objectives of the instructional program.

No field trips will be taken without the knowledge and approval of the Principal or the Assistant Principal in the Office of Instruction. The following conditions must be met:

a. The trip must contribute to the attainment of specifically stated instructional objectives, which were formulated from the course guide.

b. Definite plans for evaluation of the instruction received from the trip must be made by the teacher and approved by the Principal.

c. Alternate plans for the instruction of students who do not make the trip must be formulated by the teacher and approved by the Principal.

d. Plans for transportation and travel must be made through approved procedures.

e. Parental consent must be secured for each child. This consent in written form does not relieve the sponsor of a trip of the responsibility for the welfare of the students. Thus, there should be sufficient chaperones, plans for the safety of the students, and knowledge of the area to be visited to insure the sponsor against any possible accusation of negligence.

f. According to county guidelines, an educational field trip may not be taken prior to October 1 or after April 15, or during exam weeks, with the exception of trips to Fernbank Science Center or to another institution or agency operated by the DeKalb School System.

g. Commercial movies may be considered appropriate for enrichment of the curriculum. However, the regular school day may not be used for this purpose.

h. In planning a field trip, special attention must be given to the amount of instructional time taken from other classes and a compensatory schedule be provided as needed.

I. The Principal and teachers must continue to make provisions for those students who are not able to pay their own expenses for a field trip.

j. Trips for leisure or recreational purposes are <u>not to be considered.</u>

2. <u>Approval for Educational Field Trips</u>

Approval for field trips not involving school bus transportation is to be requested by memo with justification attached. These are to be submitted to the Assistant Principal for Instruction and the Principal.

Each field trip request involving school system buses must be submitted <u>at least one month</u> prior to the field trip on the appropriate form to the Assistant Principal for Instruction and the Principal (See <u>Procedures</u> below.)

The Assistant Principal in the Office of Instruction and the Principal will review all requests for field trips and submit only those requests that he/she approves to the area director.

In the event that a field trip is canceled, notify the Assistant Principal in the Office of Instruction and the Principal immediately in order to cancel the bus and advise the appropriate director.

3. Procedures for Educational Field Trips

Obtain a **Request of Educational Field Trip** form from the Office of Student/Teacher Support. The secretary in charge of field trips will assist you in determining the number of buses needed, the cost, and departure times. Fill in ALL information requested on the form and return it to the Assistant Principal for Instruction for approval **at least one month prior to the trip.** This lead time is needed to handle paperwork and obtain the Regional Superintendent's approval.

Distribute a **Parental Permission for Field Trip** form to your students and instruct them that this must be returned in order to participate in the field trip. (Forms are available in the Office of Student/Teacher Support). The form **must** have emergency contact numbers.

The student must secure permission from all of his/her teachers to miss instructional time. Teachers have the right to deny a student permission to attend a field trip, if that student's grade is below 73 or the student has excessive absences. The parent must send a note to that teacher acknowledging the grade and granting permission for their child to miss instructional time.

At least one week prior to the field trip, prepare an alphabetical list of all participating students (including student ID numbers) and email to the following: all teachers, all administrators, the school secretary, and the attendance secretary. In addition, the cafeteria manager must also be notified, in advanced, regarding the number of students that will not be eating lunch at school that day. Upon returning from the field trip, the sponsor must provide an alphabetical list of students who actually attended the field trip. When properly submitted, students' absences will be recorded as a school activity in Infinite Campus. Students are allowed to make up any missed work while on a school-sponsored field trip.

It is the responsibility of the trip sponsor to follow up on the request, to verify that the field trip paperwork has gone through the proper channels and has been approved. It is absolutely essential that the sponsor have the bus requisition in hand when loading the bus. The driver is not allowed to transport students without it.

Some additional reminders:

In many cases, a trip may be approved but not eligible for payment by the DeKalb County School District. For an estimated cost of a proposed trip, see the secretary in charge of field trips. This will enable you to determine what to charge the students to cover the cost. Any time you collect money from students, you must check with the bookkeeper for correct receipting procedures. No student can be denied the right to attend a field trip on the basis of financial restrictions. For liability reasons, the county discourages stopping for meals during a field trip. Any exception to this policy must be pre-approved by the Principal.

4. Procedures for Athletic Trips

a. As soon as coaches receive their schedule they must give a neatly

typed copy with date, location, game, and departure time to the school secretary so it can be posted on the Master Calendar in Office 365. The front office must also be notified immediately in case of any change in the schedule so we always have correct information for coverage and for parents who called.

b. Every bus trip requires a bus requisition. Coaches are expected to complete appropriate forms immediately after receiving final schedules. The completed forms should be returned to the secretary in the Student/Teacher Support Office. Coaches are responsible for getting this information to the secretary a minimum of one week prior to first away event. Coaches must also notify the secretary as soon as information relating to cancellations, time or location changes, make-up or playoff games is determined in order to notify drivers.

c. Athletic trips are routinely approved. It is the coach's responsibility to make sure the approved bus requisition is in hand before departing for the athletic event.

d. Bus drivers put their jobs in jeopardy if they allow students to board the bus without an approved bus requisition in hand. The bus requisition must be given to the bus driver when boarding. The driver will then return it to the coach at the end of the trip with the appropriate mileage and hours posted on it. The coach signs all copies verifying that bus driver's posting is correct. The driver keeps two copies of the bus requisition.

NOTE: Information in this handbook is subject to change according to vendor and/or system changes at the district level.

Acknowledgement of Receipt Form

This form indicates that I, along with a parent/legal guardian, have received the *Code of Student Conduct-Student Rights and Responsibilities and Character Development Handbook*.

Student's Printed Name: _____

Date: _____

Grade: _____

Student's Signature: _____

Parent/Guardian Signature: _____

**This form should be returned to the student's 4th period teacher.

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Chamblee Charter High School

3688 Chamblee Dunwoody Rd.
Chamblee, GA 30341
Phone: 678.676.6902 Fax: 678-676-6910
www.chambleehs.dekalb.k12.ga.us

Administration

Dr. Norman C. Sauce III – Principal
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Assistant Principals

Ms. Gail Barnes – Attendance
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Ms. Cindy Mosley – Discipline
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Ms. Candace Steadman – Curriculum & Instruction
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Vacant at time of Print –AP of Student/Teacher Support

Parents/Guardians,

As it is our responsibility to provide the best learning environment possible, we encourage students to take full advantage of the educational opportunities at Chamblee Charter High School (CCHS) and in the DeKalb County School District (DCSD).

Please read and review this handbook with your student(s). A signed acknowledgement of receipt is required from each student and parent/guardian. Please sign and encourage your student(s) to return the Acknowledgement of Receipt Form (previous page) to his/her homeroom teacher.

Enrollment at CCHS does not in itself ensure success for your son or daughter. With the support of school personnel, students must accept responsibility for their own learning and development. They must want to learn and be willing to cooperate and work diligently. Your love, concern and support are critical factors in your student's success at CCHS. We welcome your input and will do everything possible to support you and your student during your time at CCHS.

We recognize that, at times, parents may not agree with school policy. However, it is our expectation that parents/guardians will support all school rules and policies while their student(s) attend CCHS. We aim to provide fair and equitable service to all students.

Thank you in advance for your support!

GENERAL INFORMATION

School Office Hours: 7:30 a.m. - 3:45 p.m.

Telephones

Front Desk: 678-676-6902	**Front Desk Fax**: 678-676-6910
Counseling & Career Center: 678-676-6932	**Counseling & Career Center Fax:** 678-676-6940

Clerical Support Staff

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678-676-6903

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Nancy Farrey – Counseling Secretary
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678-678-6932

Joanne Torres – Registrar
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Facility

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Food Service

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678-676-6936

Media Services

Christine Holland – Media Specialist
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678-676-6934

Security Staff

Roosevelt Weatherly – Campus Supervisor – @dekalbschoolsga.org

Ronald Brown – Campus Supervisor –@dekalbschoolsga.org
Officer Johnny Brunette – School Resource Officer
@dekalbschoolsga.org
678-676-6904

"HELP IN A HURRY DIRECTORY"

www.chambleehs.dekalb.k12.ga.us

***The school day begins at 8:15 a.m. and ends at 3:20 p.m. ***

For assistance with	please call 678-676-6902 for
Absences/Attendance Concerns	Attendance Office
Academic/Grade Concerns	Teacher/Counselor
Academic Letter	Counseling & Career Center
ADA/IDEA/Section 504	Counseling & Career Center
Address/Telephone Change	Registrar
Announcements	Front Desk
Athletic Activities	Coach or Front Desk
Calendar (Activities, Sports, Events)	Front Desk
Certificate of Attendance for Drivers Permits	Attendance Office
Check-In/Check-Out	Attendance Office
Career/College Information	Counseling & Career Center
Class Dues	Class Officer/Sponsor
Clubs/Extracurricular Activities	Club/Organization Sponsor
Community Service Hours	Counseling & Career Center
Discipline Concerns	Discipline Office
Dress and Appearance	Attendance Office
Gifted Program	Front Desk
ID Cards (Student)	Student/Teacher Support Office
Locker Problems	Student/Teacher Support Office
Lost and Found	Student/Teacher Support Office
Lunch (Free/Reduced-Price Applications)	Cafeteria Manager's Office
Magnet Program for High Achievers	Curriculum/Instruction Office
Make-up Work	Teacher/ Counseling & Career Center
Medication	Attendance Office
Mentoring Program	Counseling & Career Center
Messages	Attendance Office
Pizza with the Principal	Front Desk
PTSA Information	PTSA Co-Presidents
Parent-Teacher Conferences	Front Desk
Parking Permits	Campus Supervisor
Prom	Junior Class Sponsor
SAT/PSAT/ACT	Counseling & Career Center
Scholarships	Counseling & Career Center
Student Government	Student Council Sponsor
Study Table	Athletic Liaison
Tardiness	Attendance Office
Testing	Curriculum/Instruction Office
Textbooks	Student/Teacher Support Office
Transcripts	Counseling & Career Center

Tutoring	Counseling & Career Center
Visitors	Front Desk
Volunteer Opportunities	PTSA Co-Presidents/Front Desk
Work Permits	Counseling & Career Center

Table of Contents

Section I: ACADEMICS.....Page 5

Statement of Beliefs	5	Parent/Teacher Conferences	10
General Instructional Expectations	5	Parent Classroom Observations/Non-Student Visitors	11
Bell Schedules	6	Grade Appeal Process	11
Grading System	7	Graduation Requirements	11
Grade Point Average (GPA)	7	NCAA Eligibility	12
Academic Programs	7	Senior Exam Exemption	13
End-of-Semester Exams	9	Honors Programs	13
End-of-Course Tests & GHSGT	9	Academic Letter	13
Progress/Deficiency Reports & Report Cards	10	Bulldog Service Hours/Community Service	14
ParentPortal	10	Senior Service Day	14

Section II: Student Expectations and Rules.....Page 15

Discipline Brochure	15	Homework/Make-Up Assignments	22
Academic Honesty	15	Illness at School	22
Consequences of Academic Dishonesty	16	Tardiness	23
Dress and Appearance	17	Attendance Intervention Plan	23
Attendance	18	Behavior	24
Absences	19	Detention	25
Check-In	20	Evening-School Suspension & In-School Suspension Programs	26
Check-Out	20	After-School Student Expectations	26
Campus Departure for Joint/PSO/Dual Enrollment	20	Out-of-School Suspension	27
Campus Departure for Work-Based Learning	21	Violations Leading to Request for Long-Term Suspensions	27
Unexcused Absences and/or Truancy	21	Electronic Devices	28
Certificate of Non-Compliance	22	Cell Phones	28
Perfect Attendance	22	School Bus Behavior	28

Section III: ATHLETIC and EXTRACURRICULAR ACTIVITIES.....Page 29

School Attendance/Assigned Disciplinary Consequences	29	The National Collegiate Athletic Association (NCAA) Eligibility	30
Athletic Uniforms/Equipment	30		

Section IV: GENERAL INFORMATION.....Page 30

Address and Phone Number Changes	30	Lockers	33
Assemblies/Pep Rallies	30	Lost and Found	34
Textbooks/Instructional Resources	31	Reporting Process for Lost and Stolen Items	34
Bags/Book Bags	31	Medical Situations	34
Checks	31	Motor Vehicles	35
Emergency Procedures	32	Student Drop-off/Pick-up	35
Forgotten Items/Messages	32	Photo Identification Card	35
Fundraising/Solicitation	32	Severe Weather Procedures	35
Student Passes	32	Telephones	36
Leaving Campus	33	Visitors	36

Section V: STUDENT SERVICES .....Page 36

Counseling Services	36	Lost or Damaged Materials	40
College-Bound Students	37	Computer Use	40
"Support" Programs	37	Internet Use Violations	40
Schedule Changes	37	DESTINY	40
Meals (Breakfast/Lunch) Program	37	FirstClass Student Email Accounts	41
Lunch Procedures	38	CCHS Book Club/CHAMA Club	41
Lunch Break Area	38	READ to FEED	41



Media Center	38	The DeKalb County Public Library (DCPL)	42
Services and Materials	39	Databases Available for Student Use	42
Media Center Passes	39	CCHS Summary of Attendance Policies and Procedures	43
Check-Out Procedures/Fines	39	DSCD 2015-16 Character Traits	45

Section I – ACADEMICS

The mission of Chamblee Charter High School (CCHS) is to foster excellence by promoting the intellectual, social, moral, and physical growth of every student. CCHS strives to prepare its students for their future, assisting each student to reach his or her potential. At CCHS, "personal best" performance is expected of every student.

Statement of Beliefs

As stated in our Charter (www.chambleehs.dekalb.k12.ga.us), CCHS believes that:

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

General Instructional Expectations

While in the classroom, students are expected to:

1. Apply themselves attentively and constructively to all instructional activities
2. Respect the rights of others in the classroom to listen and to participate without being disrupted
3. Express disagreement in a courteous, respectful, and constructive manner
4. Listen with an open mind without ridicule to the ideas and opinions of others

5. Bring the necessary books and materials to class each day
6. Be on time to class

Bell Schedules

CCHS operates on a seven-period day for all grades. The routine bell schedules are as follows:

Chamblee Charter High School ~ Bell Schedules

Regular Bell Schedule 1		
Period	Warning Bell - 8:10 AM	
1	8:15 - 9:05	
2	9:10 - 10:00	
3	10:05 - 10:55	
4	11:00 - 12:35	
Fourth Period	A Lunch	11:00 - 11:30 Class → 11:35 - 12:35
	B Lunch	11:35 - 12:05 Class → 11:00 - 11:30; 12:10 - 12:35
	C Lunch	12:05 - 12:35 Class → 11:00 -12:05
5	12:40 - 1:30	
6	1:35 - 2:25	
7	2:30 - 3:20	

	Homeroom First** 2	Pep Rally Schedule 3
Period	**Homeroom 1st --- 8:15 - 8:30	Warning Bell - 8:10 AM
1	8:35 - 9:20	8:15 - 9:05
2	9:25 - 10:10	9:10 - 10:00
3	10:15 - 10:55	10:05 - 10:55
4	11:00 - 12:35	11:00 - 12:35
Fourth Period	A - Lunch 11:00 - 11:30	Class • (11:35 - 12:35)
	B - Lunch 11:35 - 12:05	Class • (11:00 - 11:30); (12:10 - 12:35)
	C - Lunch 12:05 - 12:35	Class • (11:00 - 12:05)
5	12:40 - 1:30	12:40 - 1:20
6	1:35 - 2:25	1:25 - 2:05
7	2:30 - 3:20	2:10 - 2:50 period 7 Pep Rally (2:50 - 3:20)

Effective 1/26/15

Grading System

All final grades are recorded numerically:

A	90 – 100	Excellent
B	80 – 89	Good
C	71 – 79	Fair
D	70	Passing
F	69 and below	Failing

Grade Point Average (GPA)

A student's grade point average (GPA) is important! A student's GPA often determines college admission as well as scholarship opportunities. SAT and ACT minimum scores are also required. For more information on the Georgia HOPE Scholarship Program requirement, refer to www.gacollege411.org.

According to the Georgia High School Association (GHSA), participation in athletic and extracurricular activities depends upon passing five classes each semester and being on track for graduation. Also, many parents have found that a 3.0 or higher GPA can make a big difference in their automobile insurance rates when their student begins to drive.

Grade point averages in DCSD are computed on a 4.0 scale. Advanced Placement® courses are computed on a 5.0 scale:

4.0 Scale	5.0 Scale
A = 4	A = 5
B = 3	B = 4
C = 2	C = 3
D = 1	D = 2
F = 0	F = 0

Academic Programs

Magnet Program for High Achievers: CCHS has a Magnet Program for High Achievers. This program provides students across DeKalb County with a challenging and innovative curriculum in a diverse environment. Students in the Magnet Program for High Achievers matriculate from Chamblee Middle School's magnet program or are selected via a lottery, which is conducted at the school district level.

Resident and Charter Programs: Resident students are defined as those students living within the CCHS attendance area, which is determined by DCSD. All students, who legally reside in the CCHS attendance area, are guaranteed a space at CCHS.

Students in the Charter Program are selected via a lottery, which is conducted at the school district level. CCHS seeks to narrow the gap between the Magnet Program for High Achievers and the Resident and Charter Programs by making benefits of attending CCHS available to resident and magnet students alike to enhance the educational experience for every student.

Special Education Program: CCHS will identify students for the Special Education Program through the Student Support Team referral process. Students, who move into the CCHS attendance area with an active Individual Education Plan (IEP), are also served through the Special Education Program. All students in the Special Education Program will be served according to the dictates of their IEP as mandated by federal law.

For information related to Americans with Disabilities Act (ADA) and/or the Individuals with Disabilities for Education Act (IDEA), contact the Lead Teacher of Special Education via the Front Desk.

Ninth Grade Academy: The Ninth Grade Academy offers an opportunity to assist ninth grade student's transition into high school. In addition, the Academy will strive to teach students study skills and appropriate behavior.

Work-Based Learning Program (WBL): WBL is structured educational experiences that integrate classroom learning (school based) and productive, structured work experience (work based). Through work-based learning, students are able to earn wages while learning from skilled professionals, experience the connection between education and real-life work skills, and/or experience potential careers in the workplace. Work-based learning provides an opportunity for juniors and seniors to start preparing for a career while still in high school. Individual programs of study in the freshman and sophomore years prepare students for a successful work-based learning experience.

Joint Enrollment/Post-Secondary Options (PSO) Enrollment: Eligible high school students who qualify may enroll in an accredited post-secondary institution and earn both high school Carnegie units and post-secondary credit. To participate in post-secondary options, the student must be at least 16 years of age and be classified as a junior (with a minimum of 10 units of credit) or a senior (with a minimum of 16 units of credit). Interested students should seek additional information from their counselor (DCSD Board Policy/Descriptor Code: IDCH).

Move On When Ready (MOWR): MOWR is another option for early college. This program is an opportunity for qualifying eleventh and twelfth grade students to be enrolled at CCHS and take a full-time course load of college level courses at a college or university. To qualify, a student must have spent the past 2 consecutive years enrolled in a Georgia high school and be approved by his/her high school counselor. Funding options are available through the Georgia Department of Education for qualified students. See your counselor for additional criteria for MOWR candidates.

Advanced Placement (AP) Program: Through AP college-level courses and exams, students may potentially earn college credit while attending high school. See your counselor to find out how to participate in AP coursework. Additional information may be found at collegeboard.org.

Gifted Program: The Georgia Department of Education defines a gifted education student as "one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his/her ability(ies)." Gifted students are taught at least one period per day in a content-based program by a certified teacher of the gifted. Gifted students may also participate in Advanced Placement (AP), directed-study courses, and mentorship. Although the procedures for identifying and placing students in the Gifted Program are governed by the Georgia Department of Education Office (www.gadoe.org), program eligibility for DCSD is handled at the district level.

For information about the Gifted Program at CCHS contact our Gifted Liaison via the Front Desk.

End-of-Semester Exams (Final Exams)

The last 3-4 days of each semester are scheduled as final exam days. Final exams are comprehensive, covering the entire semester, for both general and advanced level courses. Two to three exams are given each day. Teachers are not authorized to administer early exams. Students are strongly encouraged to be present for each exam day. Parents are strongly encouraged to plan family trips after exam days. Any exam not taken during the scheduled final exam dates will result in a zero. The zero will remain until the student makes up the final exam. Requests to take exams after the scheduled dates must be submitted in writing and approved by the Principal prior to the absence.

Final exams should not count less than 10% but not more than 20% of the semester's final grade.

Georgia Milestones Assessment System

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Importantly, Georgia Milestones is designed to provide students with critical information about their own achievement and their readiness for their next level of learning – be it the next grade, the next course, or endeavor (college or career). Informing parents, educators, and the public about how well students are learning important content is an essential aspect of any educational assessment and accountability system.

Students at the high school level will take an end-of-course assessment in the following ten courses:

Language Arts
Ninth Grade Literature and Composition
American Literature and Composition

Mathematics
Algebra I (Beginning Winter 2015)
Geometry (Beginning Winter 2015)
Coordinate Algebra
Analytic Geometry

Science
Physical Science
Biology

Social Studies
United States History
Economics/Business/Free Enterprise

Campus Portal

Infinite Campus is the name of our Campus Portal. Parents are strongly encouraged to take advantage of Campus Portal. Details related to creating a Campus Portal account should be available at the beginning of the 2015-2016 school year. Parents may call CCHS' Counseling and Career Center or log onto DCSD's or CCHS' website to gather more information related to Campus Portal.

Progress Reports/Deficiency Reports/Report Cards

Progress Reports: DCSD requires the issuance of progress reports. Progress reports are issued upon completion of 4.5, 9, and 13.5 weeks of each semester. Students are expected to deliver their progress reports to their parent/guardian.

Deficiency Reports: Teachers may prepare a deficiency report and/or progress report for any student who is failing. These reports will indicate a specific plan for remediation and must be signed by the parent and returned to the teacher. The CCHS Charter document exempts teachers from the DCSD requirements of a deficiency report prior to the posting of the final grade. However, teachers must issue DCSD generated grade reports. Since teachers issue DCSD generated grade reports—which also constitute official notification (see Charter on school website— www.chambleehs.dekalb.k12.ga.us/), any grade discrepancies must be reported within two weeks after each grade report.

Report Cards: Final grades will be issued via a report card. Report cards are generated and mailed at the end of each semester.

Parent/Teacher Conferences

Assisting students to reach their full potential requires a committed partnership between parents and CCHS. An important means of maintaining communication is through parent-teacher conferences. Parents who wish to have a face-to-face meeting with their student's teacher(s) or who wish to talk with the teacher(s) by telephone may call the CCHS Front Desk at 678-676-6902 during regular office hours. In order for the secretary to schedule a conference without conflicts, allow 24 hours. Parents may also contact teachers via emails. Email addresses for teachers may be found on the school website – www.chambleehs.dekalb.k12.ga.us.

Additionally, four (4) parent-teacher conference opportunities are planned throughout the school year. Conferences will begin at 3:30 p.m. and end at 5:30 p.m. To conference with your student's teacher(s) on the parent-teacher conference dates, call the CCHS Front Desk at 678-676-6902 to schedule conferences.

Parent Classroom Observations and Non-Student Visitors

Parents who wish to observe a classroom should call the Assistant Principal for Instruction at least 24 hours beforehand to schedule an observation. Parent classroom observations are not permitted on final exam days.

Unless authorized by the Principal, non-students are not permitted to visit or observe classes during the instructional day. Unauthorized non-student visitors or observers found loitering on the CCHS campus or in the building will be asked to leave immediately. Failure to comply could result in disciplinary and/or criminal charges.

Grade Appeal Process

The parent/guardian should provide a written statement (emails are acceptable), detailing the reason(s) for the grade appeal, to the Assistant Principal for Instruction. The written statement should include the following:

1. Specific reason(s) for the grade appeal
2. Title of the assignment(s) and assignment dates which are being appealed
3. Relevant documents such as email correspondence with the teacher(s)
4. Preferred outcome of the appeal

Upon receipt of all pertinent information and documentation, the appeal will be investigated. Upon conclusion of the investigation, the person who filed the appeal will receive notice of the findings. If in disagreement with the decision of the Assistant Principal for Instruction, the parent/guardian making the appeal will have the right to appeal the final decision to the Principal.

Graduation Requirements

For students who enter ninth grade in the 2008-2009 school year and thereafter, a minimum of 24 units, consisting of designated required courses, in grades nine through twelve must be completed satisfactorily in order to meet the requirements for graduation

(DCSD Board Policy/Descriptor Code: IHF(6)). CCHS students completing the required 24 units will be considered a "graduating senior" and are deemed eligible to graduate from CCHS. A representative of the DeKalb County Board of Education or school administration will be present to release the diplomas to the principal for distribution to members of the graduating class.

Graduating seniors may participate in activities and events planned for the senior class as well as the commencement exercise. Students not completing the required 24 units will not be allowed to participate in the commencement ceremony.

The Principal reserves the right to deny participation in activities and events planned for the senior class and related to the commencement ceremony.

The National Collegiate Athletic Association (NCAA) Eligibility

The National Collegiate Athletic Association (NCAA) is a nonprofit organization. Its members are a diverse group and are located all over the country—including more than 1,200 colleges and universities, conferences and other organizations.

The NCAA Eligibility Center works to ensure that all athletes looking to compete at the Division I and Division II levels have complied with the rules of the NCAA and are held to the same standards as all college student-athletes. The NCAA Eligibility Center looks at a student's academic records, including high school transcripts, core courses, and SAT/ACT scores, and athletic history to determine whether they will become eligible to compete in college. The Eligibility Center also determines an athlete's amateur status.

Quick Facts about the Eligibility Center

- The eligibility center clears you to play college sports (you are not eligible until cleared by the NCAA Eligibility Center)
- You should register at the beginning of your sophomore year in high school (Only Division I and II schools require registration)
- College coaches need to have your NCAA Eligibility Center profile/ID # put on an Institutional Request List (IRL) in order to start the process of getting cleared
- Getting cleared does not guarantee a scholarship. Get in touch with college coaches for the best opportunity to find a school
- The Eligibility Center determines an athlete's amateur status

NCAA Division I requires 16 core courses. NCAA Division II requires 16 core courses. Credit recovery courses through DeKalb Online Academy (DOLA) and/or Georgia Virtual School do not meet NCAA requirements, and will impact students' ability to receive athletic scholarships.

For the above information, more information about NCAA eligibility, and to verify CCHS's list of NCAA courses log on to the Eligibility Center's website (www.eligibilitycenter.org).

***Eligibility standards for students entering high school during the 2015-2016 school year should refer to the New NCAA Division I Initial-Eligibility Standards at www.eligibilitycenter.org.

Senior Exam Exemption

Seniors may exempt the final exam each semester in each subject in which the following criteria are met:

1. Student's grade must be 90 or above.
2. Student has missed no more than four (4) class days. (Field trips, college visits and religious holidays are not counted as absences for this purpose. All absences must be excused absences. All excused absences must be marked excused within 24-48 hours of the absence).
3. Student has no referrals (including cell phone violations) or excessive tardies.
4. Student must have satisfactory conduct.
5. Student must have cleared all financial obligations (i.e., media center fines, textbook fees, uniform fees, etc.).

NOTE:
*Teachers reserve the right to require an exam.
*A 504-Plan does not protect absences.

Honors Programs

CCHS hosts honors programs late in the spring to recognize students and their accomplishments in academics, attendance, and service. Students and parents are welcome to attend all honors programs.

The top ten percent of each graduating class are recognized as honor graduates at the honor program and commencement exercises. For consideration as an honor graduate, a student must fulfill the following requirements:

- Complete at least three semesters at CCHS
- Complete all courses required for the diploma (A student with an incomplete grade [I] in any course required for graduation will not be considered)

Students in violation of the academic Honor Code are ineligible to receive this recognition.

Academic Letter

Students become eligible for the CCHS Academic Letter during the fall of their sophomore year. CCHS Academic Letter applications are due in the Counseling & Career Center on or before the first Monday in March of the school year. Students eligible to submit an application must meet one of the following criteria to qualify for this award:

1) Cumulative GPA of 3.75 (minimum). A copy of the student's transcript must be attached to the application. The student is to request the transcript from his/her counselor.
2) Number of AP courses successfully completed. The student must have taken two in the tenth grade or three in the eleventh grade. A copy of the student's transcript and a copy of the AP examination scores must be attached to the application. Only juniors and seniors may apply under this option.
3) Improvement in four (4) core classes from one semester to the next – i.e., grades must rise from C's to B's or B's to A's. Transcripts illustrating improvement must be attached to the application and the student must indicate the four (4) core classes.

The application also requires SAT or ACT scores, if taken, and a parent's signature. Current and former teachers will be requested to submit an evaluation. Students may get a copy of the CCHS Academic Letter application from the Counseling & Career Center or the Front Desk. All completed applications and supporting documentation should be submitted to the student's counselor. CCHS Academic Letters will be awarded to qualified student applicants during the respective honors programs in the spring. Students must apply to be eligible to earn the letter.

First year award recipients will receive an academic letter. Second and subsequent year award recipients will receive a bar to wear on the academic letter.

Bulldog Service Hours/Community Service

Students at CCHS are encouraged to volunteer at school and in the community. Bulldog Service Hours are for awards. There is no graduation requirement for volunteer work. To earn a Bulldog Service Award, a freshman must verify twenty (20) hours of community service per year. Sophomores, juniors, and seniors must verify thirty (30) community service hours per year. To earn the Senior Award, a student must earn an award in his/her sophomore and Junior years as well. Student's name, title of activity, brief description of community service, date, and number of hours should be submitted on 8 $\frac{1}{2}$ X 11 inch paper (letter size) with an adult verifying signature or on the Bulldog Service Hours Reporting Form which is available on the CCHS website. Completed forms and letter-size documentation should be submitted to the student's counselor before the start of spring break. Service hours from previous school years may not be reported and will not be credited towards the Bulldog Service Hours Award. No late submissions will be accepted. All students who turn in the appropriate number of service hours will receive their awards at the respective honors programs in the spring. Although students will be recognized at the respective honors programs, they will not receive individual notification or individual invitations to the awards programs as all students and parents are encouraged to attend.

Senior Service Day

Senior Service Day is an opportunity for twelfth grade students to job-shadow, support, and establishes relationships with members of local businesses, partners-in-education, and other community organizations. Participating students may accrue community service hours

for their volunteerism. Students will be responsible for submitting documentation for community service credit. Senior Service Day will be scheduled during second semester as determined by administration.

Section II - STUDENT EXPECTATIONS and RULES

Discipline Brochure

The DeKalb County Board of Education follows a district wide approach to the administration of disciplinary procedures. Every year each student receives a copy of the ***Code of Student Conduct-Student Rights and Responsibilities and Character Development Handbook***. This handbook provides information regarding inappropriate behavior. Specific offenses and their consequences are clearly described in this handbook. Also this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities.

Each student is responsible for reviewing the Student Rights and Responsibilities Booklet each year. Parents/guardians and students should read the ***Code of Student Conduct-Student Rights and Responsibilities and Character Development Handbook*** and discuss its contents together. A signed acknowledgement of receipt is required from each student and parent/guardian. During the first week of the school year, this booklet will be discussed in class and students will be tested on its content. Student's test scores are recorded.

Students who enroll during the school year will receive a **Code of Student Conduct-Student Rights and Responsibilities and Character Development Handbook** upon completion of enrollment.

Academic Honesty

At CCHS, students are expected to practice academic honesty. The Honor Code of CCHS is that every student is honor bound not to lie, cheat, or steal.

Academic dishonesty can take many forms. At CCHS, the following terms may be used to describe academic dishonesty:

1. **Lying** is the student's intentional falsification or denial of facts or the creation of a false impression.

2. **Cheating** is:

    - Giving, receiving, or attempting to give or to receive unauthorized assistance.
    - Representing another's work as being one's own, Examples include: giving or sharing information on a test, quiz, homework, or project; copying another student's work of any kind; providing or receiving of answers to test or quiz

questions to someone who has not taken the test or quiz; turning in work for credit that is not one's own.

3. **Stealing** is the taking or receiving of anything without the consent of the owner.

4. **Plagiarism** is the use and passing off as one's own ideas or writings of another and claiming them as one's own.

***Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures (*http://library.duke.edu/research/plagiarism/).

Plagiarism charges can be brought against you for the following offenses:

- Copying, quoting, paraphrasing, or summarizing from any source without adequate documentation
- Purchasing a pre-written paper (either by mail or electronically)
- Letting someone else write a paper for you
- Paying someone else to write a paper for you
- Submitting as your own someone else's unpublished work, either with or without permission

Consequences of Academic Dishonesty

CCHS Students are expected to adhere to academic honesty. Student(s) involved in any academic dishonesty will:

1. Receive a grade of **zero**, and that student will be **required** to write an essay** which must contain no fewer than 500 words. Moreover, the teacher will set up and conduct a conference with the student and the parent(s) discussing the seriousness of the offense

2. Be **reported** by the teacher to the Instructional and Discipline Assistant Principals

3. Be **considered** for dismissal from the National Honor Society, Beta Club, and other honor organizations

4. Not be **eligible** during that academic year to receive a Student of Distinction Award, an Academic Letter, or any other award which would diametrically oppose academic honesty

Footnotes:

**CCHS values honesty and learning; consequently a dishonest student will be required:

- To submit an essay of no less than 500 words explaining why the student committed this offense (due date to be determined by the teacher). This essay should serve as a character-developing vector, and include a discussion of values—especially those that emphasize the importance of making correct moral and ethical choices. The violation of trust has far reaching consequences that not only involve the offender, but also his/her classmates, parents/guardians, and CCHS.

- The parent/guardian of the student should review the essay before it is submitted to the teacher. The parent/guardian, teacher, and student will discuss the offense and the essay during the meeting.

Dress and Appearance

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school; therefore, students must adhere to local and district-wide dress code requirements. Students who fail to comply with the local and/or district-wide dress code requirements, as enumerated below, may be charged with the ***Code of Student Conduct-Student Rights and Responsibilities and Character Development Handbook*** Offense #25 – Student Dress Code Violation and/or Offense #19a – Repeated Violation of School Rules.

- Students are expected to follow all school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.

- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff, or visitors are prohibited.

- The wearing of clothing, insignia, symbols, or adornments worn or carried on or about a student which promote gangs, the use of controlled substances, drugs, alcohol, or tobacco is prohibited

- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, innuendos, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

- The wearing of pants below the waist line, torn, ripped, or frayed jeans, off-the-shoulder shirts, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short skirts, short shorts, pajamas, net/see-through garments, flip-flops, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits are prohibited.

In addition to the above dress code requirements, students are expected to adhere to the following local rules:

1. Shirts must have a collar or a crew neck. No tank tops, tube tops, muscle shirts, spaghetti straps (shoulder straps must exceed the width of individual's four fingers), v necks or low cut tops.
2. Shorts, skirts and dresses must be fingertip length. The outer garment worn over form-fitting bottoms must be fingertip length.
3. Shorts, skirts and dresses under sheer overlays must be fingertip length.
4. Shirts and bottoms must meet -- no bare midriffs.
5. No pajamas or clothing that can be viewed as pajamas can be worn.
6. The appropriateness or inappropriateness of writing on the "seat of pants" will be determined by an administrator.
7. Students must wear shoes at all times.
8. No head gear (hats, scarves, do-rags, or sweatbands, etc.) unless worn for religious reasons. Physical Education teachers may approve of appropriate headgear during outside activity.
9. Students may not wear or display bandannas.
10. Jewelry that is "multi-finger" is not acceptable.
11. No sunglasses.
12. Dog chains, clothing, jewelry or accessories with flat and/or pointed studs are prohibited at CCHS.
13. No picks or combs will be worn in hair. No metal picks shall be allowed on campus.
14. Students are not allowed to braid hair on campus.
15. No teeth grills or removable teeth caps may be worn.

***Students will be assigned In-School Suspension (ISS) if rules are not be followed.**
***The principal's decision on individual student dress issues will be final.**

Attendance

The school day begins at 8:15 a.m. and ends at 3:20 p.m. CCHS students are expected to attend all class sessions. There is a direct correlation between a student's grades and his/her attendance. Daily attendance at school is necessary to achieve success in course work. Therefore, punctual and regular attendance is essential.

Once a student arrives at school, he/she is expected to remain until 3:20 p.m. Students who must leave school during the day must check out through the Attendance Office. Students are not allowed to leave campus for breakfast or lunch. Students who leave campus without properly checking out will receive disciplinary consequences. Students who 'check out' must leave campus.

Students working on a class project outside of the classroom must have designated identification on his/her person. All class projects must be accomplished on campus unless prior approval has been granted by the Principal.

For a summary of the CCHS Attendance Policies and Procedures, please see page 43-44.

Absences

The Attendance Office opens at 7:30 a.m. each morning. Parents of students who are absent should phone the Attendance Office at 678-676-6919 each day of their student's absence.

Per the ***Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook***, excused absences are defined by Georgia law as follows: personal illness, serious illness or death in the family, religious holiday, instances which attendance could be hazardous as determined by DCSD, registering to vote/voting in a public election, tests and physical exams for military service and the National Guard, and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service.
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

When students return to school after an absence, they must present a written statement from the parent or guardian giving the reason for the absence. The note should state the reason for the absence, have the signature of parent/guardian, the date(s) of absence, and a phone number where a parent can be reached and the student ID #. **The student should present this note to the Attendance Office within 24-48 hours of absence. Otherwise, absence will remain unexcused.**

Any student missing 15 days excused or unexcused days may not receive credit for that semester. Parents may appeal this decision in cases of extenuating circumstances.

Students who have unexcused absences cannot make-up the work missed and will receive zeros for daily work, tests, and homework, which will be averaged in with their other grades.

Seniors are allowed four college/university visits. Appropriate documentation must be provided, such as an email from a college representative from the college/university visited, a college invitation, and/or a letter of attendance on college/university letterhead must be provided to justify college/university visit for the absence to be excused. **"Senior Skip Day" is not authorized and participants will have a discipline referral.** All documentation for verification of absences should be made within 2 days of the absence. If an attendance error has been made on a student's record, notification must be

received prior to the end current marking period or within one week. Once an absence has been recorded as unexcused, it can not be changed at the local level outside of this window. All questions and concerns pertaining to absences should be directed to the Attendance Office prior to the absences.

Check-In

Any student arriving at CCHS after 8:15 a.m. must report to the Attendance Office and sign in. Parents who cannot accompany their student to school for check-in purposes must notify the Attendance Office of the reason the student is late and the expected time of check-in. Notes and/or emails will be verified. The Attendance Office staff will issue a pass for legitimate reasons. Students arriving late to school for reasons other than doctor's appointment, illness or a late DCSD school bus are unexcused.

Check-Out

Taking students out of school during the day is strongly discouraged. Medical, dental, and legal appointments should be made outside of school hours if at all possible. If a student must leave school during the day due to illness or other reasons, the student must check-out through the Attendance Office. Students who are ill may not leave to ride Marta.

Written notification from a parent/guardian must be submitted to Attendance Office staff if someone other than the parent/guardian will be checking out a student. An Attendance Office staff member will verify notification prior to allowing a student to check out. For students who drive and need to check out, written documentation and direct parental contact must be made before the student will be allowed to checkout. Students who 'check out' must leave campus.

Students are not allowed to leave campus unless they are properly checked out. Students who leave campus without properly checking out will receive disciplinary consequences. Students who drive off campus without properly checking out may be suspended and may lose their privilege to drive on campus. Once a student arrives on CCHS campus they cannot leave unless authorized to do so by an administrator. Students are not permitted to leave campus for breakfast or lunch.

Campus Departure for Joint Enrollment/PSO/Dual Enrollment Students

Students participating in the post-secondary option/dual enrollment/ACCEL programs are allowed to leave campus according to their approved schedules. These students must report to the Attendance Office to sign out prior to departing campus and to sign in after reporting to campus. After reporting to the Attendance Office, students arriving early on campus before their scheduled class time must report to the Media Center until their scheduled class begins. Students are not allowed to roam the halls or loiter on campus upon checking out. Students in violation of this policy are subject to disciplinary actions.

Campus Departure for Work-Based Learning Program Students

Students participating in the Work-Based Learning Program must report to the Work-Based Learning Coordinator at the beginning of the class period. Work-Based Learning students who are scheduled to work will be released to go to the Attendance Office to sign out prior to departing campus. Work-Based Learning students, who are not scheduled to work, must remain in class for the duration of the school day. Failure to follow the outlined Work-Based Learning procedures will result in disciplinary consequences and possible removal from the program.

***Students working on class projects outside of the classroom must have designated identification on his/her person. All class projects must be accomplished on campus unless prior approval has been granted by the Principal.

Unexcused Absences and/or Truancy

The following will apply to all unexcused absences:

# of Unexcused Absences	School Action Per Occurrence
1 - 2	Teacher notifies the parent of absence.
3 - 4	Attendance Office notifies the parent of absence and refers student to the Counselor who will meet with student.
5	Assistant Principal for Attendance meets with the student and parent for the purpose of discussing the reasons for absences and signing an attendance contract.
6 - 7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence.
8+	Referral to Social Workers to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor General's Office, DFACS, or other agency.

***State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25 and not greater than $100, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense.

Skipping Class or Required Activities

Students who are not in their assigned places at the assigned times are considered skipping. If students do not report to class/required school activity or leave school or school property without permission from an administrator they are in violation of the ***Code***

of Student Conduct-Students Rights and Responsibilities and Character Development Handbook Offense #10 – Skipping Class or Required Activities. In addition, students reporting 15 minutes after the tardy bell are regarded and treated as skipping.

Consequences and intervention levels for skipping class or required activities will be assigned according to the ***Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook***.

Seat Time

CCHS is committed to high academic standards, and for this reason the following policy pertaining to seat time is deemed necessary:

To receive credit in a course, Georgia's Department of Education requires not only a passing grade in the course but also a minimum amount of seat time. Per SBOE Rule 160-4-2-48, a credit course, one for which credit toward high school graduation is awarded and which qualifies as part of the instructional day –

a) Must consist of 150 clock hours of instruction (75 clock hours for one-half Carnegie unit) in a traditional schedule or
b) Must consist of a minimum of 135 clock hours of instruction in a block schedule

Late arrivals and early check-outs are included in calculating class attendance. For a student to take full advantage of the educational opportunities at CCHS, he/she should be in attendance each day. Regular attendance and achievement in school subjects are strongly correlated. Students with a low attendance rate may be denied course credit and receive a failing course grade.

Perfect Attendance

Students who receive the Perfect Attendance recognition will be recorded as present every day of the school year on the official student record. Students must attend at least four periods out of seven in order for the day to count. Students who receive a referral for attendance-related violations will not be considered. Three tardies will count as an absence for the purpose of determining eligibility of this award.

Homework/Make-Up Assignments

Homework and make-up assignments may be obtained through the school website (www.chambleehs.dekalb.k12.ga.us). After accessing the website, click on the department, then the link to the faculty member's webpage to see weekly plans. If you have are absent/excused for three days or more and/or if assignments are not available electronically, contact the student's counselor to make arrangements to pick up missed work. Allow 24 hours to collect assignments.

Illness at School

Students who become ill during the day should immediately tell a classroom teacher or another responsible adult. Ill students should be sent to the Attendance Office with a pass from their teacher. Parents will be notified and asked to pick up the student at school as soon as possible. It is very important that an emergency card with the current home and work telephone numbers (and cell numbers if available) be on file in the Attendance Office.

Students should not go to the restroom for any period of time if they are ill, without notifying the teacher first. "Sick and in the restroom" is not an acceptable reason for missing class and will be considered skipping. Any student who leaves school without properly checking out will be considered skipping and appropriate disciplinary action will be taken. Students reporting 15 minutes after the tardy bell are regarded and treated as skipping.

Tardiness

Tardies

Students arriving to school after 8:15 a.m. will check in at the Attendance Office to receive an excused or unexcused pass. No student should be admitted to class without an authorized pass from an Administrator or an Administrator's designee. Each pass that the student receives will reflect total number of tardies and consequences.

The following will apply to all tardies:

# of Tardies	Consequences Per Occurrence
1 - 2	Student receives warning. Teacher is responsible for contacting the parent(s). Student receives administrative warning.
3 - 6	Student receives 1 day detention or comparable consequence. Referral to Counselor. Attendance Office will notify parent(s).
7 - 9	Student receives 1 – 2 days Evening School Suspension or comparable consequence. Student-parent conference scheduled for purpose of signing an attendance contract. *Implementation of the Attendance Intervention Plan as determined by an Administrator.
10	Student receives 3 – 5 days Evening-School Suspension, 1 – 3 days In-School Suspension, or comparable consequence as determined by the Administrator. Referral to Counselor and Social Worker. *Implementation of the local Attendance Intervention Plan as determined by an Administrator.
11+	Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence. Parent is contacted. Referral to Counselor and Social Worker.

*Attendance Intervention Plan

Students who consistently arrive to class late will be redirected through the Attendance Intervention Plan. Various strategies will be utilized to correct the behavior. Parents will be asked to assist the school in the success of his/her students. The following is a list of consequences that may be utilized during the process:

Student Conference
Parent Contact
Parent Conference
Counselor Referral
Locker Plan/Locker Reassignment
Cafeteria Duty
Lunch Detention
Administrative Detention
Evening School Suspension
Loss of Privileges (parking permit, media center, courtyards, pep rallies, extracurricular participation, or other administrator assigned details)
In-School Suspension (for a period)
In-School Suspension (for a half day)
In-School Suspension (all day)
Administrative/Security Escort
Parent/Administrative Escort
Social Worker Referral

Certificate of Non-Compliance

Due to TAADRA (Teenage and Adult Driver Responsibility Act), students who accumulate ten (10) unexcused absences at any time within a year will receive a Certificate of Non-Compliance, which is reported to the Department of Driver Services (DDS).
***Students 15-17 years of age are reminded that the state of Georgia will suspend their driver's license/permit or not allow them to get one if they are a non-compliant student.

A non-compliant student is one who:

(A) Has dropped out of school without graduating and has remained out of school for ten consecutive school days
(B) Has ten or more school days of unexcused absences in the current academic year or ten or more school days of unexcused absences in the previous academic year
(C) Has been found in violation by a hearing officer, panel, or tribunal of one of the following offenses, has received a change in placement for committing one of the following offenses, or has waived his or her right to a hearing and pleaded guilty to one of the following offenses:
    (i) Threatening, striking, or causing bodily harm to a teacher or other school personnel;
    (ii) Possession or sale of drugs or alcohol on school property or at a school sponsored event

(iii) Possession or use of a weapon on school property or at a school sponsored event. For purposes of this division, the term "weapon" shall have the same meaning as in Code Section 16-11-127.1 but shall not include any part of an archeological or cultural exhibit brought to school in connection with a school project

(iv) Any sexual offense prohibited under Chapter 6 of Title 16

(v) Causing substantial physical or visible bodily harm to or seriously disfiguring another person, including another student. O.C.G.A. § 40-5-22 (a.1)

Behavior

At CCHS, the right of each student to learn and each teacher to teach is a priority. This is our reason for existence. Any behavior that interferes with these rights will be subject to disciplinary actions.

CCHS students are expected to:

1. Treat each other and school personnel with respect
2. Help keep CCHS clean and free of litter and graffiti
3. Refrain from using offensive words and vulgar language
4. Express dissent in a positive, constructive, and democratic way
5. Care for school property and equipment
6. Refrain from bullying, harassing behavior, and fighting
7. Move quietly and purposefully through the halls
8. Walk on the right side of the halls, stairs, and sidewalks
9. Refrain from spreading rumors or making threatening comments
10. Refrain from using social media for inappropriate, harmful reasons
11. Report to a teacher or administrator any comments or actions which may be considered threatening
12. Refrain from inappropriate displays of affection
13. Keep food and drinks in the cafeteria and other designated areas. Eating and drinking are not permitted in the halls and foyer areas unless approved by an administrator.

***Only Seniors with ID cards may eat on "Sidewalk Café" during their assigned lunch time.

In addition, laser pointers, handcuffs, chains, and similar items are prohibited on the CCHS campus because they are a threat to school safety and personal safety.

Students who ride skateboards to school must store them in their locker or turn them in to the Discipline Office upon arrival to school. Skateboards stored in the Discipline Office must be picked up at the end of the school day.

An Administrator may assign various disciplinary interventions to aid in the modification of student behavior. Such interventions may include:

Counseling Referral

Behavior Contract
Parent/Administrative Escort
Administrative/Security Escort
Time Check
Alternate Schedule
Cafeteria Duty
Lunch Detention
Administrative Detention
Evening School Suspension
Teacher Buddy Room
Loss of Privileges (parking permit, media center, courtyards, pep rallies, extracurricular participation or other administrator assigned details)
In-School Suspension (for a period)
In-School Suspension (for a half day)
In-School Suspension (all day)

Detention

Teacher-Assigned Detention

A teacher-assigned detention is a detention assigned by a teacher. Some teachers' schedules allow them to give only a morning or afternoon detention. The decision is the teacher's and students are expected to report for teacher's detention as assigned. The student will be given one day's notice in order to arrange for transportation. Teachers are expected to notify parents/guardians of a teacher-assigned detention. A student who does not report for teacher-assigned detention will be referred to an administrator.

Administrative Detention

An administrative detention is a detention assigned by an administrator. Administrative Detention will be held daily from 3:30 – 4:30 p.m. Students serving afternoon detention must leave campus after detention or report to a designated waiting area or afternoon activity. Students assigned to Administrative Detention are expected to report promptly to the assigned room, with proper study materials, and take a seat without communicating to anyone except the Evening School Suspension coordinator. Failure to report to Administrative Detention will result in ESS (Evening-School Suspension). Administrators are expected to notify parents/guardians of an administrator-assigned detention.

Evening-School Suspension and In-School Suspension Programs

The Evening-School Suspension Program (ESS) and the In-School Suspension Program (ISS) are used as a means of modifying student behavior and to meet school's goals. The programs are also designed to alleviate the undesirable behavior of the students who do not respond to normal techniques of classroom management. In the ESS and ISS programs, students will be required to complete academic assignments and/or behavior modification assignments under close supervision of the ESS/ISS coordinator. Only an Administrator may assign a student to ESS or ISS (usually as a result of a discipline referral). Administrators are expected to notify parents/guardians of program assignments.

ISS means the removal of a student from regular classes and assigned to an "in-school suspension" setting at the school. The student's teachers send class assignments to ISS. Failure to serve an ISS assignment may result in additional ISS assignments, ESS assignments, and/or Out-of-School Suspension (OSS). Students may be assigned to ISS for periods varying from one to ten days. They are required to report to the ISS room at 8:10 a.m. with all of their books and no bags. Students assigned to ISS will be required to store all bags in assigned lockers. Students must complete all their assignments given by their teachers. Students may not talk, interact with other students, sleep, eat, drink, or have any electronic devices and/or accessories related to electronics. They may bring their own lunch. Students are responsible for arranging transportation and must exit the building at the end of the school day. **Students may not attend or participate in extracurricular activities while assigned to ISS. Students may resume participation in extracurricular activities the day following the completion of his/her ISS assignment.**

ESS is a 2-hour after school program which could entail character education lessons and/or study sessions. Students assigned to ESS are expected to report promptly to the assigned room, with proper study materials, and take a seat without communicating to anyone except the ESS coordinator. Failure to report to ESS will result in additional ESS assignments, ISS assignments, and/or OSS. Students may be assigned to ESS for periods varying from one to ten days. They will be required to report to the ESS room at 3:30 p.m. for assigned duties and must remain until 5:30 p.m. Students serving ESS must leave campus after ESS. Students are responsible for arranging transportation for pick up at 5:30 p.m. **Students may not attend or participate in extracurricular activities while assigned to ESS. Students may resume participation in extracurricular activities the day following the completion of his/her ESS assignment.**

After-School Student Expectations and Parent/Guardian Pick-up

Parents/guardians are strongly encouraged to pick-up their student(s) promptly at the conclusion of each school day or extracurricular activity. Students who have completed teacher tutorials must report to the designated parent pickup area until his/her ride arrives. Students may not leave campus after school and return to campus for a ride. Students in violation of this local school rule will be charged with the Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook Offense #8b – Refusal to Follow Instructions of Faculty or Staff Member/Insubordination and/or Offense #21 – Loitering.

Out-of-School Suspension

"Short-term suspension" means the removal of a student from school (or school bus) for one to ten school days, as imposed by an Administrator.

School work missed during the 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 days, parents/guardians may request school work and pick up the school work during school hours.

"Long-term suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Due Process Facilitator or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Due Process Facilitator, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

Violations Leading to Request for Long-Term Suspensions

All illegal drugs, alcohol, weapons and tobacco are prohibited on the CCHS campus at any time. Possession of illegal drugs, alcohol, or a weapon will result in immediate suspension. Parents, law enforcement agencies, health services, and counseling agencies will be called immediately. The use and/or possession of tobacco, alcohol, illegal drugs or weapons -- in any form -- are prohibited throughout CCHS in the building, on the campus, and/or at CCHS-sponsored functions. This rule is applicable to students, parents, school personnel, and visitors. Students found guilty of any of the following offenses are subject to arrest and prosecution:

- Property theft
- Assault on teacher/staff/student
- Fighting
- School disturbances
- Weapons
- Drugs and drug paraphernalia
- Alcohol
- Misconduct outside of school hours or away from school
- Gambling
- Criminal trespassing
- Sexual offenses
- Bullying/threatening behavior
- Improper use of school materials and/or equipment

Electronic Devices

Electronic devices (with or without headphones) must be turned off and out of sight between the hours of 8:10am and 3:20pm. In addition, all accessories related to electronic devices must be out of sight before entering the building and throughout the instructional day. These items can only be used after the bell sounds to end the school day. Electronic devices and related accessories will be collected and returned to the parent/guardian of the student who violated the policy. Parent/guardian may collect confiscated devices before or after school. CCHS is not responsible for lost or stolen electronic devices.

Students who fail to comply with rules related to electronic devices will be charged and assigned consequences according to the Student Code of Conduct.

Cell Phones

Cell phones must be turned off and out of sight between the hours of 8:10am and 3:20pm. Cell phones and related accessories should be locked in lockers or cars during the day. CCHS is not responsible for lost or stolen cell phones and related accessories. Cell phones seen or heard during the instructional day will be taken from students. Cell phones that vibrate or sound in classrooms are classroom disturbances and students will receive disciplinary referrals. In addition, disciplinary action will be taken according to the ***Code of Student Conduct-Student Rights and Responsibility and Character Development Handbook***. The sharing of cell phones during the school day will merit disciplinary consequences for all parties involved. Confiscated cell phones will be returned to the parent/guardian only. Parents/guardians may collect confiscated cell phones from the Discipline Office before or after school. **Cell phones are not allowed in testing environment**. All questions and concerns pertaining to confiscated items should be directed to the Discipline Office.

School Bus Behavior

Riding a school bus is a privilege, not a right. Proper behavior is expected while waiting, loading, riding, and unloading. Students are expected to arrive at least 5 to 7 minutes prior to the designated departure time of their bus. The school bus is an extension of the CCHS campus and all school rules apply while a student is being transported to-and-from school or to-and-from school-sponsored activities. Bus drivers at the beginning of the school year will distribute rules governing students riding the school buses. Drivers may also assign students seats on the bus. Students engaging in inappropriate bus behavior will be charged with the ***Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook*** – Offense #16 – Bus Misbehavior and will receive disciplinary consequences accordingly.

When students arrive at CCHS, they must stay on campus.

A note signed by the parent and an administrator is required before a student can ride another bus.

Section III - ATHLETIC & EXTRACURRICULAR ACTIVITIES

All students are encouraged to participate in at least one of many extracurricular activities. A list of may be retrieved from the Front Desk or the Counselor and Career Center.

At CCHS, all "eligibility activities", including athletics, debate and literary contests, are regulated under the Constitution and By-Laws of the Georgia High School Association

(GHSA) and by the policies and procedures of DCSD. For more information, visit www.ghsa.net/.

To be eligible to participate in any GHSA-regulated extracurricular activity, students must pass at least five classes the preceding semester. The student must also be "on track" for graduation. A Study Table Program is available to students to assist them in maintaining academic eligibility and the required grade point average. CCHS coaches and activity sponsors are committed to the integrity of the CCHS academic program and fully support the requirement for students to maintain their academic eligibility.

According to the Georgia High School Association (GHSA), participation in athletic and extracurricular activities depends upon passing five classes each semester and being on track for graduation.

Before trying out, practicing for, or participating in any athletic activity, students should contact the appropriate coach or sponsor for specific information regarding eligibility, migratory status, study table, etc. All students must have:

1. a physical examination conducted by a medical doctor
2. school insurance or insurance waiver
3. a completed and signed registration form
4. a media release form indicating approval or disapproval of media coverage

School Attendance/Assigned Disciplinary Consequences

School attendance is required on the day of extracurricular activity participation or competition. Students assigned Evening-School Suspension (ESS) or In-School Suspension (ISS) may not participate in extracurricular activities or academic competition until the day following the completion of the ESS or ISS assignment.

Athletic Uniforms/Equipment

Students who are issued athletic uniforms and/or other related athletic equipment are responsible for the upkeep and maintenance of those items. Uniforms and/or other related athletic equipment issued must be returned to the designated coach at the end of the team's season.

The National Collegiate Athletic Association (NCAA) Eligibility

The National Collegiate Athletic Association (NCAA) is a nonprofit organization. Its members are a diverse group and are located all over the country—including more than 1,200 colleges and universities, conferences and other organizations.

The NCAA Eligibility Center works to ensure that all athletes looking to compete at the Division I and Division II levels have complied with the rules of the NCAA and are held to the same standards as all college student-athletes. The NCAA Eligibility Center looks at a student's academic records, including high school transcripts, core courses, and SAT/ACT

scores, and athletic history to determine whether they will become eligible to compete in college. The Eligibility Center also determines an athlete's amateur status. See Section I of this handbook for more information.
***Eligibility standards for students entering high school during the 2015-2016 school year should refer to the New NCAA Division I Initial-Eligibility Standards at www.eligibilitycenter.org.

Section IV - GENERAL INFORMATION

Address and Phone Number Changes

To update school records (address change, name change, phone number, etc.) during the school year, the student or his/her parent(s)/guardian must notify the Registrar. In the event of an emergency, attendance or disciplinary situations, it is very important that all contact information is accurate and current.

Assemblies/Pep Rallies

Assemblies are for special programs of interest to the student body. Pep rallies are scheduled to promote school spirit and to motivate students. All students and staff are required to attend pep rallies and designated assemblies. Students are expected to behave appropriately at assemblies and pep rallies. Visitors are frequently present during these assemblies -- either as participants in the assembly and/or as guests in our school. The appearance and behavior of CCHS students reflect directly on the school and on the DCSD. All local and district-level rules are applicable during assemblies and pep rallies. Inappropriate dress and unacceptable behavior will not be tolerated.

Textbooks/Instructional Resources

Textbooks or other instructional resources are issued to each student by CCHS and are the property of the DCSD. Books and other instructional resources that are lost, damaged, or stolen must be paid for by the student to whom they were assigned. Fees for lost or damaged books or other instructional resources must be paid before report cards and/or certificates of promotion/diplomas are released.
Students are responsible for:

1. Having their textbooks and/or other instructional resources available for class work at all times.
2. Keeping the books and/or other instructional resources in good condition.
3. Returning the books and/or other instructional resources at the end of the semester or school year (depending upon the class) or at the time of withdrawal from CCHS.
4. Scantron barcodes must remain on all texts. Removal of a barcode will result in the book showing as lost and students will have to pay full price.
5. A torn barcode may be replaced for $5.00.
6.

Bags/Book Bags

Book bags may not be carried or worn throughout the school day (unless approved by an administrator). Book bags will be stored in a locker from 8:15 until 3:20. Student-athletes will be expected to store athletic bags and gear in their lockers or in areas designated by their team coach.

Students will not be allowed to bring oversized bags and/or book bags to school during the last week of first and second semester. All bags and/or book bags, with the exception of bags or book bags not exceeding 6 X 12 inches, will be confiscated at the door and secured during the school day. Students will be allowed to pick up their bag(s) and/or book bag(s) at the end of the school day.

Checks

Checks will be accepted from students or parents, through the week prior to spring break, for payment of most fees and purchases. Checks must be imprinted with the account-holder's name, address (not a P.O. Box), and telephone number (starter checks will not be accepted). Checks returned due to insufficient funds in the account must be redeemed with cash, money order, or certified funds for the amount of the check plus a $20 return check fee. After returning from Spring Break, only cash or money orders will be accepted.

PLEASE NOTE: Check-acceptance privileges at CCHS may be permanently eliminated for anyone who gives CCHS a bad check. Under those circumstances, all subsequent financial transactions must be made in cash or certified funds only.

Emergency Procedures

Fire Drills: When the fire alarm sounds, students must respond according to the emergency evacuation plan for fire drills. Teachers are expected to review procedures for fire drills on a regular basis. Fire drills are held monthly.

Intruder Alerts/Lockdown Procedures: Intruder alerts are a means to assure student safety and secure the school. Teachers are expected to review procedures for intruder alerts or "lock downs" on a regular basis. All intruder alert drills are treated like the real thing. Therefore, no student, staff, parents, or visitors are permitted to leave their secured areas or to enter the school until the alert is canceled.

Tornado Drills: An announcement over the intercom will indicate a tornado drill and/or the possibility of an actual tornado. When this occurs, students are to proceed to the nearest inside hall on the lower level of the school, following the established Tornado Drill Plan posted in each classroom. Because the offices are also evacuated, office telephones are not answered during this time. CCHS participates in the statewide tornado drill every spring.

Forgotten Items/Messages

Delivery of forgotten items (i.e., books, reports, projects, PE clothes and/or lunch) interrupts instructional time and is strongly discouraged. Any items or messages that must be delivered to a student during the school day should be taken to the Attendance Office prior to 3:00 p.m.

1. Students are not to be removed from the classroom to take phone calls.
2. Emergency phone messages will be delivered to the student by a staff member. **Phone messages for students must be restricted to emergencies. These messages will only be accepted from a parent/guardian.**
3. Parents bringing a forgotten lunch to students are requested to bring a "brown bag" lunch not a commercially prepared fast food.
4. Parents bringing items for their student(s) must sign the "Delivery/Message" log when leaving items.

Fundraising/Solicitation

All fundraising and/or charity drives conducted by CCHS personnel, students, or booster clubs must be approved in writing by the Principal.

Student Passes

Any student out of class during instructional time must have a proper pass from his/her classroom teacher, an administrator or other resource personnel. Students without a proper pass may be charged with skipping.

Leaving Campus

After arriving at CCHS, students are not to leave the campus for any reason, unless they have been properly checked out by their parent(s). If students leave school or school property without permission from an administrator they are in violation of the ***Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook*** Offense #10 – Skipping Class or Required Activities. When the school day ends or school is otherwise dismissed, and students leave campus, they are not to return to the campus. To assure building security and student safety, students may not "hang out" anywhere on the CCHS campus after the close of the school day. "Hanging out" after the school day is a violation of the ***Code of Student Conduct-Students Rights and Responsibilities and Character Development Handbook*** – Offense #21 – Loitering. Students receive disciplinary referrals for loitering. Students engaged in after school activities are expected to stay with their coach or sponsor until their transportation arrives.

Lockers

All students must use an authorized Master® combination lock to secure their hall, PE, and instrument lockers. Students may purchase these locks from the Student/Teacher Support Office. These authorized locks work on a master key. In an emergency, lockers may be accessed by appropriate school personnel. Unauthorized locks will be removed. Locker cleanouts and unannounced locker checks may be conducted several times during the school year. Food or beverages may NOT be stored in a locker after lunch or overnight. Lockers must be emptied on or before the last day of the school year as directed by the administration.

Lockers in the Physical Education Department are available for students while they are in their Physical Education (PE) class. Students are expected to secure their PE lockers during class time. In addition, students are expected to remove their items from the PE lockers daily in order that students in each PE class will have lockers to secure their personal items.

The usage of instrument lockers will be determined and handled by the directors of band and orchestra.

Sharing lockers is prohibited and is subject to disciplinary action. Students are cautioned not to give their locker combination to anyone. If any contraband or other prohibited items are found in a locker, the student who is assigned that locker will bear any disciplinary actions.

Lost and Found

All items of clothing, purses, books, keys, calculators, and other valuables will be held in the CCHS Student/Teacher Support Office. Lost and found may be checked before or after school. Any unclaimed items are donated to a charitable collection agency at the end of each semester.

Students are encouraged to keep their books, purses, jackets, and other personal items in their lockers or with them at all times. Students are asked to not bring excessive amounts of money and/or wear expensive or irreplaceable jewelry, watches, jackets, shoes or other valuable items to school. CCHS is not responsible for these items. Names written on personal belongings enable school personnel to return items to students when found.

Engravers are available in the Media Center, with the Math Department Chair and the Front Desk. Students are strongly encouraged to engrave their calculators in case of loss and to prevent theft.

CCHS is not responsible for lost or stolen items.

Reporting Process for Lost and Stolen Items

To report lost or stolen items, students must complete a Lost/Stolen Item Form (located in the Discipline Office) and submit to personnel in the Discipline Office. Upon receipt, the Assistant Principal for Discipline will meet with student to determine the need to investigate and/or assign disciplinary consequences.

Medical Situations

The term "medication" shall mean all legal substances including but not limited to prescription drugs, over-the-counter (OTC) drugs, inhalants, pills, tablets, capsules, liquids, "natural remedies", herbs, vitamins, dietary supplements, homeopathic medicines, and all other legal drugs. Any students required to take medication while at school will follow the procedures of **DCSD Board Policy/Descriptor Code: JGCD and the accompanying regulation, JGCD-R**, as well as any procedure designated by the relevant school administrator.

CCHS personnel cannot provide medications (including over-the-counter medication) to students. All medications (prescription and over-the-counter) must be kept in the Attendance Office with the appropriate form signed by the parent and the physician. Medicines may not be carried with the student or kept in the student's locker. Students who fail to comply with this rule may be charged with the ***Code of Student Conduct- Students Rights and Responsibilities and Character Development Handbook*** Offense #5 – Alcohol/Drugs/Substances. Students who are required by a physician to keep inhalers with them at all times must have written documentation on file in the Attendance Office.

For information about Section 504 and 504 plans, call the Counseling & Career Center.

Motor Vehicles

Parking spaces will be assigned according to availability and only to students who have a valid driver's license. Parking stickers may be obtained from a Campus Supervisor.

Students should park only in the space assigned to them. Students may not loiter in an automobile or around parking spaces/lots. Should a student need to return to a vehicle during class time, a written pass must be obtained from an administrator

Students are expected to observe all traffic laws, signs, curb markings, and courtesies while operating a vehicle on the CCHS campus. Operating a vehicle in an objectionable or reckless manner may result in losing driving and/or parking privileges or possible arrest. Disciplinary consequences may result in the removal of parking privileges.

Student Drop-off/Pick-up

The primary student drop-off/pick-up location is the loop along Mendenhall Street. Other student drop-off/pick-up locations may be designated throughout the year. Parents/guardians driving student(s) to school or picking student(s) up from school should

use the designated area(s). The local businesses across the street from the front of the school are not designated student drop-off/pick-up areas. Parents/guardians are expected to pick up their student(s) promptly after the completion of their student's activity – preferably, no more than thirty minutes later. All drivers are expected to observe all traffic laws, signs, curb markings, and courtesies while operating a vehicle on the CCHS campus. Parents/guardians are expected to comply with directions provided by officers directing traffic and/or signage that may be posted.

Photo Identification Card

Per the *Code of Student Conduct-Student Rights and Responsibility and Character Development Handbook #24 – Student Identification Card*, all students must carry identification cards while on school property and at any school event. **Students are expected to have their identification cards on their person at all times** and will be required to present them for various reasons throughout the school day and at school activities. Students who are not in possession of their identification cards are in violation and may be asked to leave the school grounds and may receive disciplinary consequences.

The first identification card is free. Students must pay for replacement identification cards. Replacement identification cards may be purchased in the Student/Teacher Support Office.

Pizza with the Principal

Pizza with the Principal is an opportunity for students to meet face-to-face with the principal in a small group setting. During these meetings, students may ask questions, share concerns and/or provide feedback about matters related to CCHS. The meetings are generally held during the lunch block. The meeting schedule will be made available at the beginning of the school year. Students may sign up to participate in Pizza with the Principal at the Front Desk.

Severe Weather Procedures

Severe weather may require the unexpected closing of school. When this happens, an announcement will be made on radio and/or television, usually beginning at 6:00 a.m. Check local radio/television stations for school closings.

Occasionally, due to the unexpected onset of severe weather, school may have to be closed after the school day has begun. If at all possible, buses will transport those students who normally ride the bus to their regular bus stop. Students who walk to school and students who drive to school will also be dismissed to go home. Parents should be certain that their students know what to do if there is early dismissal.

When possible, announcements related to severe weather will be shared electronically and/or via phones.

Telephones

Students who need to call parents about extracurricular activities may use a phone in the Attendance Office. Students who are ill may call parents from the Attendance Office. Cell phones can only be used after 3:20 p.m.

Visitors

CCHS welcomes all visitors who have a legitimate reason to visit the campus. All visitors must first sign in at the Front Desk, state their business, and receive a visitor's pass. Under no circumstances will visitors be allowed to enter or interrupt class unless accompanied by a CCHS administrator.

Parents who wish to observe a classroom should call the Assistant Principal for Instruction at least 24 hours beforehand to schedule an observation.

Parents wishing to have lunch with their student should inform the student ahead of time to meet them in the Front Desk, follow the sign-in procedures and obtain a visitor's pass. An administrator will designate tables inside the building or outside the building for lunch.

Non-students found loitering on the CCHS campus or in the building will be asked to leave immediately. Students from other schools may not visit during the school day. On semester exam days, no visitations will be approved.

Section V - STUDENT SERVICES

Counseling Services

The Counseling & Career Center at CCHS provides support to the entire school community. Counselors advise student on academic, personal, and social issues and concerns. Counselors may refer students to either DCSD or outside agencies, when appropriate, for additional support such as special education, psychological services, social services, homebound instruction, and medical situations.

CCHS counselors assist students by conducting an annual conference with each student. During this conference, counselors will review the students' progress towards meeting graduation requirements, discuss the student's educational and career goals, and advise students on course selection for the upcoming school year. Parents should schedule advisement conferences online during the designated advisement times for each grade level. Please check the CCHS website for announcements on when the advisement will begin for each grade level.

College-Bound Students

CCHS counselors assist juniors and seniors with their college applications. Students may set appointments with their individual counselors to discuss collegiate opportunities. A Scholarship Notebook is housed in the Counseling & Career Center. We encourage students to frequently review the Scholarship Notebook and to apply for all scholarships that they may be eligible for.

College representative visits are posted outside the Counseling & Career Center, via Bulldog Bulletin, and on the CCHS website. Seniors and Juniors interested in visiting with a college representative must obtain written permission from their teacher(s) (according to class period and time of visit) and must secure a pass from the staff in the Counseling & Career Center at least three (3) days prior to the college representative's visit. The counselors will also publish a monthly scholarship newsletter to highlight select scholarship opportunities. Copies will be available on the website and in the Counseling and Career Center. Students are encouraged to frequently review the Scholarship Notebook and the Scholarship Newsletter and to apply for all scholarships that they may be eligible for.

"Support" Programs

CCHS counselors provide assistance in mentoring and tutoring. Other "Support" programs available at or through CCHS include SAT elective courses and lunch tutorials.

Schedule Changes

Academic class schedules may be changed during the first ten days of the semester for the following reasons only:

- Missing course pre-requisites
- Completion of online or summer school course
- Correction of clerical or administrative error
- Balance class sizes

Students may not switch electives once the semester has started. Students should submit a schedule change form by the tenth (10th) day of the semester and return it to his or her counselor with the required parent signature. If the schedule can be adjusted, students will be notified of the change. Students are responsible for returning any issued textbooks to their teacher.

Course level changes, based on difficulty, during the semester, may be considered after a parent/teacher conference, and with administrative approval. These changes must occur prior to the tenth (10th) day of the semester in order to minimize disruption in the student's schedule.

Meals (Breakfast/Lunch) Program

Breakfast is served daily from **7:00 a.m.** until **8:00 a.m. for $___ per student. School lunches, which include one half-pint of milk, are available for ___ per student. Extra half-pints of milk are available for $___ each.** Students may bring their own food and drink for lunch. Students may pay in advance for their breakfasts and/or lunches -- by the week or by the month. Charging a meal is not allowed. Additionally, parents/guardians may log onto https://mylunchmoney.com/ to establish a lunch account for their student(s). Payment must be made using a credit card or debit card. Once establishing the account, parents/guardians can add money and check balances. For more information, call the Food Service Manager at 678-676-6936.

For families who qualify, free or reduced-price breakfasts and lunches are available. Families who think they may be eligible are encouraged to investigate this possibility. Application forms are available during Open House and throughout the school year from the CCHS Food Service Manager or the Front Desk or on the school website – www.dekalb.k12.ga.us/chambleehs/.

Lunch Procedures

When students leave a cafeteria table, they are expected to:

- Clear the table of litter, disposing all trash into the proper receptacles.
- Make sure the tabletop is clean.
- Push their chair under the table.

Lunch Break Area

Students are allowed only in the following areas during their assigned lunch:

- Cafeteria
- Seniors only are allowed in the senior courtyard. ID cards are required.
- Media Center (with an appropriate pass) – NO food or drinks allowed in the Media Center.

No student may be in the front entrance, in the stadium, on the outdoor basketball and tennis courts, the gym lobby, gym, or the PE locker rooms during lunch period unless he or she is assigned to a PE class at that time or unless he/she has received prior approval from an administrator.

Media Center

The CCHS Media Center is fully automated. Circulation is computer controlled. Books and student ID cards are scanned at the checkout desk. Computer terminals enable students to perform key word searches to develop a focused bibliography on their topic.

The CCHS Media Center Hours:
7:45 am – 3:45 pm (Monday - Friday)

Services and Materials

The CCHS media center has approximately 18,000 books for student checkout. All books, audiovisual materials, and other media center materials are listed in DESTINY, the online catalog located at each of the computer stations in the media center. We also have e-books available on DESTINY for student and faculty use. Please see a media specialist for the password.

Audiovisual materials and equipment are available for use in the media center upon request. The media center subscribes to 14 popular print magazines and newspapers. Current magazines are located on the magazine rack and back issues are on the shelves behind the circulation desk. Current newspapers are located on the book drop and older issues stacked on the shelves below. The current newspapers may not be removed from the media center until the following day. Current magazines may be checked out for 3 days and back issues may be used for projects.
Students may use the copy machine in the media center. The charge for copies is $.10 per page. Computer stations are available for word processing. All black and white computer printing is $.10 per page of text. All color computer printing is $.50 per ¼ page / $1.00 full page.

Media Center Passes

During Class Time:
Students must have a pass to visit the media center during class time. Students without passes will be returned to class. Passes are not required before school 7:45 - 8:10 a.m. or after school. Students may get a pass from a teacher or a media specialist.

During Lunch Time:
Lunch passes can be checked out before school and used for that day only. Passes are checked out for 6 hours and must be turned in during lunch. Students must be in the media center before the late bell rings and will not be allowed to leave the media center before the end of the lunch period. Students may also use a teacher written pass to come to the media center during their lunch period.

Check-Out Procedures/Fines

Students are permitted to check out books for two weeks. A fine of $.05 per school day will be charged for each overdue book. A book may be renewed if another student has not reserved it. Reference books may be checked out after 2:30 PM and kept overnight. They are due in the media center by 8:05AM. A charge of $.10 per day will be assessed for overdue reference materials.

The student number is used to check out materials. Students must present their ID card in order to check out books. Students are responsible for anything checked out in their name so it is recommended that they **do not check out books for friends.**

Students should return all books to the book drop just inside the media center entrance. Students are not to entrust the responsibility of returning books to anyone else. **Students are not to leave books on the circulation desk or carts.**

Students who visit inappropriate websites may lose media center and/or computer privileges or face other disciplinary actions.

Lost or Damaged Materials

Restitution must be made for lost or damaged books and/or other instructional resources. If the book and/or other instructional resources are found later, the money will be refunded.

Computer Use

The CCHS media center has 20 computer workstations with Microsoft Office software including PowerPoint and Word. Students are encouraged to be careful about saving their work and are encouraged to use FirstClass and/or USB drives (thumb drives) for document management. The media center also provides Internet access for research purposes. In accordance with DeKalb County's *Internet Acceptable Use Agreement (IAUA)*, all students wishing to use the Internet must know the terms and conditions of the IAUA. This information is included in the *Student Rights and Responsibilities Manual.* Please be aware that a violation of the *IAUA* may result in the suspension of Internet privileges and may result in further disciplinary actions.

Internet Use Violations

Computers are strictly for schoolwork. Reading personal e-mail, playing games, accessing social networking sites, shopping or listening to music etc. are prohibited. Violations will result in the loss of computer privileges.

For repeated or serious offenses including downloading obscene material and vandalism, the media specialist will contact the administration immediately and disciplinary action will follow.

DESTINY (http://destiny.dekalb.k12.ga.us)

Our web-based, automated catalog and circulation system allows students to search for books and websites or check their accounts for overdue books and fines. The ***Destiny*** homepage also has links to research pathfinders, databases, reading lists, and other student resources. Students login to ***Destiny*** with their FirstClass user ID and the password ***mydestiny***. It is the student's responsibility to check his account and take care of any overdue obligations. Students may also renew materials online one time.

Mrs. Smith ??? Student Email Accounts (http://cnet.dekalb.k12.ga.us)

This email service is provided to all DeKalb County students and teachers. Each student has an individual *user ID* and *password*. The user ID is "S" + the student's 7 digit ID #. The password is exactly the same.

Example: username S1234567
Password S1234567

FirstClass accounts provide 10 megabytes of space for document management and email. Students can save, retrieve and e-mail assignments and other documents to their teachers, classmates and/or themselves. FirstClass can be accessed from any Internet computer and can also be downloaded to home computers. Instructions are available in the media center. *We highly encourage students to use this program to manage their work and communicate with their teachers.* The Media Specialist is available to assist students with login problems.

CCHS Book Club

Book Club members will read Georgia Peach Book Award titles (20) in preparation for the Helen Ruffin Reading Bowl. The titles are available on the DESTINY homepage under Student Resources. This club will meet on Tuesdays from 3:30 – 5:00 pm. All interested may join.

CHAMA Club

Chamblee Media Assistants is a club that promotes interest in the media center and information science field and gives students an opportunity to gain experience in media center duties. Students will also have the opportunity to choose a community service project and to sponsor special programs such as poetry readings and author visits. This club meets on Tuesdays from 3:30 until 5:00 p.m.

READ to FEED

This is a school wide "Read-a Thon" to raise money and awareness of world hunger. At the beginning of the school year, students pledge to read a certain number of books and they ask family and friends to make monetary contributions in support of their reading endeavors. All of the money collected will go directly to Heifer International- a nonprofit organization working to end world hunger. Students may earn community service hours.

The DeKalb County Public Library (DCPL)

As residents of DeKalb County, students at CCHS are eligible for a DeKalb County Public Library card. Cardholders have access to a wide range of print and online resources free of charge. Students are encouraged to obtain DCPL cards. As an incentive, the media specialists at CCHS media center will void $1.00 in CCHS media center fines for any student who shows a current DCPL card.

Databases Available for Student Use

GALILEO- http://www.galileo.usg.edu - GALILEO is the Georgia Online Virtual Library. This resource contains thousands of full-text journal and newspaper articles, images, and primary source documents on topics across the curriculum. The password changes quarterly. Ask Media Specialist(s) for the current password.

NetTrekker - http://www.nettrekker.com - a subscription search engine that helps students and teachers locate the best websites on the Internet for their particular research.

USA Test Prep - http://www/usatestprep.com - GHSGT and EOCT practice tests in all subject areas.

CollegeBoard Online SAT – http://www.collegeboard.com/satonlinecourseschool
Online SAT is access to interactive SAT lessons and practice tests. The SAT and the ACT login code for CCHS is 110650. Students should see their counselor for more information.

** Passwords for programs relating to the Media Center are available upon request. Students should see a media specialist for more information.

****Students will not be allowed to consume food or drinks in the Media Center. Cell phones and other electronic devices and related accessories are not allowed. Loud talking or socializing will not be tolerated. Students are expected to observe the school dress code. Students are expected to use the Internet appropriately. The media center is for reading, studying, research, and small group collaboration.**

Job Description: Principal, Chamblee Charter High School
Under direction from the DeKalb County School District (DCSD) and the CCHS Governing Board, serves as the instructional and strategic leader for the school; provides instructional and professional leadership to faculty and staff members; administers components of a High School, including instructional leadership, curriculum implementation, monitoring of instruction, and budget management; ensures compliance with state and federal laws. Supports the successful implementation of initiatives defined in the CCHS Charter Petition.

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Tasks and responsibilities will be in concurrence with implementing the Strategic Plan and Aligned Management System. Other duties may be required and assigned.

• Leads and monitors implementation of the school curriculum as mandated by the Georgia Department of Education, DCSD, and the CCHS charter petition through classroom visits, grade level and department meetings, scheduling and other related activities.
• Communicates organizational goals and objectives to stakeholders.
• Plans for student success; evaluates staff and program effectiveness through data analysis and other assessment forms.
• Recruits, trains, and retains highly qualified staff. Implements TKES per DCSD policy.
• Facilitates interpersonal interactions including, but not limited to problem resolution with students, parents and staff.
• Manages finances and resources
• Performs other duties as assigned.

EDUCATION AND/OR EXPERIENCE:
• Master's Degree in Education, Education Administration or closely related area is required.
• Minimum of seven (7) years classroom teaching, supervisory level education administration or closely related experience is required.
• Experience in Charter School and/or High School preferred.

CERTIFICATES, LICENSES, PERMITS:
• Valid Georgia Professional Standards Commission approved certificate in educational leadership at level L-5, NL-5, PL-6 or above required. If a level L-5, NL-5, PL-6 or above certificate is not held, the individual must be eligible for the NPL certificate in educational leadership.

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Job Description: Chief Financial Officer, Chamblee Charter High School

Under direction from the Principal, CCHS Governing Board, and DeKalb County School District, serves as the financial and operations leader for the school; administers the financial and operations components of the school, including campus security, information technology, facility maintenance, negotiates and provides oversight of food service and transportation providers; ensures compliance with state and federal laws. Supports the successful implementation of initiatives defined in the CCHS Charter Petition.

Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

• Leads and monitors implementation of the school's financial and operations systems as mandated by the Georgia Department of Education, DeKalb County School District, federal and state law, and the CCHS charter.
• Manages finances and resources effectively.
• Supports the Principal to ensure student achievement goals are met.
• Meets data and reporting requirements of DCSD and the Georgia Department of Education.
• Assists the Principal to recruit, train, and retain highly qualified finance and operations staff.
• Develops and supports transparent financial systems to support the mission of CCHS.
• Performs other duties as assigned.

EDUCATION AND/OR EXPERIENCE:

- Baccalaureate or higher degree in business, accounting, or finance from an accredited college or university.
- Minimum of four years' experience in a field related to business or finance OR
- Documented experience of ten or more years in the field of business and financial management.
- Experience at a Charter School preferred.

DRAFT

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  http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx

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- State Board of Education (SBOE) Rules on Charter Schoools:

  http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/Pages/PEABoardRules.aspx

  SBOE Rule 160-4-9-.04 Charter Schools and Charter Systems Definitions (Code: IEB)

  SBOE Rule 160-4-9-.05 Charter Schools Petition Process (Code: IEB(2))

  Guidelines for the Charter Schools Petition Process (To accompany State Board of Education Rule 160-4-9-.05)

  SBOE Rule 160-4-9-.06 Charter Authorizers, Financing, Management, and Governance Training (Code IEB(3))

  Guidelines for Charter authorizers, Financing, Management, and Governance Training (To accompany State Board of Education Rule 160-4-9-.06)

- Georgia Charter Schools Statute, Official Code of Georgia Annotated, 2014 Updates

  Title 20. Education

  Section 2. Elementary and Secondary Education

  Article 31. Charter Schools Act of 1998

  http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx

2015–2016 Teacher Salary Schedule

Teacher Salary Based on 190 Work Days/8 Hours Per Day...

Professional Infield Certificate

Years of Credited Experience	Bachelor's Degree (Slot E04)		Master's Degree (Slot E05)		Specialist's Degree (Slot E06)		Doctor's Degree (Slot E07)	
	Annual	Daily	Annual	Daily	Annual	Daily	Annual	Daily
0	$ 42,499.99	**$223.68**	$ 45,109.07	**$237.41**	$ 49,441.71	**$260.21**	$ 54,161.76	**$285.06**
1	$ 42,499.99	**$223.68**	$ 45,109.07	**$237.41**	$ 49,441.71	**$260.21**	$ 54,161.76	**$285.06**
2	$ 43,529.99	**$229.10**	$ 46,139.07	**$242.83**	$ 50,471.71	**$265.64**	$ 55,191.76	**$290.48**
3	$ 43,529.99	**$229.10**	$ 46,139.07	**$242.83**	$ 50,471.71	**$265.64**	$ 55,191.76	**$290.48**
4	$ 43,529.99	**$229.10**	$ 46,139.07	**$242.83**	$ 50,471.71	**$265.64**	$ 55,191.76	**$290.48**
5	$ 43,581.49	**$229.37**	$ 46,242.07	**$243.37**	$ 50,780.71	**$267.26**	$ 55,500.76	**$292.10**
6	$ 44,056.62	**$231.87**	$ 46,795.02	**$246.28**	$ 51,585.73	**$271.50**	$ 56,351.60	**$296.58**
7	$ 44,108.62	**$232.15**	$ 46,899.02	**$246.83**	$ 51,897.73	**$273.14**	$ 56,981.60	**$299.90**
8	$ 44,160.62	**$232.42**	$ 47,003.02	**$247.38**	$ 52,874.64	**$278.28**	$ 58,691.36	**$308.90**
9	$ 44,212.62	**$232.69**	$ 48,897.68	**$257.35**	$ 55,254.16	**$290.81**	$ 61,332.96	**$322.80**
10	$ 44,579.94	**$234.63**	$ 50,365.12	**$265.07**	$ 56,911.92	**$299.53**	$ 63,172.72	**$332.48**
11	$ 45,011.14	**$236.90**	$ 50,868.76	**$267.73**	$ 57,481.04	**$302.53**	$ 63,804.45	**$335.81**
12	$ 45,641.91	**$240.22**	$ 51,876.24	**$273.03**	$ 58,619.60	**$308.52**	$ 65,067.60	**$342.46**
13	$ 46,587.02	**$245.19**	$ 52,394.99	**$275.76**	$ 59,205.80	**$311.60**	$ 65,718.27	**$345.88**
14	$ 48,000.01	**$252.63**	$ 53,432.08	**$281.22**	$ 60,378.24	**$317.78**	$ 67,019.68	**$352.73**
15	$ 49,448.94	**$260.25**	$ 54,075.11	**$284.60**	$ 60,982.02	**$320.95**	$ 67,689.88	**$356.26**
16	$ 50,961.73	**$268.21**	$ 55,727.60	**$293.30**	$ 62,189.92	**$327.31**	$ 69,030.00	**$363.31**
17	$ 52,512.43	**$276.38**	$ 57,416.02	**$302.18**	$ 62,811.82	**$330.58**	$ 69,720.29	**$366.94**
18	$ 54,075.11	**$284.60**	$ 59,154.33	**$311.33**	$ 64,700.54	**$340.52**	$ 71,100.64	**$374.21**
19	$ 55,727.60	**$293.30**	$ 60,944.52	**$320.76**	$ 66,654.39	**$350.81**	$ 72,907.10	**$383.72**
20	$ 57,416.02	**$302.18**	$ 62,784.61	**$330.44**	$ 68,684.08	**$361.49**	$ 75,112.42	**$395.32**
21	$ 59,154.33	**$311.33**	$ 64,700.54	**$340.52**	$ 70,751.68	**$372.37**	$ 77,381.60	**$407.27**
22	$ 60,327.83	**$317.51**	$ 66,654.39	**$350.81**	$ 72,907.10	**$383.72**	$ 79,650.78	**$419.21**
23	$ 60,327.83	**$317.51**	$ 68,684.08	**$361.49**	$ 75,112.42	**$395.32**	$ 81,792.22	**$430.48**
24	$ 60,327.83	**$317.51**	$ 70,057.16	**$368.72**	$ 76,613.23	**$403.22**	$ 83,432.74	**$439.11**
25	$ 61,499.34	**$323.68**	$ 70,057.16	**$368.72**	$ 76,613.23	**$403.22**	$ 83,432.74	**$439.11**
26	$ 61,499.34	**$323.68**	$ 70,057.16	**$368.72**	$ 76,613.23	**$403.22**	$ 83,432.74	**$439.11**
27	$ 61,499.34	**$323.68**	$ 71,432.23	**$375.95**	$ 78,112.05	**$411.11**	$ 85,057.29	**$447.66**
28	$ 62,696.80	**$329.98**	$ 71,432.23	**$375.95**	$ 78,112.05	**$411.11**	$ 85,057.29	**$447.66**
29	$ 62,696.80	**$329.98**	$ 71,432.23	**$375.95**	$ 78,112.05	**$411.11**	$ 85,057.29	**$447.66**
30	$ 62,696.80	**$329.98**	$ 72,793.34	**$383.12**	$ 79,612.85	**$419.01**	$ 86,695.81	**$456.29**

Provisional BT4 Certificate

$37,452.05 Annually, $197.11 Daily

**Certified staff holding BT4 certificate will receive $37,452.05 regardless of experience.*

SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal : R. Lowery

A.P. : J.D. Lewis

A.P. : C. Steadman

Other Staff : T. Carter

Counselor : W. Loper

Teacher : D. Peterson

Teacher : K. Porter-Davis

Custodian : K. Lyons

Parent : Lisa Thule

Law Enforcement: W. Davidson

Fire Department: 911

Other : N/A

Other : N/A

SAFE SCHOOL PLAN

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August	08/09/2013	September:	09/11/2013	October	10/09/2013
August	08/16/2013				
November	11/07/2013	December	12/06/2013	January	01/16/2014
February	02/13/2014	March	03/07/2014	April	04/02/2014
May	05/01/2014				

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary	Chamblee Middle	Grades	9-12
Primary	Dunwoody HS	Grades	9-12
Secondary	Lakeside HS	Grades	9-12
Secondary	Peachtree Middle	Grades	9-12

Tornado Drill(s):

First Semester Date: 10/21/2013

Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 09/03/2013

Type of Lockdown:

Second Semester Date: 02/04/2014

Type of Lockdown:

SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Lewis
Beacham

Designated staff to contact Regional Superintendent:
Coleman
Simon

Designated staff to identify missing/absent students and staff:
Barnes
Georges
Stephens
V. johnson

Designated staff to locate and identify the injured/sick:
Demer
Porter-Davis
Simon
Dayan
R. Jones

Designated staff to accompany injured/sick to medical facilities:
Steadman
Gavant
Wheeler
Loper
Smith

Identifed staff trained in First Aid and CPR:
Eskew
Warren
Reynolds
Smith

Designated staff to handle telephone calls:
Coleman
Rodriquez
Farrey

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.
Carter
B. Jones
V. Johnson
Peterson
Fraser

Designated staff to show emergency personnel utility and ventilation shutoffs:
Lyons
Clahar

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
SRO-Davidson
Wheeler
Lewis

Designated staff to make temporary ID badges for staff and emergency personnel:
Barnes
Beacham

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Lowery
Lewis
Steadman

SAFE SCHOOL PLAN

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies(Dekalb Police Dept., Poison Control, ect.)	Yes

SAFE SCHOOL PLAN

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes

SAFE SCHOOL PLAN

REPORTING CHECKLIST	ANSWER
Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked.	Yes
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	No

Reason: Not Applicable

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	No
Reason: Not Applicable	
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours and on field trips.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	No
Reason: Not Applicable	

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student access to parking areas during the school day is restricted. Reason: Not Applicable	No
Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Students sign and date each time they take their medication.	Yes
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. NOTE: Parents shall not activate or deactivate the system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	Yes
All students and staff members are brought into the building from mobile classrooms during storm warnings.	Yes
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has inplemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	No
Reason: Not Applicable	
Procedures have been developed for two-way communication with portable classrooms/modules.	Yes
Portable classrooms are locked when unoccupied.	Yes
Portable classroom doors are locked when class is in session.	Yes