



CHATHAM
CHARTER SCHOOL

2200 HAMP STONE ROAD, P.O. Box 245
SILER CITY, NORTH CAROLINA 27344

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Chatham Schools Formal Application

I. BASIC INTRODUCTIONS

INTENT: It is the intent of the person(s) and/or parties identified below to establish a Charter School pursuant to Chapter 731 House Bill 955 passed June 21, 1996 by the North Carolina General Assembly (GS 115C-238.29)

REQUEST FOR PRELIMINARY APPROVAL: This application and supplementary materials, if any, constitute a formal request to the chartering entity listed below to give preliminary approval for the Charter School described herein:

PRIMARY CHARTERING ENTITY: Local Board of Education of Chatham County

Name and address of the chartering entity:

Chatham County Schools
369 West Street
Pittsboro, NC 27321-0128

APPLICANT INFORMATION:

Name of Charter School: Chatham Charter School

Corporate Name: Chatham Charter School, Inc.

Phone: 919-742-4550

Contact Person: Ortho B. Tucker

Corporate Mailing Address: PO Box 245

Corporate Street Address: 2200 Hamp Stone Road

City/State/Zip: Siler City, North Carolina 27344-0245

Phone: 919-742-4550 (daytime)

Fax: 919-742-4694 2518

Email Address: ~~chatacad@mail.emj.net~~ admin@chathamcharter.org

PROJECTED AGE RANGE OF STUDENTS

Kindergarten through twelfth grade was approved by the state board during the 2012-13 school year. ~~Kindergarten (5 years of age) through eighth grade (14 years of age). Note: Chatham~~

~~Charter School would like to be open to revision for the purpose of expanding the student enrollment in grades 5 through 8 and opening grades 9-12 if and when the student population and interest arise and as facilities can be constructed to accommodate the children. Chatham Charter understands this could be done only through the revision of the charter in conjunction with Chatham County Schools, the primary chartering entity, and the State Board of Education.~~

LOCAL EDUCATION AGENCY LOCATION

The Charter School herein named is physically located in the following Local Education Agency: Chatham County Schools County: Chatham.

IT IS THE APPLICANT'S INTENTION THAT THIS CHARTER SCHOOL BE SUBJECT TO SOME SUPERVISION AND CONTROL OF IT'S ADMINISTRATIVE OPERATIONS BY THE LOCAL BOARD OF EDUCATION? Yes

IS THIS A CONVERSION OF AN EXISTING SCHOOL? Yes, this is the conversion of Kindergarten through the Eighth grade of Chatham Academy to Chatham Charter School.

ARE YOU CONVERTING A PUBLIC OR PRIVATE SCHOOL? This is the conversion of a private school.

NAME OF SCHOOL BEING CONVERTED: Chatham Academy

We the undersigned administration and faculty support the conversion of Chatham Academy to a Charter School (original signatures on file).

Ortho B. Tucker, Headmaster

Dr. Linda Greene

Joyce Baughman

G. Dale Bunch

Kimberly Hughes

Dora Ann Denault

Leslie Chavis

Form 1023 required for the acquisition of tax exempt status has been completed. A copy of this form is attached and can be found in the appendix. As is customary, the form will undergo review by the IRS and the provisions will be established by that body. These provisions will be fulfilled by Chatham Charter School. Updates and further copies will be available upon request.

Federal Tax ID Number: Our ID number is 56-1995360. ~~Due to computer shutdown # acquisition was delayed.~~

SERVICES: Do you plan to obtain services for the day-to-day operations of Charter School? Yes. The services which we desire to obtain from the LEA are, but not limited to, contracting special or exceptional children support, teacher in service workshop participation, clerical

assistance limited to the requirements established by the State Department of Public Instruction (SDPI) for completion of prescribed duties, and possible athletic participation which will be contingent on rulings made by the North Carolina State Athletic Association. It is understood that until the student population is established it will be difficult to establish some of these parameters. Also, it is the intent of the Charter School to employ the personnel and acquire the technological equipment and software to fulfill its duties required by the SDPI.

ACKNOWLEDGMENT:

The applicant acknowledges that, if successful in gaining final approval as a Charter School by the State Board of Education, the Corporation must enter into a formal contractual agreement with the Local Education Agency or the State Board of Education on behalf of the Local Board of Education.

Title: President and Board of Directors

Julia-Brent C. Milholen, President, Authorizing Agent of Corporation (signature on file)

II. STATEMENT OF IMPACT

By October 31, 1996, a statement of impact must be completed by the LEA. After the applicant completes the application, the applicant must send a complete copy of the application (including this impact statement) to the Superintendent of the LEA in which the charter school will be located. The LEA must complete the form and return it to the preliminary chartering entity (if other than the LEA) within fifteen days of receipt so that the chartering entity can use this information in evaluating the application.

The proposed Charter School is expected to impact on the Local Education Agency in the following manner: (described in the area below and attach any supporting documentation)

Local Education Agency:

Address:

Signature of Superintendent/Date:

Signature of School Board Chair/Date:

III. MISSION AND PURPOSE

- A. A description of the school's program and how it implements the purposes outlined in 115C-238.29A.

Chatham Charter will be a nonprofit, non-denominational school providing quality education for children of all races, creeds, and national origins. The faculty is expected to stretch the ability of every child, remembering that self-esteem and mutual respect are fundamental to an atmosphere that is open to questioning minds.

~~Our mission is to foster a student's desire to achieve personal academic excellence. Through integrity and respect for self and others, the students of Chatham Charter will be~~

~~prepared to embellish an ever-changing tomorrow.~~ Our mission is to establish and maintain a challenging learning environment that respects individual learners and prepares students to succeed in a globally competitive society. Our vision is for students to become self-directed, achieve academic excellence, develop personal values and responsibilities necessary to become globally competitive citizens in a rapidly changing world.

~~To achieve these goals, Chatham Charter School will consist of multi-aged, not grade classrooms. The multi-age grouping of students will allow them to be academically challenged while remaining cognizant of their personal growth, self-esteem, and academic competency. Homeroom classes will be limited to 15 students in the Kindergarten through the Fourth Grade. The first year and/or until new facilities can be built, the Fifth and Sixth Grades will be limited to a combine total of 16 students as will the Seventh and Eighth Grades. When a building project is completed, the Fifth through Eighth grades will each be expanded to 15 students per class. Class size in the Kindergarten through second grades is (18)-20 students with a maximum of (20)-22 students to safeguard for retention of students. In third through fifth grades the class size is 20 with a maximum of 22 to safeguard for retentions. In sixth through eighth grades class size will be 22 students with a maximum of 24 to safeguard for retention of students. If/when the high school is approved by the State, class size will be 25 students with a maximum of 27 to safeguard for retentions. Class size in grades 9-12 will be between 50 and 65 students per grade level or a maximum of 200 in grades 9-12.~~

~~Allowing students to study in a setting which is challenging, yet where success can be attained, speaks to the needs of the children. Small classes, allow teachers to be better able to serve the needs of the students while in the classroom. With this philosophy, Chatham Charter School will be able to address the needs of its students. The curriculum will be briskly paced, challenging, and college preparatory. However, the flexibility offered by removing the rigid structure of single grade level classes will allow for enhanced individual student progress. Overcrowding has caused the single grade level grouping system to become firmly entrenched as part of the educational structure. This structure contributes to impersonalization and strains student/teacher relationships. It is the intent of this school to address this problem:~~

~~Multi-aged grouping will encourage cooperation among students. Often students lack respect for younger peers. Students who are younger may only know older students for their exploits outside the classroom. Multi-age grouping allows students of various ages to build a valued report. Older students can act as leaders improving their self-esteem, while younger students can mature and develop socially with increased involvement with older students. However, the greatest advantage of multi-aged grouping is found in the assistance of students can offer each other in the learning process.~~

~~Multi-aged grouping promotes a positive influence among students which ultimately permeates the community. Students in a setting which promotes cooperation, respect, and compassion of the needs for others as well as education, understand that socially constructed barriers such as a classroom walls limit the potential of not only themselves but other. They will become aware that their success and the prosperity of the community in which they live embracing diversity for the betterment of all.~~

~~With these thoughts in mind, Chatham Charter School will address the topic outlined in 115C-238.29A. It is believed that the multi-aged grouping will place students in an environment which will improve student learning. Placing students in classes where they will be challenged~~

~~but can also be successful with expand learning experiences and enhance learning for both those at risk and those who are academically gifted. As will be expounded upon in the educational outline, teachers will have an opportunity to work with administration and parents to structure an environment conducive to learning. Teachers will be curriculum coordinators and developers outside the classroom while being coaches and facilitators in the classroom. Their goal will be to incorporate their own talents with the academic materials and the diversity found in the small classroom setting to induce student achievement:~~

B. State the educational focus of the Charter School

The focus of the Chatham Charter School is to allow grade level and age level flexibility in a rigorous college preparatory curriculum. This flexibility will afford each student the opportunity for success. Through their successes, students will find a renewed enthusiasm for academic endeavors. The ability to move through the curriculum, in classes that are challenging yet not overwhelming, will allow each student the opportunity to achieve his/her full potential.

C. From your perspective, state the likely impact of the community

Chatham Charter School would hope that programs found to be successful within the school could be shared and implemented in other settings. There are difficulties encountered in the removal of structure. However, the added opportunities which may be afforded the students outweigh the potential difficulties. We would hope that the successful results in these endeavors would result in added support for all the area schools from the private sector while also increasing parent interest. The Board of Directors would be open to suggestions from the LEA regarding other programs which could be beneficial to student success. Investigating these programs on a small scale prior to mass implementation could serve the interests of the students.

The number of students that would be served by Chatham Charter School should not affect the present school system appreciably. Furthermore, it is the intent to work jointly with the LEA so all funds allotted by both the State of North Carolina and through local funding will be used to maintain the educational objectives of the school systems.

IV. EDUCATION PLAN

A. Methods of documenting student success.

We plan to use the ABC's Accountability Model.

B. Student achievement goals

We will follow the guidelines set by the ABC's Accountability model for all students which are not formally exempted. We understand that any exemption from the ABC's Accountability model must be approved on a case by case basis. Even though the students will be in a multi-aged setting, they will be assigned a "grade level" for the purpose of testing. However, the school may choose to use other testing to supplement the ABC's Model. Example: ERBs have

been used in the past and may be used to continue evaluation of students in areas not covered by the ABC's Model at certain grade levels. Sharon Fouratt, Assistant Director of CPT III operations, was contacted on October 21, 1996. She confirmed that testing out of grade level could be done. An added cost for scanning sheets would be assessed. We feel this added testing would be beneficial for students wishing to access programs such as Duke TIPs. Also, this testing affords diagnostic information. The students will be compared to other students in a variety of norming groups which aid in program assessment.

C. Admissions policy

Chatham Charter School is a non-profit, non-denominational Charter School which provides quality education for children of all races, creeds and national origins.

According to North Carolina State Law, Chatham Charter School will give preference too:

By law (G.S. 115C-218.45(F)), ~~The charter School~~ may give enrollment priority to ~~any of the~~ following individuals:

- (1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
- (1a) Siblings who apply to the charter school for admission beginning in the same school year, such as when a sibling was not initially admitted due to grade level capacity.
- (2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
- (2a) A student who was enrolled in a preschool program operated by Chatham Charter School in the prior year.
- (2b) Limited to no more than ten percent (10%) of the school's total enrollment, a student who was enrolled for at least 75 consecutive days in the prior semester in a preschool program operated by an entity other than the charter school and the charter school has a written enrollment articulation agreement with the program operator to give the program's students enrollment priority.
- (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the Review Board, the following:
 - a. Children or grandchildren of persons (i) employed full time by the charter school or (ii) working full time in the daily operation of the charter school, including children of persons employed by

an education management organization or charter management organization for the charter school.

b. Children or grandchildren of the charter school's board of directors.

- (4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

((h) During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

(h2) For the purposes of this subsection, a foreign exchange student is a student who is domiciled in a foreign country and has come to the United States on a valid student or exchange visa pursuant to the Immigration and Nationality Act, 8 U.S.C. § 1101, et seq. A charter school may enroll foreign exchange students as follows:

- (1) No more than two foreign exchange students per high school grades nine through 12 shall be enrolled in any given school year at the charter school.
- (2) The charter school may charge the foreign exchange students a tuition amount of at least fifty percent (50%) of the total of the per pupil allocation of the local appropriation for the county in which the charter school is located and the per pupil State appropriation for that school year but no more than one hundred percent (100%) of the total of the per pupil allocation of the local appropriation for the county in which the charter school is located and the per pupil State appropriation for that school year.
- (3) Foreign exchange students shall not count toward the enrollment capacity or cap for any program, class, building, or grade levels for grades nine through 12 and shall not be subject to any lottery process used by the charter school for enrollment.

(i) Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 4,

4.5, 7; 2015-248, s. 3(b), (c); 2016-79, s. 1.5; 2017-173, ss. 4, 5(b); 2018-5, s. 7.18(a); 2020-78, s. 2.3(a); 2022-71, s. 2.3(a); 2023-107, ss. 3(a), 4; 2023-110, s. 1(m); 2023-134, s. 7.26(c).)

~~Class size will be limited. With this in mind, one class may fill while another may not. To assure the minimum number of students to start a charter school in grades Kindergarten through Eighth Grade, rolling admissions will be employed. Ten students per class would be enrolled in Kindergarten through the Eighth Grades (remembering that grades 5 & 6 and 7 & 8 are combined and considered as one class until expansion is completed). If the class fills, a lottery will be used to fill the remaining positions. The lottery system will be used to prioritize a waiting list if needed for grades kindergarten through twelfth grade. Once students are admitted they will retain their position until they leave voluntarily, graduate from the school, reach an age that is not serviced by the school (an explanation follows), or are expelled for reasons outlined in the section, Reasons for Suspension and/or Expulsion.~~

~~While Chatham Charter services Kindergarten through Eighth Grade, any student who reaches his/her 15th birthday on or before October 15 of the school year will not be allowed to attend the school. If the school extends beyond the Eighth Grade, the maximum age would progress one year per additional grade (example: Ninth Grade, 16; Tenth Grade, 17; Eleventh Grade, 18; Twelfth Grade, 19). Students who are not within this age requirement would return to their LEA. If Chatham Charter adds more than one grade level, a student that has left due to age limitation and has not been expelled for disciplinary reasons will be given preference to return to school.~~

After the lottery, and prior to admission, all students will be required to 1) meet all health requirements set forth by the State of North Carolina and exhibit records as such; 2) be willing to submit to an interview which will include the parent(s) or guardian, student applying, the Head of School, and any faculty member or director who is assigned to an interview committee by Chatham Charter School as needed; 3) submit to placement exams as directed by the school; 4) supply a transcript of grades and standardized test scores from the prior or current school; 5) supply completed teacher recommendation forms from the most recent Mathematics and Language Arts teachers; 6) submit on school letterhead and signed by the attending principal a letter stating that the named student had not been expelled from the public school and is not presently serving a suspension. These expectations must be completed in a timely manner. A new student will have two calendar weeks to submit this information after a seat has been offered to the family. ~~The two week period starts upon application to Chatham Charter School or when the parent or guardian has been notified of an opening.~~ After this time a student may forfeit his/her position in Chatham Charter School to the next person on the waiting list.

To promote parental activity as potential board members, active PTSA ~~PTO~~ members, and classroom participants which enhance student performance of students in the school will have preference to attend. During the conversion ~~conversion~~ year, if one student is accepted, then other children in that immediate family will have preference to attend as long as the class is not already full. If the class is full, the sibling would enter when the next available opening occurs.

Twins would be accepted together. If the parent declines this option during the conversion year or in subsequent years as siblings enter Kindergarten, all rights to sibling

preference are forfeited and students will enter through the lottery system. (This is in accordance with the State policy offered to and utilized by Magnet Schools).

D. Student Expulsion and Exclusion Policy

Realizing this is an area which is often difficult to define and implement, Chatham Charter School has attempted to be very specific in explaining its proposed policy.

A pupil shall not be suspended from school or recommended for expulsion unless the Principal of Chatham Charter School determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principal or designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, as defined in Chapter 90 of the North Carolina Statutes, and alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substances, as defined in Chapter 90 of North Carolina Statutes, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, snuff, and chew packets. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- (k) Distributed school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the code of conduct:

~~The following disciplinary actions are what you can expect to receive for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:~~

- ~~1. While on school grounds:~~

- ~~2. While going to or coming from school.~~
- ~~3. During the lunch period whether on or off campus.~~
- ~~4. During, or while going to or coming from, a school sponsored activity.~~

<u>VIOLATION</u>	<u>CONSEQUENCE</u>
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~~I. Act of Violence~~

~~A. Fighting~~

1. Mutual Combat fight	*3 to 5 days Home Suspension
Between two students	Optional - On Campus Suspension
2. Attack upon a student	5 days Home Suspension, police
	Report, recommendation to expel
3. Attack upon an adult	5 days Home Suspension, police
	Report, recommendation to expel
4. Causing a serious physical	5 days Home Suspension;
Injury to another person	police report, and recommendation
Except in self defense	to expel

~~*Repeated offenses may result in a maximum consequence of expulsion.~~

~~B. Threatening to cause physical harm~~

<u>VIOLATION</u>	<u>CONSEQUENCE</u>
1. Threatening a student	Minor On Campus Suspension
	*Major- Home Suspension
2. Threatening school personnel	5 days Home Suspension
	And possible recommendation to expel

C. Hazing	*3 to 5 days Home Suspension
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~~II. Weapons and Dangerous Objects~~

A. Possession of a weapon	5 days Home Suspension, police
(knife, gun, sharp object, pin, club	report, and recommendation to expel
Look alike weapons, or any object	

Which could inflict injury);	
A look alike weapon, if	
Used in a threatening manner,	
Is considered a weapon.	
B. Use of a weapon in a fight	5 days Home Suspension, police report, and recommendation to expel
C. Possession and/or sale of	5 days Home Suspension, police
Explosives or fireworks	report, and recommendation to expel
D. Use of explosives or fireworks	5 days Home Suspension, police report, And recommendation to expel
E. Possession, selling, or otherwise	5 days Home Suspension, police report,
Furnishing a firearm	and recommendation to expel
F. Brandishing a knife	5 days Home Suspension, police report, And recommendation to expel

<u>VIOLATION</u>	<u>CONSEQUENCE</u>
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III. Drugs and alcohol

A. Possession, use of, sale of,	1st Offense: 5 day Home Suspension,
furnished, or under the influence	police report, & Health Dept. referral
of an alcoholic beverage	
	2nd Offense: 5 day Home Suspension,
	police report, & Health Dept. referral,
	possible recommendation to expel
B. Possession, use of, furnished,	1st Offense: 5 day Home Suspension,
or under the influence of	police report, possible recommendation
	to expel and Health Dept. referral or,
	2nd Offense: 5 day Home Suspension,
	police report, Health Dept. referral,
	possible recommendation to expel
C. Unlawful possession of any drug	5 day Home Suspension, police report,
except for the first offense of	and recommendation to expel
possession of not more than one ounce	
of marijuana	

~~D. Unlawfully selling a drug 5 day Home Suspension, police report and recommendation to expel~~

~~IV. Sale of "Look-Alike" Drugs and Alcohol~~

~~A. Offered, arranged, negotiated to sell, 5 day Home Suspension, police report,
deliver, or furnish alcohol and/or drugs and recommendation to expel
and then substituted a look-alike
substance intended to represent
illegal alcohol or drugs.~~

~~V. Robbery or Extortion 5 days of Home Suspension, police report,
and recommendation to expel~~

~~VI. Damage to Property~~

~~A. Caused or attempted to cause Minor Detention/On Campus
damage to school property Suspension/Restitution
or private property *Major- 3 to 5 days Home Suspension,
police report, restitution, and possible
recommendation to expel.~~

~~B. Arson 5 days Home Suspension, police
Report, and recommendation to expel~~

~~VII. Theft or Stealing~~

~~A. Stolen or attempted to steal *3 to 5 days Home Suspension
school property or private property police report, restitution, and possible
recommendation to expel~~

~~VIII. Tobacco~~

~~A. Possession of tobacco in any form Confiscation~~

~~B. Smoking or chewing tobacco 1st Offense: On Campus Suspension
on school grounds or across 2nd Offense: 3 day Home Suspension
any adjacent street 3rd Offense: 5 day Home Suspension~~

IX. Profanity, Obscene Acts, Demeaning Racial Statements/Vulgarity

- A. Displayed on clothing _____ Sent home to change clothes
- B. Swearing, writing, display of _____ Minor Detention
_____ obscene material on clothing, _____ *Major On Campus Suspension/Home
_____ use of obscene language, gestures _____ Suspension
_____ or demeaning statements, and _____
_____ lewd acts among peers _____
- C. Profanity directed at school personnel _____ 3 to 5 day Home Suspension

X. Drug Paraphernalia

- A. Possession of Drug paraphernalia _____ 1st Offense: 5 day Home Suspension,
_____ Police report, and Health Dept. referral, or
_____ With parental agreement, 3 day Home
_____ Suspension, police report, chemical
_____ dependency assessment and Health Dept.
_____ referral
2nd Offense: 5 day Home Suspension;
police report, possible recommendation to
expel
- B. Offered, arranged or negotiated _____ 1st Offense: 5 day Home Suspension,
_____ police report, and Health Dept. referral or,
_____ with parental agreement, 3 day Home
_____ suspension, police report, chemical
_____ dependency assessment and Health
_____ department
2nd Offense: 5 day Home Suspension;
police report, possible recommendation to
expel

XI. Willful Disobedience

- A. Failure to follow staff directive _____ On Campus Suspension/Home Suspension
- B. Failure to correctly identify self to staff _____ On Campus Suspension
- C. Failure to follow conduct code for _____ Reprimand/On Campus Suspension/
_____ School bus passengers _____ Home Suspension/Expulsion

D. Failure to serve detention on date assigned	On Campus Suspension/Home Suspension
E. Failure to serve Saturday School on date assigned	On Campus Suspension/Home Suspension
F. On Campus while on Home Suspension	5 day Home Suspension
G. Gambling	*On Campus Suspension/Home Suspension
H. Forgery or falsification	*On Campus Suspension/Home Suspension
I. Trespassing on another school campus	3 to 5 days Home Suspension
J. Littering	Reprimand, Detention, On Campus Suspension, Home Suspension
K. Possession of the following articles Are not allowed at school: radio, tape Deck, earphones, skateboard, hair Curlers, dryer, and electronic beeper	1st Offense: Confiscated and returned ONLY to parents 2nd Offense: Detention
L. Possession of water balloons, water guns, and splot guns, or throwing water balloons or other objects	Reprimand, Detention, On Campus Suspension, Home Suspension
M. Unacceptable behavior	
1. Offensively public display of affection	1st Offense: Students warned 2nd Offense: Detention/Parent contact
2. Students are expected to demonstrate good citizenship and act in a respon- sible manner, Failure to do so may result in disciplinary action.	Reprimand, Detention, Saturday School, On Campus Suspension or Home Sus- pension
N. Failure to follow classroom rules	1st Offense: Detention and parent contact 2nd Offense: Detentions, On Campus Suspension or Home Suspension

~~XII. Knowingly Receiving Stolen School or Private Property 3 to 5 days Home Suspension, police report, possible recommendation to expel~~

~~XIII. Imitation Firearm:
Possession of an imitation firearm 3 to 5 days suspension, possible
that is substantially similar in recommendation to expel
physical properties to an existing
firearm as to lead a reasonable
person to conclude the replica is
a firearm~~

~~XV. Sexual Harassment
Prohibited sexual harassment includes, Reprimand/Detention/Home Suspension/
But is not limited to, unwelcome sexual Expulsion/Arrest/Police Report
Advances, request for sexual favors,
And other verbal, visual or physical
Conduct of a sexual nature.
(See detailed explanation on following pages.)~~

~~XVI. Act of Hate Violence
Causing, threatening or attempting to Reprimand/Suspension/Expulsion/
cause, or participating in an act of Arrest/Police Report
hate violence, defined as willfully inter-
ferring with or threatening another per-
son's personal or property rights
because of race, ethnicity, national
origin, religion, disability, or sexual
orientation. Speech that threatens
violence, when the perpetrator has the
apparent ability to carry out the threat,
may be considered an act of hate violence.~~

XVI. Other Harassment

Intentionally engaging in harassment Reprimand/Suspension/Expulsion/
threats, or intimidation against a Arrest/Police Report
student or group of students when the
harassment is severe and pervasive and
disrupts classes or creates disorder or an
intimidating or hostile educational environment.

XVII. Closed Campus

~~A Student has violated the closed campus policy when:~~

A. An adult observes a student off campus and a school staff member verifies that the student violated the closed campus policy	1st Offense: On Campus Suspension
	2nd Offense: 1 day Home Suspension, Contact parent. Option: In lieu of Home Suspension, the parent agrees to accompany their child to all classes during the school day.
	3rd Offense: 3 day Home Suspension, Contact parent. The District's Truancy Prevention Program Letter will be mailed to the parent
	4th Offense: 5 days Home Suspension, Notify the parent of District's 20 Days Home Suspension Policy. **
	Refer students 15 year of age and under to the School's Attendance Review Board.

~~Sexual Harassment~~

~~Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct for a sexual nature:~~

- ~~1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.~~
- ~~2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.~~
- ~~3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating and intimidating, hostile or offensive educational or work environment.~~
- ~~4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.~~

~~Other types of conduct which are prohibited and may constitute sexual harassment include:~~

- ~~1. Unwelcome leering, sexual flirtations or propositions.~~
- ~~2. Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions.~~

- ~~3. Graphic verbal comments about an individual's body, or overly personal conversations.~~
- ~~4. Sexual jokes, stories, drawings, pictures or gestures.~~
- ~~5. Spreading sexual rumors.~~
- ~~6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.~~
- ~~7. Touching an individual's body or clothes in a sexual way.~~
- ~~8. Purposefully limiting a student's access to educational tools.~~
- ~~9. Cornering or blocking of normal movements.~~
- ~~10. Displaying sexually suggestive objects in the educational environment.~~
- ~~11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.~~

~~Enforcement~~

~~The head of school or designee shall take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:~~

- ~~1. Removing vulgar or offending graffiti.~~
- ~~2. Providing staff inservice and student instruction or counseling.~~
- ~~3. Taking appropriate disciplinary action to include reprimand, detention, on campus suspension, or home suspension.~~

As of the 2014-15 school year, our board of directors adopted a new student code of conduct. It is as follows:

Chatham Charter Board Policy 305.1

The Student Conduct Code ("Student Code" or "Code") governs student behavior occurring on School property, at School-sponsored activities, plus all off-campus activity that threatens School safety or property, or that substantially disrupts or is likely to disrupt School operations.

General School Rules and Expectations

- There are certain types of behavior that result in students being automatically referred to the office for discipline.
- When a student is assigned in school suspension (ISS), he/she may not attend any school-sponsored events that day.
- When a student is suspended from school (OSS), he/she may not take part in any school-sponsored events during suspension.
- Students are under the direction of school officials at all times. All rules apply to student conduct on school property, which includes school buses, school field trips, athletic events, club events and any other school-related activities.

THE SCHOOL ADMINISTRATION RESERVES THE RIGHT TO USE DISCRETIONARY ACTION WHEN NECESSARY.

Discipline

In most cases, discipline is handled immediately and effectively by the appropriate faculty members within the setting of the classroom and school day. In some situations, either due to the seriousness or repetitive nature of the offense, intervention by the administration is warranted. In any action requiring suspension or expulsion, the head of school will be included in the decision making process.

Chatham Charter Board Policy 305.7 (Disciplinary Policies and Procedures for Serious Offenses)

North Carolina state law requires the school to follow specific rules and due process relating serious disciplinary matters and the use of reasonable force, short- and long-term suspensions, and expulsions under Article 27 of Chapter 115C of the General Statutes. Chatham Charter will follow these rules in such instances.

Less Serious Violations

Less serious violations will be handled by the classroom teacher or a faculty member who is present and supervising the students. The attending faculty member may bring these situations to the attention of the administration or homeroom teacher if disciplinary action is warranted or if these actions are repeated.

More Serious Violations

More serious violations such as unauthorized absence, smoking or use of tobacco products, fighting or physically threatening others, or repeated lesser violations will be dealt with in a more formal basis. Major violations are those that are serious enough to require suspension or expulsion. They will be immediately reported to the administration. These violations include: the use or possession of illegal or controlled drugs, the use or possession of a weapon or any object being used as a weapon, the use or possession of alcohol, academic dishonesty, theft or destruction of property, and fighting which results in physical harm or injury. **Any of these violations may result in suspension or expulsion. Some violations may require notification of law enforcement.**

Chatham Charter Board Policy 305.6 (Student Searches)

To promote safe and orderly operations, School officials may conduct reasonable searches of persons and materials as necessary, in accordance with students' constitutional rights. A student may be subject to a search either based on reasonable suspicion that the student has violated law or policy, or as a result of reasonable, random searches not requiring individualized suspicion. Reasonable suspicion to search an individual student is not required when a student voluntarily and knowingly consents to such search.

If an authorized school official reasonably suspects that the student has on his or her person or in his possession, any item or material that poses a risk of serious harm to persons or property, an authorized school official may perform a more intrusive search of a student's person, including a strip search, as necessary to avoid a threat of imminent and serious harm or damage. In such instances, any bodily invasive search shall, to the extent feasible, be conducted in private by an authorized school official of the same sex, with an adult witness of the same sex present.

Chatham Charter Board Policy 305.6.1 (Locker Searches)

Student lockers are school property. Therefore, students have no right to privacy enforceable against the school's right to open and view the contents of those lockers. Students may not use their lockers to hold any illegal or unauthorized materials. School officials may inspect any student's locker without a search warrant, for any reason deemed reasonable to maintain safe and orderly operations. A student's personal items found in a locker, such as clothing, backpacks, gym bags or purses, may be searched based on reasonable suspicion.

Chatham Charter Board Policy 305.6.2 (Student Automobiles)

Any opportunity for students to drive and park on school grounds is a privilege, not a right. The school may patrol school parking lots at any time and may search a student's motor vehicle based on reasonable suspicion that such vehicle contains materials in violation of law or policy.

Chatham Charter Board Policy 305.6.3 (Use of Dogs to Aid in Searches)

School officials may use trained dogs to aid in inspections for materials that may be in violation of law or policy. Thus, without notice, the school may use trained dogs to sniff lockers, student motor vehicles, and other objects. Dogs will not be used, however, in random searches of individual students.

School administration will use the following procedure to address office referrals:

- 1) Investigate the facts and circumstances related to the alleged misbehavior;
- 2) Offer the student an opportunity to be heard on the matter (due process);
- 3) Determine whether board policy, school standards or rules, state statutes, and/or laws have been violated;
- 4) If a violation has occurred, administration will assign an appropriate consequence, taking into account the student's developmental level, in accordance with the Code of Student Conduct or applicable board policy; and
- 5) Parents or guardians will be notified of the misconduct and consequences.

Violations and Consequences

Discipline Abbreviation Key

ASD = after school detention (may be served at another time during the school day)

ISS = in-school suspension

OSS = out-of-school suspension

Disrespect

Students will behave and interact with others in the respectful manner that is fundamental to the culture of Chatham Charter School. They shall follow school policies, rules and directions of school personnel. Inappropriate conduct includes, but is not limited to verbal, nonverbal, or physical conduct showing disrespect toward themselves, others, or the school.

Disciplinary action:

First Offense - (K-10) 1 session ASD (*served with teacher who maintains a record of the incident*)

(Grades 11&12) 1 day loss of early dismissal or off-campus lunch

Second Offense - (K-10) 1 period ISS *(as a result of an office discipline referral)*
(Grades 11&12) 1 week loss of early dismissal or off-campus lunch
Third Offense - (K-10) 1 day ISS *(as a result of an office discipline referral)*
(Grades 11&12) 2 weeks loss of early dismissal and/or off-campus lunch
Fourth Offense - 1 day OSS

Noncompliance

Students shall comply with all school- and safety-related directions of all school personnel. Inappropriate conduct includes, but is not limited to disobeying school rules and staff instructions or being in an unauthorized area.

Disciplinary action:

First Offense - (K-10) 1 session ASD *(served with teacher who maintains a record of the incident)*
(Grades 11&12) 1 week loss of early dismissal or off-campus lunch
Second Offense - (K-10) 1 period ISS *(discipline referral)*
(Grades 11&12) 2 weeks loss of early dismissal or off-campus lunch
Third Offense - (K-10) 1 day ISS *(discipline referral)*
(Grades 11&12) 1 month loss of early dismissal and off-campus lunch
Fourth Offense - 1 day OSS

Skipping Class/School

Inappropriate conduct includes, but is not limited to not attending a scheduled high school or community college class, disobeying school rules and staff instructions or being in an unauthorized area.

Disciplinary action:

First Offense - (K-6) 1 period ISS **(Grades 7-10)** 1 day ISS
(Grades 11&12) Week loss of early dismissal or driving privilege & off-campus lunch
Second Offense - (K-6) 1 day ISS **(Grades 7-10)** 2 days ISS
(Grades 11&12) 2-week loss of early dismissal, driving privilege & off-campus lunch
Third Offense - (K-6) 2 days ISS **(Grades 7-12)** 1 day OSS
Fourth Offense - (K-6) 1 day OSS **(Grades 7-12)** 2 days OSS

Student Driving Privileges

It is a privilege, not a right, for students to have vehicles on campus. A high school student with a valid driver's license who wishes to drive a vehicle and park on campus is required to register the vehicle. Licensed high school student drivers must contact the high school office at least one day prior to parking a vehicle on campus during the school day (exception: first student day of the school year). There is \$20 full year or \$10 second semester parking fee. Students who abuse this privilege in any way are subject to the following:

Disciplinary action:

First Offense - warning and parent contact
Second Offense - loss of driving privilege for one school week
Third Offense - loss of driving privilege for remainder of the semester
Fourth Offense - loss of driving privilege while a student at Chatham Charter

Plagiarism/Cheating

Plagiarism and cheating are serious issues. Students should give credit to the appropriate individuals for their research and writing; failing to do so is plagiarism. The offense includes cheating, copying someone's work or knowingly allowing someone to copy/use your work.

Disciplinary Action:

First Offense - Zero given (*teacher handles*)

Second Offense - Zero given, 1 period of ISS (*office referral*)

Third Offense - Zero given, 1 day OSS (*office referral*)

Forging Notes

Students shall not forge names on any papers sent from this school requiring adult signatures.

Disciplinary action:

First Offense - 1 day ISS

Second Offense - 2 days ISS

Third Offense - 1 day OSS

Class/Activity Disturbance

Any physical or verbal disturbance which occurs within the school environment and which interrupts or interferes with teaching or orderly conduct of class/school activities/school transportation is prohibited.

Disciplinary action:

First Offense - (K-10) 1 day ISS

(Grades 11&12) 2 weeks loss of early dismissal and off-campus lunch

Second Offense - (K-10) 3 days ISS

(Grades 11&12) 1 month loss of early dismissal and off-campus lunch

Third Offense - (K-12) 1 day OSS

Inappropriate Language

Cursing or use of vulgar, profane, offensive, or obscene language is prohibited.

Disciplinary action:

First Offense - (K-10) 1 session ASD (*served with teacher who maintains a record of the incident*)

(Grades 11&12) 1 day loss of early dismissal or off-campus lunch

Second Offense - (K-10) 1 period ISS (*discipline referral*)

(Grades 11&12) 1 week loss of early dismissal or off-campus lunch

Third Offense - (K-10) 1 day ISS (*discipline referral*)

(Grades 11&12) 2 weeks loss of early dismissal and off-campus lunch

Fourth Offense - 1 day OSS

Inappropriate Physical Contact/Horseplay

We want to have a hands-off policy when students disagree. Horseplay often starts as playing but can turn into anger and possible fights or students getting hurt.

Disciplinary action:

First Offense - (K-10) 1 day ISS

(Grades 11&12) 1 week loss of early dismissal or off-campus lunch

Second Offense - (K-10) 2 days ISS

(Grades 11&12) 1 month loss of early dismissal or off-campus lunch

Third Offense - (K-10) 3 days ISS

(Grades 11&12) 1 month loss of early dismissal and off-campus lunch (or remainder of the semester, whichever is longer)

Fourth Offense - 1 day OSS

Inappropriate Interpersonal Behavior

Students shall conduct their relationships in a manner positive toward our school and its learning environment. Inappropriate interpersonal behavior includes, but is not limited to kissing, embracing, and sexual contact.

Disciplinary action:

First Offense - 1 day ISS to 3 days OSS

Second Offense - 3 days ISS to 5 days OSS

Third Offense - 1 day OSS to recommendation for long-term suspension. A referral to law enforcement may be necessary.

Improper Dress

Students shall dress in a way that is compatible with the school's mission and an effective learning environment. Students shall not wear clothing or other attire which is disruptive, provocative, inappropriately revealing of the body, profane, vulgar, offensive or obscene, or which endangers the health or safety of the student or others. Prohibited attire includes, but is not limited to, that which involves:

- clothing or accessories with advertising for or suggestions of substances and items not permitted on campus (beer, cigarettes, gangs, drug paraphernalia, etc.);
- clothing or accessories displaying provocative, offensive (including offensive racial slogans), illegal or violent pictures or language;
- clothing that is suggestive or provocative;
- any article that is substantially disruptive and/or endangers the health and safety of the student and/or others;
- halter-tops, tube-tops, low necklines, spaghetti straps, bare midriffs, tank or other tops that do not cover shoulders, sheer tops, spandex or excessively tight tops, tops without backs;
- hemlines of shorts which do not cover the top 1/3 of the thigh (minimum length) and skirts or dresses that do not cover the top 1/2 of the thigh, as measured from the inseam of the garment to the top of the kneecap; sheer, spandex or other tight-fitting pants (without appropriately long tops), skirts, shorts, or dresses, "sagging" pants or shorts;
- (unless approved by the administration special events/activities or documented medical reasons) sunglasses, hats, caps, bandanas, toboggans, or any other headgear (indoors) ---exception: headgear is a privilege afforded to high school students based on living up to high school expectations;
- bare feet or lack of shoes;
- ripped or tattered clothing, cut-offs; and
- visible undergarments

Students not upholding dress standards will be required to change into appropriate clothing or attire provided by the school. Additional consequences may include: a request that a parent bring proper clothing to campus; parent conference; unexcused absences from class while obtaining proper dress; and, for chronic inattention to these standards, disciplinary action. Please know that students may be refused participation in any school function either on or off campus if their attire is not in accord with the high school guidelines.

If you are in doubt about the appropriateness of attire, check with the administration before you wear the item to school. As opinions regarding proper attire sometimes differ, the final arbiters of appropriateness are the school administrators.

Disciplinary action:

First Offense - (K-10) 1 day ISS

(Grades 11&12) 1 week loss of early dismissal or off-campus lunch

Second Offense - (K-10) 2 days ISS

(Grades 11&12) 1 month loss of early dismissal or off-campus lunch

Third Offense - (K-10) 3 days ISS

(Grades 11&12) 1 month loss of early dismissal and off-campus lunch (or remainder of the semester, whichever is longer)

Fourth Offense - 1 day OSS

Inappropriate Literature and Illustrations

The creation, possession or distribution of literature or illustrations which significantly disrupt the educational process is prohibited. Items include digital or print content.

Disciplinary action:

First Offense - (K-10) 1 day ISS

(Grades 11&12) 2 weeks loss of early dismissal and off-campus lunch

Second Offense - (K-10) 3 days ISS

(Grades 11&12) 1 month loss of early dismissal and off-campus lunch

Third Offense - (K-12) 1 day OSS

Fourth Offense - (K-12) 2 days OSS

Damage to Property

Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property. Severe cases of damaging, defacing, or mutilating school property such as starting a fire, arson, damage to windows, playground equipment, computers, etc. may result in suspension (on campus or home) or expulsion.

Disciplinary action:

First Offense - (K-10) 1 period ISS

(Grades 11&12) 2 week loss of early dismissal or off-campus lunch

Second Offense - (K-10) 1-2 days ISS

(Grades 11&12) 1 month loss of early dismissal and off-campus lunch

Third Offense - 1-3 days OSS

Buying or Selling from Another Student

Students may not sell or purchase items from another student without written permission from an administrator.

Disciplinary action:

First Offense - 1-3 days OSS

Second Offense - 2-5 days OSS

Third Offense - Up to 10 days OSS

Tobacco

No student shall possess, display, or use any tobacco product. This restriction applies even when the student is on School system property or at any School-sponsored activity as a visitor or spectator. For the purpose of this policy, the following definitions shall apply:

- A. Tobacco Product: cigarettes, e-cigarettes, personal vaporizers, cigars, pipes, chewing tobacco, snuff, and any other items containing or reasonably resembling tobacco or tobacco products.
- A. Tobacco Use: smoking, chewing, dipping, or any other use of tobacco products.
- B. Display: having any tobacco product in a location or position that is visible to students or School personnel.

The display of tobacco products does not extend to display that has a legitimate instructional or pedagogical purpose and is approved by a teacher or the Head of School. The Head of School may permit tobacco products to be included in instructional or research activities in the School building if the activity is conducted or supervised by the faculty member overseeing the instruction or research and the activity does not involve smoking, chewing, or otherwise ingesting the tobacco product.

Disciplinary action:

First Offense: (K-10) 1 day ISS

(Grades 11&12) 1 week loss of early dismissal or off-campus lunch

Second Offense - 2 days ISS, recommendation for tobacco cessation counseling

(Grades 11&12) 2 weeks loss of early dismissal and off-campus lunch

Third Offense - 2 days OSS

Fourth Offense - Recommendation for long-term suspension

Controlled Substances and Alcohol

The school is committed to being a community free of unhealthy substances including illegal controlled substances, tobacco, and alcohol. The use of illegal controlled substances and use of alcohol while on School property, at any School-related activity, or in any other venue where the conduct in question is likely to substantially impact or undermine the operation or well-being of the School or its members, is prohibited.

Disciplinary action:

First Offense: Recommendation for long-term suspension

Gambling

Gambling is not permitted on school premises or during any school-related activity. Students will not be allowed to take part in games of chance where money or other things of value can be lost or gained from others.

Disciplinary action:

First offense: One day to five days OSS and referral to law enforcement

Second offense: Five days ISS to ten days OSS and referral to law enforcement

Third offense: Recommendation for long-term suspension and referral to law enforcement

Indecent Exposure/Sexual Behavior

No student shall engage in behavior which is indecent, involves excessive or inappropriate touching, or is otherwise of a sexual or sexually-suggestive nature.

Disciplinary action:

First Offense: 5 days OSS

Second Offense - Recommendation for long-term suspension

Theft

No student shall steal, attempt to steal, aid in or conceal stealing, or knowingly possess stolen property if not attempting to return or turn in such property.

Disciplinary action:

First Offense - (K-6) 1 period ISS (Grades 7-10) 1 day ISS

(Grades 11&12) Week loss of early dismissal or driving privilege & off-campus lunch

Second Offense - (K-6) 1 day ISS (Grades 7-10) 2 days ISS

(Grades 11&12) 2 weeks loss of early dismissal, driving privilege & off-campus lunch

Third Offense - (K-6) 2 days ISS (Grades 7-12) 1 day OSS

Fourth Offense - (K-6) 1 day OSS (Grades 7-12) 2 days OSS

The student is responsible for restitution for any property that is stolen, damaged, or consumed.

The degree of this offense may call for stronger consequences, including law enforcement.

Unacceptable Use of Electronic Technology

Students shall comply with the School's Acceptable Use Policies. Refer to Board Policy Series 500 (Technology). Chatham Charter School has made a significant investment in computer hardware and software. The intent is to address the technological nature of today's world, alternative learning styles and thus enhance learning for all students. With the large investment comes a great responsibility for each student to use the computers for the functions they were designed and to leave the computers in good working order for the next student or teacher to use.

For students to be allowed to use school computers, students and parents/guardians will be asked to sign a document stating that they have read the computer policy set forth by Chatham Charter School, understand the policy, and accept its terms. With this in mind the following computer policy and rules have been adopted:

1. The use of electronic devices is a privilege. Misuse or abuse may result in loss of the privilege.
2. Students must be responsible users of technology. Accessing non-instructional sites and/or materials during instructional time without permission will result in disciplinary action. Within the one-to-one environment of middle and high school, students who access inappropriate sites and/or materials, whether during instructional time, on campus during non-instructional time, or at home will be subject to disciplinary action.
3. Any attempt to disrupt or gain unlawful access to the Chatham Charter network or another network, computers, files, resources will be cause for disciplinary action.
4. If a student accesses information in the name of another person, he/she is subject to disciplinary action.

5. Operating a business or using school technology for personal or financial gain is prohibited.
6. Students and their families are responsible for any damage, loss or theft of school technology. This may include the purchase of a replacement Chromebook.
7. In order to use a personal computer or similar device (iPad, etc.) along with or instead of a school-issued Chromebook, the student must have completed the Personal Electronic Device Use Request Form which includes teacher and administration approval. These forms are available in the high school office. Requests of this nature are intended for situations in which the Chromebook cannot meet the instructional need.
8. Rules in the Chatham Charter School Code of Student Conduct apply to the use of technology.
9. Students are not allowed to “friend” or follow the personal account of any teacher or a staff member via social media. (Reference: Board policy 503.5.2) Instructional use of social media is permitted with administrative approval.
10. Neither staff nor students are allowed to create websites or social media accounts on behalf of official school organizations or groups without administrative permission. When granted, the heads of technology and communications will have the login access for social media accounts.

Failure to comply with the above rules can result disciplinary action ranging from after school detention to the loss of computer privileges. Administration will determine appropriate action based on the nature and severity of the situation.

Cellular Devices

Cell phones are allowed at Chatham Charter School. However, students are only allowed to use them when they receive permission from staff members or at approved after school activities. Use of cellphones during the K-8 school day is prohibited, and they should be turned completely off and kept out of sight. As part of the high school focus on technology integration in instruction, students in grades 9-12 may be invited to use devices such as cell phones under teacher supervision to enhance a lesson. Otherwise, students turn in cell phones at the beginning of each high school class. Students working on college level classes may be allowed to utilize cell phones under staff supervision.

Cell phone usage by students while riding to and from school on the bus is prohibited. Usage during school-sponsored activities is at the discretion of the teacher or sponsor. Distracting behavior that creates an unsafe environment will not be tolerated.

It is the responsibility of students to ensure their cell phones are turned off and out of sight during unauthorized times. Students who violate the above restrictions shall be deemed to have created a disruption to the instructional environment and are subject to disciplinary action as well as confiscation and return of the phone to the student’s parents or guardians.

Students shall be personally and solely responsible for the security of their cell phones. Chatham Charter School shall not assume responsibility for theft, loss, or damage of a cell phone, or unauthorized calls made on a cell phone.

Disciplinary action:

First Offense: - Device confiscated by staff, submitted to front office and returned to parent at the end of the school day.

Second Offense - 1 session ASD. Device confiscated by staff, submitted to front office and returned to parent at the end of the school day.

Third Offense - 1 Day ISS. Device confiscated by staff and submitted to front office. If parent/guardian needs student to have device for communication, it is kept at the front office.

Act of Violence to Students

Fighting, blows passed, physical assault, injury, shoving, hitting, holding and/or creating a physical barrier to one's personal space

A. Fighting is not allowed at Chatham Charter School. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another student, teacher, or adult will carry a severe penalty. Students who are provoked into a fight by another student should walk away and report it to a teacher or administrator. If a student throws a punch, making contact with another student, it will be considered a fight.

A. Threatening to cause physical harm detracts from the educational setting and places students in fear.

Disciplinary action:

First Offense – 3-5 days OSS

Second Offense – 10 days OSS to expulsion

Fighting, especially among older students may be turned over to law enforcement for charges.

Act of Violence to Staff

Fighting, blows passed, physical assault, injury, shoving, hitting, holding and/or creating a physical barrier to one's personal space

Disciplinary action:

First Offense - Long term suspension to expulsion

Weapons

Possession of a weapon is illegal (*G.S. 115C-390.10 - 365-Day suspension for gun possession*).

Any student who is determined to have brought or been in possession of a destructive device on educational property, or to a school-sponsored event off of educational property shall be suspended for 365 calendar days. The administrator must report all instances to law enforcement as required by G.S. 115C-288(g) and State Board policy. The administration shall not impose a 365-day suspension if the administration determines that the student took or received the firearm or destructive device from another person at school or found the firearm or destructive device at school, provided that the student reported the firearm or destructive device as soon as practicable to a law enforcement officer or a school employee and had no intent to use such firearm or destructive device in a harmful or threatening way. Furthermore, any sharp object that is intended for use as a weapon will result in disciplinary action.

Possession of exploding firecrackers, explosives, smoke bombs/stink bombs, etc. will result in disciplinary action. Discretion will be used for possession of these items.

Disciplinary action:

First Offense: Suspension or expulsion and notification of law enforcement

Bomb Threats/False Fire Alarms

Bomb threats and false fire alarms are serious matters and addressed in state law. Any students involved with such threats will be dealt with severely.

Disciplinary action:

Recommendation for long term suspension and referred to law enforcement

Harassment and Bullying

The School is committed to providing an environment that is conducive to learning, free from harassment and bullying based on race, religion, gender, ethnicity, national origin, disability, or any other illegal conduct. Other forms of harassment and bullying are also prohibited, including those based on other distinguishing characteristics such as, but not limited to, physical, social, academic or emotional and socio-economic status, or simply based on personal differences or conflicts. All conduct prohibited by this policy includes behavior that occurs directly or indirectly, by personal or electronic communication or action.

Harassment is an un-welcomed offensive verbal, nonverbal or physical conduct that is sufficiently severe, persistent or pervasive as to significantly affect the conditions of one's employment or a student's learning. Harassment includes, but is not limited to, abusive jokes, insults, slurs, name-calling, threats, bullying or intimidation, unwelcome sexual advances, or the exchange of benefits for performance of sexual or other favors.

Harassment is prohibited at all levels: between students, between employees and students, between co-workers, between supervisors and subordinates, between non-employees and employees and/or students, and between any other School representatives or members of the School community while at the School or involved in School activities.

In addition, no student or staff member shall retaliate against anyone who reports or seeks remedies against harassment or bullying or otherwise aids or supports someone who aids in the enforcement of this policy.

All staff members are required to report instances or reasonable suspicions of harassment and bullying to a supervisor and to aid in investigations under, and the enforcement of, this policy.

Any report of alleged harassment or bullying shall be taken seriously and responded to fully and promptly by appropriate School staff. Students are urged to also report and assist in carrying out this policy.

Disciplinary action:

First Offense - 1 day ISS - 5 days OSS

Second Offense - 2 days ISS - 10 days OSS

Third Offense - up to 10 days OSS with recommendation for long term suspension

Severe cases could result in notification of law enforcement.

Cyberbullying of an Employee

G.S. § 14-458.2 of the North Carolina School Violence Prevention Act prohibits students from using a computer or computer network with the intent to intimidate or torment a school

employee; make a statement, whether true or false, intending to immediately provoke, and that is likely to provoke, any third party to stalk or harass a school employee; copy and disseminate, or cause to be made, an unauthorized copy of any data pertaining to a school employee for the purpose of intimidating or tormenting that employee; sign up a school employee for a pornographic Internet site with the intent to intimidate or torment the employee; or without the authorization of the school employee, sign up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages, with the intent to intimidate or torment the employee.

Disciplinary action:

First Offense - 10 days OSS, notification of law enforcement

Second Offense - Recommendation of long-term suspension, notification of law enforcement

Sexual Harassment

Of the various types of harassment, sexual harassment is worthy of special considerations in addition to those applicable under the School's General Harassment Policy. No employee shall engage in sexual harassment against any student, other employee, or another person in the School community.

Sexual harassment includes any unwelcome sexual advance, request for sexual favors, or sexually suggestive comments when:

- A. Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment or education.
- A. Submission to or rejection of such conduct by an individual is used as a basis for student or employment decisions affecting such individual.
- B. Such conduct has the purpose or effect of interfering with an individual's academic or work performance or creates an intimidating, hostile, or offensive working or educational environment.

Examples of sexual harassment include, but are not limited to:

- 1. Unwelcome leering, sexual flirtations or propositions;
- 2. Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;
- 3. Graphic verbal comments about an individual's body, or overly personal conversation;
- 4. Sexual jokes, stories, drawings, pictures or gestures;
- 5. Spreading sexual rumors;
- 6. Teasing or sexual remarks;
- 7. Touching an individual's body or clothes in a sexual way;
- 8. Purposefully limiting a student's access to educational tools; and
- 9. Cornering or blocking of normal movements.
- 10. Displaying sexually suggestive objects in the educational environment.
- 11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

12. Sexting – Sending phone text with explicit words or pictures will be dealt with severely and law enforcement may be called. Thanks

A hostile environment exists if the conduct of a sexual nature is sufficiently severe, persistent, or pervasive to limit a person's ability to participate in or benefit from the educational program or creates a hostile or abusive educational or work environment.

Romantic or sexual advances toward students by employees or romantic or sexual relationships between School system employees and students are always prohibited in all circumstances.

School employees are prohibited from engaging in inappropriate relationships with students and are required to report such relationships or reasonable suspicions thereof to the Head of School or other appropriate supervisory official. Procedures for reporting suspected harassment or sexual harassment are outlined in the School's personnel policies.

Disciplinary action:

First Offense - 3 days OSS

Second Offense - 5 days OSS

Third Offense - up to 10 days OSS with recommendation for long term suspension

Severe cases could result in notification of law enforcement.

Expectations and Rules for Those Using the Bus

Students are expected to be dropped off and picked up at the bus stop location on time. There are certain rules that each student must abide by to afford everyone the opportunity to have a safe and comfortable bus experience. Everyone must understand that riding the bus is a privilege that may be suspended or revoked if rules are broken or continually abused. The following are rules for the bus:

1. Use no offensive language.
2. No eating or drinking on the bus
3. Do not throw paper or trash on the floor or out of the windows of the bus.
4. Cooperate with the driver.
5. Do not damage seats, windows or write on any part of the bus
6. Keep hands, feet, and your head inside the bus at all times. Stay in your seat a while in the bus.
7. Seats may be assigned. The designation of seats will be left to the discretion of the bus driver. If seats are assigned, students must comply with the driver's request.
8. No yelling, screaming, or loud noises while riding the bus. There will be no gestures or yelling from the bus directed toward cars, people, and/or pedestrians outside the bus.

Minor infractions that occur on the bus will result in the following consequences:

First Offense: Warning to 1 day bus suspension

Second offense: 1-3 day bus suspension

Third offense: 5 day bus suspension

Fourth offense: 10 day bus suspension

Fifth offense: Bus suspension for the remainder of the year

Major infractions (including, but not limited to, fighting, possession of tobacco products or vap materials, possession of drugs or drug paraphernalia, lude behavior, etc.) will result in long term bus suspension or loss of bus riding privileges.

Administration will evaluate each situation on a case by case basis.

Athletic Guidelines

Refer to the Chatham Charter Knights Athletic Handbook.

Summary

Chatham Charter School takes pride in having good, positive student discipline. We are fortunate to have strong staff and parental support to ensure that our school is safe. Our school setting is recognized as a “place to learn.” We will not accept a few students keeping others from learning. The items listed in this section are not an all inclusive list and the administration may add or change these items of misconduct as necessary. It is our hope that we have very few students taking part in misconduct at our school. Teachers and parents working together on discipline issues will help students do better in school. Students who know their parents demand good behavior at school will tend to do so.

The administration will always take into consideration the grade level and age of the student when dealing with discipline problems and consequences. Teachers in grades K-2 lay the groundwork for good responsible behaviors in school. By the time students enter third grade, there should not be too many questions about behaviors that should, or should not, go on at school.

E. Instructional Program

Curriculum Overview

The Chatham Charter School approach to the education of its students will be formatted as a basic skills curriculum. The curriculum begins with a strong influence on reading/language arts and math basic skills. It is believed that the strength in these areas can be extended into other subject areas. Confidence in reading skills makes other subjects comprehensible and understandable. Written and oral communication skills allow the student to respond to other students, faculty, and their surroundings encouraging the exchange of ideas. Communication skills foster a sense of respect for others and their thoughts which translates into the establishment of community.

Mathematics skills are important in the development of computational ability and enhance other analytical skills. The combination of language and mathematics proficiency gives students high regard for their abilities in the field of science while providing an avenue for success in other subjects.

The focus of the high school curriculum is to prepare students for the highly-skilled work force, the military, two-year educational institutions, and/or college/universities. Beginning in the 11th grade, all students will be exposed to the North Carolina Career and College Promise Pathways with the goal of completing one of the chosen pathways.

Chatham Charter intends to follow the prescribed curriculum set forth by the state of North Carolina for grades K-12. When necessary, curricular tools such as DIBELS, Eureka Math, Study Island, etc. will be used to enhance and supplement the curriculum for all subjects in our classrooms. Our academic performance will continue to be measured by the State of North Carolina School Report Card and EVASS.

Kindergarten

~~———— The Kindergarten program has a strong emphasis on learning through experience. We use an active hands-on approach, taking advantage of the many learning styles of the students. Good citizenship is encouraged on a daily basis through positive reinforcement in a nurturing environment. ————~~

~~There are two main components to the Language Arts portion of our kindergarten. The first component is the Heath Reading Series, “The Cat and the Fiddle.” Through this series, the student learns to recognize, write and give the sound for all of the capital and lowercase letters. The student also learns to identify colors, basic shapes, rhyming words, sequence, elements of fact and fantasy, cause and effect, and opposites. The second component of our language arts program includes a wide range of reading and writing experiences, achieved partially through a set of books on an emergent reader level. These books are read to, with, and by children. The children practice letter blends and digraphs as well as basic sight words with this program.~~

~~———— Saxon Math K is used and enjoyed by the students. There are also two parts to the math program. The first part is the daily meeting. During the meeting students work on activities that include identifying the month, the year, the date, the day of the week, color patterns, counting and creating a number line representing the days we’ve come to school. The second part of Saxon Math K is whole group lessons in which new concepts and skills are introduced and practiced. The concepts and skills covered include counting by ones, fives and tens, acting out problems, finding answers for addition and subtraction stories using materials, comparing and ordering numbers, identifying common shapes, covering and reproducing designs, identifying ordinal positions, telling time to the hour, counting pennies, dimes, nickels, measuring and comparing objects, identifying halves, and creating and reading graphs.~~

~~Topics in our Science, Health, and Social Studies program include citizenship, national holidays, all about me, families, houses and homes, pets, healthy living, safety, seeds and plants, jobs people do, towns and cities, recycling, insects, trees, birds, farm animals, ocean life, seasons and weather, earth, children of the world, deserts, grasslands, rainforests,~~

transportation and space. Art and music and physical movement are integrated into daily learning.

Language Arts Grades 1 through 8

Language Arts encompasses a great number of subjects. Reading, writing, spelling, vocabulary, and grammar are represented in the Language Arts course of study. For this reason Language Arts is given additional class periods throughout the week.

The Health Reading Series is used through all levels. Also, manipulative, visual aids, verbal instruction, group and individual activities are implemented in order to equip each student with the necessary tools he or she may need for his/her personal learning process. Writing, spelling, vocabulary, and grammar are integrated into the curriculum. Also, as in all courses, teaching from a multicultural perspective is a focus.

The "Reading Styles" approach will also be used to enhance reading skills. The approach in "Reading Styles" is to instill a love of reading and the prevent unnecessary failure which, in turn, accelerates the child's ability to learn to read.

Unfortunately, many reading programs of the past and present actually hamper the students' reading progress. A single reading approach cannot adequately serve every student. Each student's needs and strengths, as well as interests, must be taken into account if we are to create a successful learning environment. Teachers who use "Reading Styles" are able to discover their students' learning strengths. By administering The Reading Styles Inventory, teachers can learn global and analytical tendencies, perceptual strengths, tactile, kinesthetic, and need for mobility. The teachers use the information provided by the Reading Styles Inventory as a tool for planning the most appropriate instructional approaches. In the primary grades, for example, the most highly recommended reading methods are: individualized, language experience, modeling methods, and the Carbo Recorded Book Method. The Carbo Recorded Book Method can be used with any level. The teacher divides high interest books and other materials into short segments. Each segment is recorded on a separate tape side, in short phrases, at a slightly slower than usual rate. The student listens several times and, soon after, is able to read the passage aloud. Thus, confidence is built quickly, and the students can read something that they find genuinely interesting.

For example, the second graders have been given the Reading Styles Inventory. All of the students lean towards being very global oriented, kinesthetic, and tactile. In planning instruction, the teacher focuses on these styles. Now, his/her readers have a better opportunity of succeeding because of their primary strengths are matched with that type of instruction. There are not specific kits or workbooks. The teacher usually created materials which work best with each child.

Grammar is a focus in all classes and personal speech. Grammar/writing process books are utilized in grades 3-8. The lower grades also study grammar and grammatical terminology. The texts used come from the Heath grammar and writing series.

Fifth through Eighth Grade students are continually in the midst of book studies which incorporate cooperative as well as individual study projects. These book studies generate vocabulary and spelling words appropriate to the extend the students' present reading level.

Eighth Grade students are required to write a 10 page research paper (computer

prepared or typed). The paper is presented in an oral presentation to the faculty, student body, and again at graduation. This is a requirement for Eighth Grade graduation.

Furthermore, the school requires students to read from a Summer Reading List. Certain books are required and will be used to begin study each year. Other books on the reading list are optional and may be used for book reports during the school year. Students may add books to the book list upon approval on the instructor. The focus of the instructor should be to make certain the student is reading on or above their present reading level. All summer readings are part of the student's regular curriculum and are treated as such. Failure to complete these assignments will be noted in the student's record.

Mathematics

Chatham Charter School will use the Saxon Math program from Kindergarten through the Eighth Grade. If grades are extended, the Saxon Math will be extended through the program of the study.

This program is a success oriented program. It allows all children in a heterogeneous class to develop a solid foundation in the language and basic concepts of all areas of mathematics. The program theory is 1) mathematics builds on prior learning, 2) individual written practice is essential, and 3) repeated practice in each area is the basis for student retention.

Students learn through the use of manipulatives and written materials and are progressively transferred to more written format. Some manipulatives remain throughout the program. Students are encouraged to ask for assistance from the teacher who acts as a facilitator rather than the authority. Learning through doing over an extended period of time is the key to the program success.

Some advantages of the program include the following: 1) students who are anxious to move through a certain level can do this in the same setting as other students working at a more conventional pace. Some students may progress through two levels of mathematics in a single year, 2) there is an evaluation process which can be used to place students new to the program at a level which is challenging yet affords them the opportunity for success; 3) students who are struggling (achieving below an 80% success rate) can be "looped" back in the program immediately allowing them to become proficient in the areas of difficulty and still finish a mathematics level in the prescribed length of time; and 4) students like the program because they can be successful. They learn by doing rather than attempting to learn by watching.

Chatham Charter School believes this program best "fits" a multi-aged classroom setting. It allows the flexibility of multi-level mathematics to be taught in the same classroom.

Science

The Chatham Charter School uses the Addison Wesley Science curriculum in grades 4 through 6. This integrated study of science addresses units in the fields of Life Science, which discuss the classification system, reproduction, food acquiring processes, and coevolutionary relationships of living organisms; Physical Science, which explores matter, energy, electricity, motion, machines, and work; Earth Science, which not only investigates the formations on earth

and their origination and roles but also the atmosphere, space, and the earth's place in the arrangement of the solar system; and Health Science which discusses the body and its functions while relating these concepts to the student's daily life.

In addition numerous field trips are taken to relevant locations which reinforce the relationship of classroom investigation and our daily lives. All classes use hand-on materials in the classroom. The Third Grade and above incorporate the Durham Museum of Life and Science program entitled "Science in a Suitcase". The primary objective of the "Science in a Suitcase" kits is to provide the teachers with materials, tools, and ideas to facilitate the inquiry process in the classroom. Cooperative learning techniques are utilized.

———— The same basic philosophy is used in Seventh and Eighth Grade Science. The text used is a high school reading level biology book, Modern Biology by Holt, Rinehart, and Winston. Even though the book is not of the same design, an integrated approach is used by adding to the course of study relevant outside materials. Students are encouraged to explore these areas of interest. The teacher acts as a guide to open paths for exploration. Physical Science and Earth Science are incorporated in the discussion. The relationship of heat, light, sound and motion to the living world is accentuated. Health at all levels is taught in conjunction with the science series. Seventh and Eighth Grade science encounter many hand-on experiences ranging from plant growth and microscopic manipulation to dissections and group research projects.

Social Studies

———— The Social Studies course of study uses the D. C. Health Series in grades 1 through 4. The series is supplemented by materials relevant to that which is happening locally, statewide, nationally, and internationally. This series also uses the integrated approach. The integrated approach studies various times in history. It also exposes the relationships of a particular country or population to the rest of the world.

———— The Fourth Grade also studies North Carolina history. The text The People of North Carolina is used as a beginning for the investigation. Students study the land, water, and resources of each region. The history of North Carolina is divided into four periods: the time of discovery and exploration, the colonial period, the approximately 100 years from statehood to the Civil War, and the Civil War to the present. Students also study state government and symbols. Topics relevant to the year (ex: elections) also take a focal point.

———— The Fifth and Sixth Grades have a two year study of world history. The approach is again integrated. Some of the major areas studied are: Ancient Times, Europe (the Middle Ages through the present), the Middles East and North Africa, Africa South of the Sahara, the Soviet Union, East Asia, South Asia, Southeast Asia, Oceania, and the Americas. By splitting the study of these areas over two years, the students are able to build a better understanding of the regions and their integrated relationships.

U.S. HISTORY

———— For U.S. History we use The American Nation by Todd and Curti. Half the book is taught in 7th and 8th Grade. In addition, we use "The Greensboro News and Record" and the

~~“Chatham News” as weekly current events sources. This year we are also utilizing special election materials provided by the state.~~

~~An interleaf at the beginning of each chapter helps the teacher organize and plan chapter instruction. Helpful teaching resources and strategies are given to correlate with the chapter’s learning objectives.~~

~~The text seeks to examine the contributions of all members of society to America’s story. This includes an appreciation of cultural diversity, geography, democratic values, economics, relation with the world, and technology in the shaping of our heritage. In short, American history presented in this text is both multicultural and multidisciplinary.~~

~~The text covers from prehistory to the present. The 33 chapters are arranged chronologically into 9 units. In each, social and political history are blended. A special strength of the text is the inclusion of primary materials in each chapter. Graphs and pictures are first quality. Review and other exercises stretch the mind with critical thinking skills.~~

~~Our proposed plan is to teach Chapters 1-12 in 7th Grade and Chapters 12-33 in 8th. The natural divided line is at Reconstruction following the Civil War. Central to the seventh grade curriculum will be a thorough study of our Constitution and its implication for today’s issues.~~

V. BUSINESS PLAN

A. GOVERNANCE STRUCTURE:

115C-238.29B(b)(3)

115C-238.29E(d)

Provide a list of the Board of Directors for the Chatham School. Include a resume (or qualifications) for each member of the corporation and a copy of the application made to the Secretary of State for incorporation (which includes the articles of incorporation, bylaws, etc.)

Give information about how the corporation will function in making executive decisions. About the operations for the School, how board members are elected, terms of office, etc.

The Articles of Incorporation and Bylaws for Chatham Charter School are included as appendices following the Application to Charter and prior to the Charter Agreement and Assurances. The Bylaws and Articles of Incorporation will explain the process for executive decisions, election of officers, and terms of office, etc. for the Chatham Charter School.

Julia-Brent Milholen President
450 Pine Lake Dr.
Siler City, NC 27344
919-742-5578
Vance Academy, Henderson, NC
Saint Mary’s Junior College, Raleigh, NC
University of North Carolina at Chapel Hill, BA History
Meredith College, BS Home Economics

Jeff Brewer Vice President
57 Pine Wood Dr.

Siler City, NC 27344
919-742-3788
The McCallie School
Appalachian State University, BA English
Real Estate, Insurance Agent

Becky Spence Secretary
PO Box 407
Siler City, NC 27344
919-663-3534
Lexington Senior High, Lexington, NC
UNC-G, BA Early Childhood Education
Owner/Operator of a private kindergarten for 6 years
Taught 1st grade for 21 years in the public school system

Doug Townsend Treasurer
120 Pine Forest Dr.
Siler City, NC 27344
919-742-2186
Woodbury Forest
Wake Forest University, BS Accounting
Currently getting MBA at Duke University
3 ½ years of public speaking experience
Currently working in a family business

Ortho B. Tucker Head of School
3 White Birch Lane
Pinehurst, NC 28374
910-295-4666
Paris High School, Paris, IL
University of Illinois, BS Ag. Science
Pembroke State University, MS Education
University of North Carolina- Greensboro
All but, dissertation Ph.D. Educational Foundation emphasis
Curriculum and Teaching

Linda Cooper
PO Box 415
Pittsboro, NC 27312
919-542-3077
Jordan Matthews High School
Associate Degree in Early Childhood from Central Carolina Community College
President of Chatham County Caregivers Association
Secretary of Child Care Networks Board, Chatham County

Previously Owner/operator of AA Child Care Center

Jonathan Daniel
101 Pine Forest Dr.
Siler City, NC 27344
919-663-2944
Jordan Matthews High School
Guilford Technical Community College
Flight Safety International
American Airlines Flight Academy
Professional Pilot for 20 years

Lisa Hart
3036-A Piney Grove Church Rd.
Siler City, NC 27344
919-742-4141
Saint Mary's High School
University of North Carolina at Chapel Hill
BS in Science with Teaching Certificate
Taught 2 year in public school system

Jan Lienau
1086 Seaforth Rd.
Pittsboro, NC 27312
919-542-4443
Northwood High School, Pittsboro, NC
UNC-CH, BS Pharmacy
Pharmacist for 16 years

Dawn Lynch
216 Coral Ave.
Goldston, NC 27252
919-898-4411
Appleton West, Appleton, Wisconsin
Indian River Community College, Vero Beach, Fl.

Stan Painter
PO Box 772
Siler City, NC 27344
663-3600 (910) 222-6320
Harding High School, Charlotte, NC
UNC-CH, AB Economics/History
25 (+) years Banking Experience

John Pleasants
1478 Old Coleridge Rd.
Siler City, NC 27344
919-742-5199
Faith Christian School, Ramseur, NC
Guilford College, BS Economics
President of Pleasants Office Systems, Inc.

Christopher Todd Roper
1108 Parkwood Dr.
Siler City, NC 27344
919-5614
Gwinette High, Snellville, GA
University of Alabama, Tuscaloosa, AL
Cumberland Law School, Birmingham, AL
Moody, Williams, & Roper- 1989 to present

Debbie White
P. O. Box 102
Pittsboro, NC 27312
919-542-1406
Fuquay Varina High School
NC State, Raleigh, NC
Project Manager Global software, Raleigh NC

Craig Wood
PO Box 448
Siler City, NC 27344
919-742-2141
Jordan Matthews High School, Siler City, NC
NC State University, Raleigh, NC
Vice President Sales Brookwood Farms

An organizational chart for Chatham Charter School can be found in the appendix.

B. Projected Types of Staff

The daily administration of the school will be performed by the head of school. Teaching positions will include one teacher for each grade level in Kindergarten through the Eighth grade. A secretary, bookkeeper, custodian and bus drivers will be employed. The number of bus drivers will vary as to need and enrollment. At the present time three positions are budgeted.

C. Qualifications Required for Individuals Employed by the School

The administrator will have at least a Masters Degree in Administration. Previous administrative experience will be desirable.

Teaching positions will be filled in accordance with the guidelines set forth by House Bill 955. At least 75% of the teachers in grades one through five and 50% of the teachers in grades six through eight will hold teacher certificates. Chatham Charter would like to work with the public school, as it has previously, when evaluating and supplying services for children. The time of instruction and financial compensation would be arranged on a case by case basis.

There will be one secretary, bookkeeper, and custodian. Each of these persons will show the qualifications and experience to perform his/her duties. Bus drivers will currently hold and maintain the appropriate license(s) required by the State of North Carolina.

Positions will be hired for one year intervals unless otherwise approved by the Chatham Charter School Board of Directors. Tenure will not be extended unless approved by the Board of Directors.

All employees will submit to personal background checks. It will be the responsibility of the applicant to provide the school with this information. Drug testing may be required of all drivers.

D. Commitment of Staff to Date

At this time, all of the present staff at Chatham Academy, Inc., 1 administrator and 6 teachers, have verbally committed to work and teach in Chatham Charter School. They have also signed the charter on page 2.

E. There is **not a request to have fewer than 3 teachers.**

F. Projected Student Enrollment 115C-238.29(b)(12)

Present the following information in a chart format for ages 5 to 17:

(1) 1997-99 Two-year enrollment projection By GRADE
By Local Education Agency.

Identify each Local Education Agency from where students may come:

From: LEA 1 Chatham County
LEA 2 Randolph County
LEA 3 Wake County

GRADE for	1997-1998			1998-99		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3
Kindergarten	15	0	0	15	0	0

1	15	0	0	15	0	0
2	15	0	0	15	0	0
3	15	0	0	15	0	0
4	15	0	0	15	0	0
5	8	1	1	15	0	0
6	8	1	3	8	1	1
7	8	1	0	8	1	3
8	8	0	0	8	1	0
TOTALS	107	3	4	114	3	4
		114			121	

Out of the projected enrollment on the [previous page](#), how many are projected to be 'exceptional' children (or children with special needs)?

Exceptional Children Count for

	1997-98			1998-99		
	LEA 1	LEA2	LEA3	LEA1	LEA2	LEA3
Autistic						
Academically Gifted	6			7		
Deaf-Blind						
Hearing Impaired						
Mentally Handicapped						
Multihandicapped						
Orthopedically Impaired						
Other Health Impaired		7	1		8	1
Pregnant						
Behaviorally-Emotionally						
Specific Learning Disabled						
Speech-Language Disabled	2			2		
Traumatic Brain Injured						
Visually Impaired						
TOTALS	15	1		17	1	

** It should be noted that the only students who are receiving assistance other than the regular classroom setting are those who are labeled as Speech-Language Impaired. These students are receiving assistance from the LEA. The parents of the other students have and are aware of the problems but do not want the students out of the regular classroom setting. Their needs are noted and addressed in regular classes. Chatham Charter would like to contract Exceptional Children assistance with the LEA.

G. Request for fewer than 65 students. No, our Charter School does not request an exemption for fewer than sixty-five students enrolled during the school year.

H. Two Year Budget

(1) Revenue Projections

Source	1997-98	1998-99
State ADM Funds	\$331,770.00	\$342,400.00
Local ADM Funds	\$107,000.00	\$117,700.00
Grants		
Foundations		
Private Funds	\$ 11,000.00	\$ 11,550.00
Student Fees *	<u>\$ 4,275.00</u>	<u>\$ 4,500.00</u>
Totals	\$453,975.00	\$476,150.00

Note:

This represents a very conservative estimate of funds which will be available for the educational processes at Chatham Charter School. Chatham Charter is aware that Federal Funding will be available on a Grant Basis. The school will investigate funding in the following areas but will not be limited to these areas: Title I (areas dependent on student population), Title II, Title III, Title IV, Title V, Title VI, Goal 2000, and Learn and Serve America. The student population will dictate to which areas of the Federal Funding applications will be appropriate.

The school will also apply for Federal Start Up funds which will be focused in the areas of transportation, furniture, textbooks, and computer facilities. It was the intent of Chatham Charter to show the conservative funding estimates would finance the proposed program.

*Student Fees will include, but will not be limited to, a \$50 science laboratory fee for grades 5-8, a \$25 art fee for grades Kindergarten through 8, and a computer disc purchase fee. Students will also be required to purchase their own school supplies which are needed for a particular class.

(2) Expenditure Projections ON FILE

(3) Working Capital/Assets

List and describe	Amount/Value
Cash on Hand	\$ 8027.00
Certificates of Deposit	
Bonds	
Real Estate	\$ 686,592.00
Capital Equipment	
Motor Vehicles (bus)	\$ 2,000.00
Other Assets:	

Textbooks	\$ 19,949.00
Furniture and Fixtures	\$ 26,205.00
Machinery and Equipment	\$ 11,853.00
Accumulated Depreciation	<u>\$ (75,974.00)</u>

Totals	\$678,652.00
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Note:

The assets described above including and not limited to real estate, motor vehicles, furniture, fixtures, machinery, and equipment, will be leased to Chatham Charter School by Chatham Academy, Inc. with the expressed purpose of operating a Charter School.

I. Health and safety requirements

- a. Immunization of students: each student will have immunizations current and in compliance with the North Carolina Public Health guidelines:

Procedure:

1. Each student will complete and application for enrollment prior to admission annually.
2. The enrollment application will include record of immunizations.
3. The immunization record will be examined for compliance with NC Public Health guidelines.

b. Fire and Safety

Fire and safety inspections will be completed each year by the Fire Marshall as mandated by the State of North Carolina. Also, monthly fire inspections will be made to identify and eliminate hazardous conditions and results recorded. Fire drills will be conducted monthly and records will be filed containing the following information: date, time, and time elapsed to complete the drill. Chatham Charter School will maintain equipment necessary to combat fires which may occur and endanger life or property as required by local, state and federal requirements. All fire protection equipment shall meet requirements of code of federal regulations.

Procedure:

1. It shall be the responsibility of Chatham Charter School Administration to ensure that an adequate number of fire extinguishers are available.
2. Extinguishers shall be located, marked and maintained so that they may be easily identified and in good operating condition.
3. Travel distances shall not exceed more than 75 feet to the nearest extinguisher.

Smoking is prohibited in the Chatham Charter School building.

c. Food inspection:

~~At this time there is no plan to serve food. However, if there is a change in plans the State Health and Safety Department will be contacted and their guidelines will be followed. Students bring their own lunches and snacks.~~ Chatham Charter School participates in the National School Lunch Program. (Approved by the State Board May 5, 2022)

d. Hazardous chemicals:

Hazardous chemicals/materials will be properly labeled and not accessible to students to maintain a safe environment. Hazardous chemical/material may be defined as those labeled: hazardous or keep out of reach of children”.

Procedure:

1. Any and all hazardous chemicals/materials will be in original container with original label.
2. Any and all hazardous chemical/materials will be stored according to manufacturer label and kept in an area not accessible to students/

e. Bloodborne pathogens

Risk of exposure to blood and body fluid will be addressed by use of Universal Precautions:

Rationale:

Universal precautions approach is based on the premise that a medical history and examination cannot reliably identify all people infected with human immunodeficiency virus (HIV), hepatitis B virus (HBV), or other blood borne pathogens. Consequently, staff should consider all human blood and body fluids as potentially infectious and must employ appropriate protective measures to prevent possible exposures.

Procedure:

1. Universal precautions consists of use of personal protective devices as a barrier to blood and body fluids:

Barrier precautions:

- a. Use of latex gloves will be implemented when any risk of exposure exists
 - b. Masks and face shield must be worn when risk of splash of blood/body fluids exists
 - c. Mouth shield must be used when cardiopulmonary resuscitation is implemented.
2. Hands and other skin surfaces must be washed as soon as possible if they become contaminated with blood or body fluid. Hands must be washed as soon as feasible upon removal of gloves.
 3. Materials contaminated with blood/body fluids will be handled in one of two methods.
 - a. Disposable items will be placed in a sealed, leak-resistant container (plastic bag) and discarded in the outside dumpster.

- b. Non-disposable items (clothing) will be removed as soon as feasible and place in a sealed, leak-resistant container or laundered as soon as feasible.
- 4. Personal protective devices will be provided by Chatham Charter School. Hand washing facilities will be accessible by all persons within Chatham Charter School.

J. Civil Liability and Insurance

State the coverages for:

- a. Comprehensive General Liability: Twin City Fire Insurance Company
\$2,000,000 Gen. Agg. 9-1-96/97
- b. Officers and Directors/Errors Omissions
Twin City Fire Insurance Company 9-1-96/97 #22-CLSQQ0830
\$2,000,000 Aggregate - Retro Date 9-1-93
- c. Property Insurance
Twin City Fire Insurance Company #22 PKSQQ0829
\$750,000 Special Form - Replacement Cost
- d. Motor Vehicle Liability
Hartford Casualty Insurance Company #22 UENQQ0831
9-1-96/97 CSL - \$2,000,000
Uninsured motorist - \$1,000,000
- e. Bonding
Employee Dishonesty Bond - \$100,000 blanket.
- f. Other
Excess Liability - \$1,000,000 Aggregate
Nutmeg Insurance Company #22 PSNSA9912

K. Transportation: Describe the transportation program/system for students attending the Charter School. 115C-238.29F(h)

Due to the expanse of the school district, an entire county, Chatham Charter will designate safe and convenient locations throughout the county as sites where children will be picked up for school and dropped off again at the end of the day. Buses will run on a designated time schedule arriving at a location and staying there until a specified leave time. The charter school will also act as facilitator working with parents to coordinate car pools to transport children to and from the central points. These points can only be designated after enrollment has been established and the proper authorities have been contacted. It may be the desire of

Chatham Charter to use another public school parking area, prior to or after the high traffic times, as a designated point.

The charter school feels this system of transport will be advantageous to the public school transport system. Early arrival would assure a full rather than abbreviated school day. Drivers with the appropriate licenses would be used.

I. Facility

115C-238.89C(c)

Name of the Facility: Chatham Charter School ~~Chatham Academy~~

Address: 2200 Hamp Stone Rd., PO Box 245

City/State/Zip: Siler City, NC 27344

Description of the Facility: Metal frame with concrete block and brick veneer

Total Square feet: 11,800

Number of Classrooms 9

Number of Restrooms 8

Other Rooms:

Auditorium 0

Gymnasium 0

Music Room 0

Art Room 0

Laboratory (computer) 1

Offices 2

Teacher's lounge 1
and work space

Ownership: Lease

Term of lease: 5 years Rent: \$5,175.00/month

Name of landlord: Chatham Academy, Inc.

Address: PO Box 245

City/State/Zip: Siler City, NC 27344

Phone: (919) 742-4550

Has the building been checked for fire, safety, and handicapped accessibility?

This is a functioning school building, and it has been inspected for fire, safety, and handicapped accessibility. It has passed all inspections.

Building Maintenance

As of the 2012-13 school year, Chatham Academy Inc. dissolved and gave its debts and its assets to Chatham Charter Inc. Now Chatham Charter School is responsible for building maintenance. This is achieved through the assigned custodial team and monitored by school administration. The school is also subject to required

inspections by the Fire Marshall and Health Inspector. ~~The general maintenance of the building will be provided through the lessor, Chatham Academy, Inc. They will be charged with maintaining the building in a manner which is safe for the students and the employees. The day to day maintenance will be contracted by Chatham Charter School. Chatham Charter School will employ a custodian. Funding for this position is budgeted. The outside grounds are maintained by a person who is Director of Buildings and Grounds. This person reports to the Head of School and then to the Board of Directors.~~

M. Marketing

Describe the marketing plan or the proposed Charter School, including any long-range plans for recruiting students, expanding facilities, and attracting certified and other teachers to the school.

Chatham Charter school will be marketed as a non-profit, non-sectarian, school with a fast-paced college preparatory curriculum. To make this curriculum accessible to more students, the school has implemented multi-aged grouping in classrooms. The philosophy is to place students in classes where they will be academically challenged, yet where they can find success.

All humans take a reflexive approach to life. To be reflexive is to look at how the surroundings affect me. The "I" is the focus. Students will learn that not only does the environment affect them, but each of them has an effect on his/her surroundings. To view and treat others from a reflexive point of view encourages compassion, caring, integrity, love and high self-esteem.

The students are evaluated using a written portfolio system through the fourth grade. This system is used to prevent labeling and dehumanizing students as often happens with grading systems. Beginning at the 5th grade, students will receive letter grades; however, the portfolios will still be used. So, the school (if this works with the SIMs) will report to parents on a quarterly basis with Interims (abbreviated reports) sent home between each quarterly progress report. This allows for a total of eight parental reports per year.

Long range plans include the addition of 2 classrooms on the existing building as soon as the middle school (grades 5-8) warrant expansion. Also, at a future time it is the intent to add one grade per year until the school becomes a K-12 school. This will be done only when the school experiences the enrollment and financial stability, which warrant such action. The existing facility was built with an expansion plan in mind. The expansion could be with recommendations, from the LEA and SDPI, implemented quickly. Also, private funding would be sought to assist with the expansion.

Chatham Charter believes the innovative curriculum, small classes and opportunity to be a significant contributor in curriculum development will be attractive to professional teachers. If additional faculty members are needed, our first option will be a search of the community for qualified people. The second option will be the investigation of the College of Education of schools such as UNGC, UNC-Chapel Hill, NC State, and Elon College. Each of these has excellent teacher education programs and placement

centers which match prospective teachers with schools. It would be our intent to keep in contact with the LEA to assure the most qualified personnel were made aware of positions throughout the county.