

CAMERON CREEK CHARTER
“Where Every Child Succeeds”

2012
CHARTER SCHOOL APPLICATION

Submitted to:
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh, NC 27601-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303
Contact Person:

Sylvia Cole
P.O. Box 192
Newell, NC 28126
(704) 968-1689
Sylviacole32@gmail.com

Cameron Creek Charter

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Cameron Creek Charter

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Strawberry Mansion Area Trust Corporation

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes X No

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Sylvia Cole

TITLE/RELATIONSHIP TO NONPROFIT: Founder, Chairman of the Board of Directors

MAILING ADDRESS: P.O. Box 192
Newell, NC 28126

PRIMARY TELEPHONE: 704-968-1689 **ALTERNATE TELEPHONE:** 704-688-9950

E-MAIL ADDRESS: Sylviacole32@gmail.com

Location Proposed Charter School (LEA): Charlotte-Mecklenburg County

Conversion:

No: X

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: **N/A**

If a public school, give the name and six-digit identifier of the school being converted: N/A-_____-_____

Description of Targeted Population: Cameron Creek Charter proposes to serve at-risk youth located throughout the Charlotte-Mecklenburg area. Our targeted populace consists of students in truncated economic communities with limited resources who tend to struggle in the traditional school setting.

Proposed Grades Served: K-5 Proposed Total Enrollment: 360

Projected School Opening Year 2013 **Month** August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-5	260		X
Second Year	K-5	300		X
Third Year	K-5	300		X
Fourth Year	K-5	300		X
Fifth Year	K-5	300		X

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. All information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

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CAMERON CREEK CHARTER

I. MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

Cameron Creek Charter believes that every child is an individual; that all children are creative and need to succeed. Therefore, Cameron Creek Charter respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical as well as the intellectual development of each child. While giving every child a basic foundation rooted in the core curriculum of math, English, health, the arts and sciences, Cameron Creek Charter will seek to create a challenging learning environment that encourages high expectations and success through development-appropriate instruction that allow for individual differences and learning styles. Our objective is to create an atmosphere of cooperation, with respect for individual differences and community values.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

Cameron Creek Charter proposes to serve the at-risk students of Charlotte-Mecklenburg. According to the Charlotte-Mecklenburg Neighborhood Quality of Life Study, approximately 37% of the students have a provisional and/or quality of life file. Conferring to this study, most of the socioeconomically disadvantaged students in Charlotte-Mecklenburg County live in North and West Charlotte. Approximately 50.9% of the students receive free and/or reduced lunch. (Charlotte Mecklenburg Schools). Cameron Creek Charter plans to locate the school on the north or west side of Charlotte to ensure easy accessibility from all areas of Charlotte. By locating the facility in this area, it will allow us to service the targeted students as well as Charlotte-Mecklenburg in its entirety. Cameron Creek Charter will not discriminate and will service all students regardless of zoning laws.

Charlotte Mecklenburg Schools (CMS) is showing academic decline. Currently, there are 42 Title I Elementary Schools. According to the North Carolina Public Schools, 16 of the CMS Elementary Schools have received Elementary and Secondary Education Act (ESEA) sanctions for not making the federal benchmarks for Adequate Yearly Progress (AYP) in the same subject for two or more years in a row. In the 2010-2011 Adequate Yearly Progress (AYP) Reports, 30 out of 42 CMS Title I Elementary Schools did not make AYP. Elementary Schools are making less growth than previous years. In the 2010-2011 academic school year, elementary schools making less growth rose to 16 from 9. Schools are being overcrowded as well as classrooms. CMS has an average of 201 mobile classroom units being used in elementary schools. (See an example of attached Data). However, there are more mobile classroom units in use throughout the Charlotte Mecklenburg School District. The number of mobile classroom units being used is steadily increasing. Consequently, these things affect student achievement. As classroom sizes increase and the poverty level continues to rise, teachers perceptions of the context in which they work become increasingly negative. Cameron Creek Charter will assist in alleviating the burden associated with overcrowding. It is our belief that we can educate the "complete" student, dissolve academic gaps and facilitate lifelong learning.

PURPOSES OF PROPOSED CHARTER SCHOOL:

1) Improve Student Learning

Cameron Creek Charter will provide students an environment that will develop academics and improve the process of student learning. All learning goals will be clearly articulated based on the North Carolina Standard Course of Study. The objectives will be measurable and will involve the North Carolina Standard Course of Study objectives. Cameron Creek Charter will set an appropriate criteria and high standards for learning quality. We will establish learning expectations and evaluate learning outcomes to assure the process has its primary goal the continuous improvement of the quality of student achievement. We will systematically gather, analyze, and interpret data and/or evidence how well performance matches expectations and standards. We will create opportunities for the students to engage in self-reflection of its learning goals.

Cameron Creek Charter's staff will use valid and reliable ways to assess student learning, employ multiple measures on a consistent and regular basis, and ascertain the degree to which learning outcomes with objectives and standards. The resulting information will be used to document, explain and improve performance. Thus, the information will provide Cameron Creek Charter with an opportunity to re-examine objectives, methods and measures as feedback to help students to improve their learning.

2) Increase learning opportunities for all students with special emphasis on expanded learning experiences for students who are identified as at-risk of academic failure or academically gifted.

Cameron Creek Charter will provide enrichment and intervention programs to ensure that students are successful in their learning environment. We will use technology to help students build stronger, more efficient connections in their brains and a deeper connection to learning and school. Cameron Creek Charter will specifically address the identified students as follows: (1) small class size (20:2 in grades K-2; 20: 18:1 in grades 3-5). (2) Individualized instruction based on student's instructional level (differentiated instruction). (3) Teacher Looping. Teachers will remain with the same class for 2 years. This will allow instructors to become familiarized with individual student's learning styles and needs. Thus, it will ultimately increase student learning opportunities as well provide instructors with the ability to identify students who are academically at-risk and/or gifted. (4) Hands-on learning. It will enhance students to ability think critically and apply what they have learned in real world application. (5) Teachers will work collaboratively. By working collaboratively, Cameron Creek Charter instructors will be able to design and implement appropriate interventions that will be based solely on the needs of the student. All academic programs, at-risk and/or gifted will be evaluated regularly. (6) Individualized learning plans. Each identified student will receive an individualized learning plan in which to meet their individual needs.

3) Encourage the use of different and innovative teaching methods.

Cameron Creek Charter will encourage the use of diverse and innovative teaching methods. We will use the Brain Based Learning Program by Dr. Kathie Nunley to model our teaching methods. Staff will be provided training to deepen their knowledge and understanding of research-based practices. Brain Based Learning Theory will fast-track student learning by the use of community collaboration, instructional strategies and elevated expectations. Brain Based Learning Theory primary focus will be to (1) Capture Attention. Access prior knowledge and set learning environment. (2) Objective. What is expected of student? Has this information been relayed to the student? (3) Purpose. Why are you teaching this objective? Students should always be informed of purpose. (4) Input. Skills and/or information the student will learn. (5) Modeling. It is imperative for student learning that instructor's model. (6) Comprehension. Checking for understanding is necessary in order to verify that students are grasping the objectives. (7) Guided Practice. This step is needed to ensure that students are able to apply the newly learned objective in class. (8) Closure. Allows students time to summarize what they have learned and ask questions. (9) Independent Practice. Allows students time to apply what they have learned in class. Further, it gives the instructor insight on whether students have accomplished the objective. This is essential to student learning.

4) Create new professional opportunities for teachers, including the opportunities to be responsible for learning program at the school site.

Cameron Creek Charter School staff members will participate in the leadership and decision making process at the school. Teaching teams will be provided and resources to participate in plans for instruction, discussion of student outcomes, mentoring as well as engaging in dialogue concerning instructional techniques. Professional development opportunities will focus on the goals, philosophy and mission of our school. All instructors will be trained in the Brain Based Learning Theory.

5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Cameron Creek Charter will provide parents and students with an education that is different from the traditional school education. Currently 50.9% of the students receive free and/or reduced lunch. (Charlotte Mecklenburg Schools). Charlotte Mecklenburg has 42 Title I schools. Currently, there are 42 Title I Elementary Schools. According to the North Carolina Public Schools, 16 of the CMS Elementary Schools have received Elementary and Secondary Education Act (ESEA) sanctions for not making the federal benchmarks for Adequate Yearly Progress (AYP) in the same subject for two or more years in a row. In the 2010-2011 Adequate Yearly Progress (AYP) Reports, 30 out of 42 CMS Title I Elementary Schools did not make AYP.

Cameron Creek Charter will help alleviate the burdens associated with overcrowding and offer opportunities for greater success of all students through smaller class size, cooperative learning, and differentiated instruction. We will use appropriate assessment measures to help identify students individual learning needs and provide a quality teaching environment for all learners. Cameron Creek Charter will provide ongoing professional development for staff members to ensure that students receive an exemplary education. Collaboration with community agencies will be established in order to provide our parents and students with every available opportunity that will enable the student to be successful. Cameron Creek Charter will compose a list of resources that will ensure a resilient, fit family which can ultimately lead to a successful student.

- 6) **Hold the schools established under this part accountable for meeting measurable student achievement results and provide the schools with a method to change from rule-based to performance-based accountability systems.**

Cameron Creek Charter will be responsible for measuring student outcomes and determining the success of our school program. Students will take ongoing assessments including formative, summative and authentic. These assessments will be taken in order to confirm progress in meeting learning objectives of individual students, to guide instruction and to make further decisions on the overall instructional program. Through self-evaluations, student benchmarks, State testing and other accountability modes, teachers and administrators will monitor growth and academic success students at Cameron Creek Charter. As a team, Cameron Creek Charter will be held accountable to parents, students, the community and the North Carolina State Board of Education.

CAMERON CREEK CHARTER

EDUCATIONAL FOCUS:

Cameron Creek Charter is committed to providing an exemplary elementary education for at-risk students. Cameron Creek Charter academics will be anchored by the rigor of North Carolina Curriculum Content Standards. We will provide engaging student focused learning experiences immersed in active participation that will be further developed by inquiry based instruction and processed through cooperative learning, collaborative learning and small group experiences.

Cameron Creek Charter will provide a nurturing, supportive, creative and actively engaging environment. It is our objective to create an optimal learning atmosphere that will intrinsically motivate students to become lifelong learners. One of the fundamental goals is to develop and promote a sense of responsibility, educational purpose, and empowerment.

In order to best meet the needs of the students, Cameron Creek Charter instructors will spend 2 years (learning loop) with their students. The purpose of the 2 year learning loop is to help the instructors gain an insight as to how the students learn and what works best. From this, they can better meet the needs of the “complete” student. Instructors will use higher order thinking skills and accentuate student-learning strategies.

Cameron Creek Charter will create a safe, caring, non-bias environment that promotes character building programs and projects which develop critical thinking, team building and problem solving skills that will allow students to focus on education. Our students will learn to work collaboratively to find the best way for each member of a group to contribute and listen to and accept the viewpoints and contributions of others.

In order to create a philosophy of parental ownership and empowerment, Cameron Creek Charter will be an active and viable member of the community. It will be a place where parents as well as the community will have input into education. Stakeholders will be kept informed through orientations, literature and workshops.

II. GOVERNANCE

A. PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

Name of Private Nonprofit: Strawberry Mansion Area Renaissance Trust Corporation

Mailing Address: P.O. BOX 192

City/State/Zip: Newell, NC

Street Address: 2425-304 Rosy Billed Dr., Charlotte, NC 28262

Email: Sylviacole32@gmail.com

Phone: 704-968-1689

Fax: 704-688-9950

Name of registered agent and address: P.O. 50149, Philadelphia, PA 19132

FEDERAL TAX ID: 23-2668621

TAX-EXEMPT STATUS (501 (c)(3)) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
 No

NOTE: The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

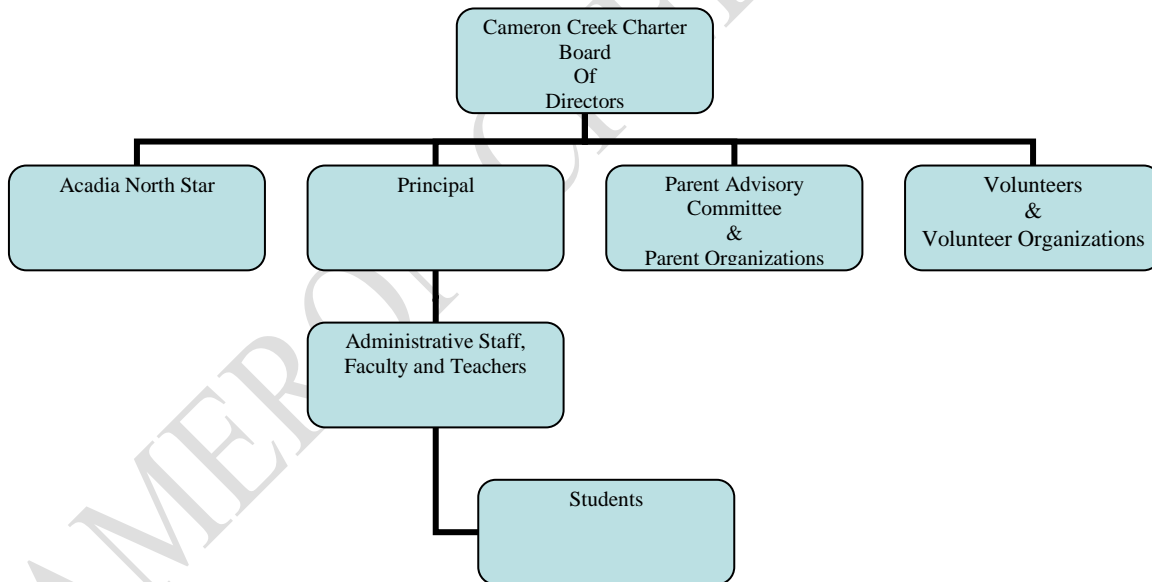
If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, website, phone number, contact person, fax, and email:

Cameron Creek Charter will not have an EMO.

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS 115C-238.29E(d))

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Cameron Creek Charter will be run according to the following organizational chart showing the relationships of the Governing Board.



A ONE-PAGE RESUME FOR EACH MEMBER OF THE BOARD OF DIRECTORS FOLLOWS:

Sylvia Cole

2425 Rosy Billed Dr., Charlotte, NC 28262 (704) 968-1689, Email: scole517@aol.com

OBJECTIVE: It is my desire to obtain a position as an educator that requires extensive experience in the design, delivery, evaluation, and enhancement of effective instructional practices.

EDUCATION: UNIVERSITY OF NORTH CAROLINA at CHARLOTTE, Charlotte, NC
Bachelor of Arts – History, July 2007

JONES INTERNATIONAL UNIVERSITY, Centennial, CO
Master of Education, Elementary Curriculum, Instruction & Assessment, January, 2011
Master of Education, K-12 English as a Second Language Education, August, 2011

Northeastern University, Boston, MA
Doctorate in Education, Curriculum, Teaching and Leadership

PROFESSIONAL EXPERIENCE:

8/07 – Present **CHARLOTTE-MECKLENBURG SCHOOLS, Charlotte, North Carolina**
Teacher/Title I Tutor

- Prepare and monitor student’s academic progress.
- Plan, develop, and implement Individualized Educational Plans (IEP) of exceptional students’ based on academic ability.
- Implement and oversee the instruction of students in reading, math, science, social studies, and life/social skills.
- Identify student needs and assess progress as part of the individualized instructional process.
- Serve as a member of the multidisciplinary team for each student and assist other regular education staff in providing educational services that will ensure compliance with state and federal regulations.

4/91 – Present **STRAWBERRY MANSION AREA RENAISSANCE TRUST CORPORATION,**
Philadelphia, Pennsylvania
Education Director/Officer

- Work with educational committees as well as advisory groups within the community to come up with the most appropriate curricula to meet the needs of the students.
- Run educational programs in a non-school setting for a non-profit organization.
- Implemented an adult literacy program in 1994.
- Established mentoring program for children and youth in 1993.
- Founder, SMART Corporation Scholarship Fund for Disadvantaged Youth 1994 to present.

4/91 – Present **UNITED STATES ARMY, Charlotte, North Carolina**
Healthcare Specialist

- Responsible for administering immunizations, phlebotomy, injections, initiate and maintain intravenous therapy, immobilize orthopedic injuries as well as perform selected invasive procedures and record keeping.
- Perform comprehensive assessments and formulated treatment plans.
- Provide individual/group counseling and crisis intervention services.

References Available Upon Request

Melvin T. Sharpe, Jr., Esquire
2836 W. Harold St., P.O. Box 50149 Philadelphia, PA 19132

(215) 901--8646

msharpeesq@aol.com

Profile: Solo business, civil and commercial lawyer, with 25+ years outside counsel and national litigation experience in corporate, education, entertainment, health, non-profit, and retail sectors, in addition to operating community education non-profit SMART Corporation, for over 20 years.

PROFESSIONAL EXPERIENCE

LAW OFFICES OF MELVIN T. SHARPE, JR., P.C., Philadelphia, PA

President, Owner, Attorney at Law (PA)

August, 1986 - Present

- Responsible for managing and operating a law practice in Philadelphia, PA, representing corporate and individual clients in a wide variety of business and corporate matters, complex and commercial litigation, negotiating contracts and minority business development deals, loans, and financing documents, private placements and prospectus in securities transactions as private legal counsel, representing small businesses in public and private contracts, and development projects. From 1995 to 2005, served as outside counsel to TASTY BAKING COMPANY (Tastykake), the NYSE-traded Philadelphia-tradition national baked goods snack foods company, and in 1998 was counsel who established the K-6 still operating Alliance For Progress Charter School in N. Phila., for the non-profit community social services institutional agency Women's Christian Alliance, in addition to litigating PA state cases, and federal cases in PA, CA, DC, DE, FL, GA, NJ, NY, OH.

ATKINSON & ARCHIE

August, 1985-July, 1986

- Associate in the Civil Defense/Contract & Bonds unit of local minority law firm that was then counsel to Philadelphia's first Black Mayor W. Wilson Goode and handled local corporation accounts, like PECO Energy, Phila. Gas Works, Phila. Housing Authority, Phila. School District, OIC of America, and oversaw legal administration of building projects, city-wide programs, and summer youth employment programs, including the School District of Philadelphia's internships. Left the firm to pursue solo practice; firm later merged into DUANE MORRIS, a major law firm.

EDUCATION

TEMPLE UNIVERSITY SCHOOL OF LAW, Philadelphia, PA

1981 - 1984

Juris Doctor, May, 1984

Intl. Moot Court, 1982-83; Temple Legal Aid, 1982-84, serving area residents in SSI cases, wills; Temple LEAP-trained high school students in civil law; Research Asst. to Prof. Henry Richardson, published in Amer. J. of Intl. Law, v.1, 1984.

THE OHIO STATE UNIVERSITY, Columbus, OH

1975 -1980

Bachelor of Arts, Political Science, 1979

Master of Arts, Urban Studies, 1980 Thesis approved. Graduate Teaching Associate.

ACTIVITIES: John Coltrane House Board, SMART Corporation, Tennis Assn., BESLA

JOHN L. BYARS

6100 City Avenue, Apt. 1014 Cell: 267.650.9379
Philadelphia, PA 19131 john.byars88@yahoo.com

EXECUTIVE SUMMARY

Senior Director specializing in procurement management and supplier diversity with significant experience leading management teams, developing and managing budgets, implementing strategic business initiatives and process reengineering.

PROFESSIONAL EXPERIENCE

SCHOOL DISTRICT OF PHILADELPHIA, Philadelphia, PA

EXECUTIVE DIRECTOR, Office of Procurement Services (12/07 – 03/11)

Direct and lead a procurement organization involved in purchasing goods and services with an annual spend of \$700 million. Manage the Bid, RFP, and strategic sourcing processes for schools and administrative offices in collaboration with department heads.

- Identify and implement cost savings strategies.
- Develop and implement strategies for supplier management and contractual relationships.
- Oversee the vendor selection and negotiation process; establish and maintain contractual relationships; and monitor contract compliance.

Key Achievements:

- Implemented strategic sourcing projects for MRO; Educational Supplies; Cleaning Supplies; and Office Supplies.
- Implemented an E-commerce online ordering system for office supplies and school products.

DIRECTOR, Small Business Development, Office of Procurement Services (10/05 – 12/07)

Directed and managed a \$200 million supplier diversity program including contract compliance, vendor relationships, outreach, training, policy setting, and process improvement, marketing and communication.

- Directed a supplier diversity team of 12 professional staff and consultants responsible for implementing and monitoring MWBE participation in the District's construction, procurement and professional services contracts. Consistently exceed MWBE participation goals and spend in targeted contracting areas.
- Developed new and enhanced District-wide MWBE policies, procedures and guidelines for internal and external stakeholders. Utilize survey data to coordinate internal and external training programs. Serve as lead MWBE resource for internal stakeholders.
- Standardized internal and external communications regarding MWBE outreach and participation activities. Prepare literature, website and other promotional material highlighting the MWBE program and its successes. Maintain database of 1700 certified MWBE businesses.

Key Achievements:

- Implemented a fully integrated MWBE contract compliance, tracking and reporting monitoring process for all District-awarded contracts in excess of \$100k.
- Consistently exceeded MWBE participation levels across all lines of contracting.

SPECIAL ASSISTANT TO THE EXECUTIVE DIRECTOR OF PROCUREMENT (04/03 – 10/05)

Directed procurement staff in an organizational assessment and an implementation of business process improvements including strategic sourcing, Bid/RFP information management solution, and a fully integrated office supply website ordering process to obtain targeted annual savings.

- Responsible for analyzing and managing divisional practices, procedures and purchasing methods. Drafted departmental policies and procedures in accordance with state and federal procurement code and industry best practices.
- Provided support to SDP senior executives regarding vendor selection processes, contract compliance, procurement best practices.

JOHN L. BYARS

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ADDITIONAL PROFESSIONAL EXPERIENCE

CIGNA CORPORATION, Philadelphia, PA 04/02 – 03/03
Senior Compliance Analyst

MARGOLIS EDELSTEIN, Philadelphia, PA. 09/01 – 04/02
Law Clerk

FELDMAN, SHEPHERD, WOHLGELERNTER, TANNER & WEINSTOCK, Philadelphia, PA 02/94 – 06/01
Paralegal

COMMUNITY LEGAL SERVICES, INC., Philadelphia, PA 06/90 – 02/94
Paralegal

EDUCATION

RUTGERS UNIVERSITY SCHOOL OF LAW, Camden, New Jersey.

- Juris Doctor (May 2001)
- Hunter Advanced Moot Court Competition (1999)
- Moot Court Competition (1998)
- Student Bar Association -*Student Representative* (9/98 - 9/99)

UNIVERSITY OF PENNSYLVANIA, *Fels Center of Government*, Philadelphia, PA

- Masters of Government Administration (1993 – 1994)

SWARTHMORE COLLEGE, Swarthmore, PA.

- BA – Political Science (June 1991)

SKILLS SmartSource: eProcurement Tool for eRFPS, Reverse Auctions and Contract Management
Microsoft Suite: MS Word, Excel, PowerPoint and Outlook

AWARDS Philadelphia Business Journal

- Outstanding Minority Business Leader Award (August 2010)

School District of Philadelphia – “Best Operational Practices”

- Bid Information Management System (*BIMS*)(2004–2005)
- Office Depot Website Ordering System (2004-2005)
- School Specialty Ordering System (2004-2005)

BOARD MEMBERSHIPS

- Moore College of Art and Design (2009 – 2010)
- The Business Center for Entrepreneurship and Social Enterprise (2007 – Present)
- Greater Philadelphia Chamber of Commerce – Small Business Board (2006 – 2008)
- African-American Chamber of Commerce (2006 – 2008)

ACTIVITIES Leadership Philadelphia, Philadelphia, PA
Core Leadership Class 2009

REFERENCES AVAILABLE UPON REQUEST

BERNITTA MITCHELL CABBS
10111 Pintail Place, Apt. 107, Charlotte North Carolina 28269
bernitte.cabbs@cms.k12.nc.us
704.960.9725 direct
980.218.9806 home

OBJECTIVE:

Accomplished, high-energy educator with over 20 years of experience in education. Creative and Effective leadership skills in Career and Technical Education, NC Computer Skills testing, VoCATS, and building Effective School and Community partnerships. Dynamic in working with diverse groups, increasing parent involvement, and providing a positive school climate.

CERTIFICATIONS

School Administration K-12
Career and Technical Education 6-12
National Board Certification

EXPERIENCE

1991- PRESENT Charlotte Mecklenburg Schools, Charlotte, NC
2007 Coulwood Middle School Master Level I Teacher (FOCUS SCHOOL)
2006 Derita Alternative School (Alternative School Setting)
1998 – 2006 Cochrane Middle School Master Level I Teacher (Equity Plus/Title 1)

Career and Technical Educator (CTE)

August 98 – 2008

- Facilitate instruction, assess students via written, group and oral assessments, and prepare organized and detailed lesson plans.
- VoCATS Trainer and Chairperson for the CTE department (1998 - .
- Train teachers on various software packages to enhance instructions, i.e. Grade book, CMS 95, CMS Email (sending and receiving attachments)
- Facilitate ethical and standards testing procedures for VOCATS Testing.

AFFILIATIONS:

NATIONAL EDUCATION ASSOCIATION
NORTH CAROLINA ASSOCIATION OF EDUCATORS
CHARLOTTE MECKLENBURG ASSOCIATION OF EDUCATORS
BOARD OF DIRECTORS 2ND II NONE YOUTH SERVICES
DELTA SIGMA THETA SORORITY INC.

COMMUNITY PARTNERSHIPS/FAITH BASED ORGANIZATIONS

MT. CARMEL BAPTIST CHURCH, TUCKASEEGEE ROAD
IBM, CHARLOTE NC
DUKE ENERGY, CHARLOTTE NC

2ND II NONE YOUTH SERVICES
CHARLOTTE CITY COUNCIL

CAREER HIGHLIGHTS AND ACCOMPLISHMENTS:

- Partnered with Duke Energy and IBM which increased NC Computer Skills Scores from a single to double digit percentage increase at Cochrane Middle School – 1998 – 2005
- Developing Web pages for Parent Communication and Using the Internet/Technology as a classroom resource.
- Coordinate the Adopt a School Technology Program with Duke Energy and IBM for computer tutorials and skill assessments.
- Coordinate 8th Grade Computer Skills tutorials and testing and EOC (CTE) training, securing test, scanning, testing and preparing reports.
- Coordinate parent breakfast/workshops to enhance school and home relations.
- Administer the Math and Reading EOG testing for quarterlies and EOG's.
- Serve as mentor to new teachers.
- Experience in teaching students with learning, language and behavior differences and providing effective modifications to meet their individual needs.
- President and CEO – Quality Resources ...a website dedicated to helping others achieve their dreams. www.qresources.org

Workshops/Presentations & Publications

Communicating Effectively with Parents of Diverse Backgrounds (Workshop/Publication)
Using Web Pages for Parent Communications (Workshop)
ABCs of Communicating with Parents (Workshop/Publication)
Helping Your Child To Succeed In The Classroom (Workshop/Publication)
Your Child Is Keeping My Child From Learning (Publication)

EDUCATION

2006-2008 Wingate University	Add on Principal Licensure K-12 Certification	Matthews, NC
2004	National Board Certification – CTE	Charlotte, NC
1997 – 1999 Winthrop University	M.A. Business Education	Rock Hill, SC
1981 – 1985 Elizabeth City State University	B.S. Business Administration	Elizabeth City, NC

RESUME
Brenda Elam-Coney
Bachelors

129 Perry Drive
Goldsboro, North Carolina 27530

Cellular: (919) 344-3166
E-Mail: B.Elam70@yahoo.com

Leadership and Organizational Management ~ Communication and Career Development ~ Computer Technology ~ Accounting & Taxes ~ Business Law ~ Entrepreneurship Background ~ Employee Disability Benefits ~ Virtual Learning Facilitator ~ Property Management ~ Ethics

A highly energetic, dynamic and motivated individual that has carved out an impeccable career in delivering top-tier training, policy development, leadership feedback, and efficiency in public school policy. A seasoned professional seeking a Business or Math Teaching position that is committed to conveying 21st Century award winning instruction throughout the instructional day.

PROFESSIONAL PROFILE

- Facilitate learning for low performing students in a math enrichment small-class setting using real-world application and hands-on technology.
- Organized and updated Wayne County Public Schools fixed asset inventory items in conformance with Generally Accepted Accounting Principles and GASB 34 using the AS400 System.
- Remained current with the ever changing benefit requirements surrounding, worker's compensation and how it directly impacts the guidelines established by the Occupational Safety and Health Administration (OSHA), Family Medical Leave Act (FMLA), American Disability Act (ADA), Voluntary Shared Leave, Extended Sick Leave, Longevity, Short-Term & Long-Term Disability, and accruing earned leave.
- Managed over \$161 million in valued inventory asset items and \$350,000 in worker's compensation claim expenses.
- Trained the Trainer for staff development workshops offered to school employees relating to fixed assets inventory and worker's compensation guidelines.
- Top troubleshooter for remote access inventory software and online worker's compensation claims filing.
- Team Leader who facilitated strong communication levels, and motivates teammates to superior levels of achievement.
- In-depth exposure to computer applications, business functions, and provides developmental math tutoring to community college students.

EDUCATION

- **Bachelor of Science Degree in Business Administration;** Mount Olive College, Mount Olive North Carolina, August 2010.
- **Associate of Arts Degree in General Study;** Wayne Community College, Goldsboro, North Carolina, May 2007.

CERTIFICATE/CERTIFICATION/RECOGNITION

- **Praxis II Middle School Mathematics Exam # 0069;** Passed 11/2010.
- **Praxis II Business Education Exam # 101;** Passed 09/2010.
- **Educational Office Professional of the Year;** NC Association of Educational Office Professionals District 12 Region, '2009.
- **Educational Office Professional of the Year;** Wayne County Association of Educational Office Professionals, '2008.

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Wayne County Public Schools, Goldsboro North Carolina, September 1998 - Present

- **Title I Math Enrichment Teacher @ Dillard Middle School, January 2011 – Present**
 - Facilitates learning through small-group instruction by offering rigor, relevance, and promoting positive relationships to at-risk students.
 - Serve as an in-class peer teacher to offer students more focused instruction and smaller teacher to student ratio.
 - Provide additional math enrichment instruction delivered via a hybrid online setting that allows students flexibility to extend their learning using current technology and remote teacher access availability.
 - Render skill building practices for fundamental math concepts that are applicable in all content throughout students' academic math career, such as numeracy, algebra, geometry, statistics, etc.
 - Continuous integration of infusing math with other subjects is practiced using student collaboration to present various projects blending Science, Technology, Engineering, and Math.

- **Fixed Assets & Workers Compensation Coord. @ Central Office Finance Dept., September 1998 – January 2011**
 - Merged school/departmental sites' inventory databases with Central Administration AS-400 Financial System for records comparison and generated quick dashboard reports of inventory and work-related injuries.
 - Responsible for collecting asset control inventory data for the school system's 9,000+ qualifying asset items and responded to internal and external inquiries utilizing appropriate communication measures.
 - Facilitated the fixed asset inventory number barcode distribution process and expedited the process for tagging qualified inventory items (i.e. equipment, furniture, and capital assets).
 - Exercised considerable discretion in making frequent contact with fellow employees, school officials, departmental directors, and the public.
 - Demonstrated extensive knowledge of financial accounting and school-based inventory database software.
 - Maintained files of all fixed asset acquisitions, adjustments, changes, transfers, and retired assets. This included but was not limited to spreadsheets for all Construction In-Progress and appropriate capitalization upon completion.
 - Reconciled fixed asset accounting system with the general ledger accounts and prepares yearend reports as requested by external auditors.
 - Developed user friendly reports from those records interfaced from Inventory Plus+ System with AS 400 Financial System.
 - Instrumental in reducing workers' compensation claims loss by leading staff development workshops on workplace safety for high-risk areas.
 - Overseen approximately 400 worker's compensation claims, annually.
 - Delivered assistance and many resources to Wayne County Public Schools' injured workers as they recuperate from work-related injuries and transition back to work with restriction(s). Interacted with employees, attorneys, nurse case managers, medical providers, and any other school system affiliates in order to coordinate the return work of injured workers as dictated by the health care providers. Answers employee questions and maintaining accurate claim files.
 - Compiled, analyzed, and processed data as well as trained site based personnel in the initial processing and timely submission of Workers' Compensation Claims.
 - Processed and submit appropriate paperwork to payroll concerning employee absences that were due to a work-related injury, which caused a change to payroll.
 - Served as the critical point of contact for the NC Attorney General's Office and the various insurance carriers for gathering documentation as needed to process paperwork for worker's compensation court hearings or settlement clinchers.

Global Knowledge Network, Cary North Carolina, January 1998 - September 1998

Accounts Payable Team Leader

- Oversaw the conversion of obsolete Financial System to Oracle Financial Database.
- Provided hands-on technology training to Accounts Payable Department.
- Issued recurring vendor payments for capital assets, utilities, and leased properties used to offer onsite technology training & certification, globally.
- Prepared currency conversions for vendor invoices and certified funds available in order to release checks.
- Completed online banking transactions to transfer funds, void checks, and issued stop payment requests.

Pennsylvania Manufactures Assoc. (PMA) Insurance Group, Blue Bell, Pennsylvania, February 1991 – February 1997

Accounts Payable Team Leader

- Team leader for conversion of obsolete Financial System to Oracle Financial Database.
- Cross-trained subordinates and delegated areas of responsibility in order to enhance team performance of the overall Accounts Payable Department.
- Reconciled all corporate travel expense accounts and lead the initiative to disburse corporate American Express travel credit cards to essential personnel.
- Printed vendor and employee reimbursement checks, plus prepared

VOLUNTEER SERVICE

- **Tutor - Wayne Community College**, Goldsboro, North Carolina. Provides one on one tutoring via Academic Skills Center in Math 050 (Basic Math Skills), Math 060 (Essential Mathematics), and Economics for students enrolled in developmental math or curriculum economic courses. Provide tutoring services to Mount Olive College students for Corporate Finance via Wayne Community College's Academic Skill Center, which these students are enrolled in an accelerated Management Organizational Development degree program, August 2010 to July 2011.
- **Academic Advisor - Summit Christian Academy & Charis Prep High**, Goldsboro, North Carolina. Assisted high school students with career development, researching higher learning institutions, and provided academic advisement in course selection to students that were dual enrolled at the community college, 2004-2006.

ASSOCIATIONS

- Phi Theta Kappa National Honor Society

References Available Upon Request

THE PROPOSED BY-LAWS FOR CAMERON CREEK CHARTER ARE SET FORTH AS FOLLOWS:

**BY-LAWS
OF
CAMERON CREEK CHARTER**

**ARTICLE I
NAME AND OFFICES**

Section 1.1 – Name. The name of the organization shall be Cameron Creek Charter, Inc. It shall be incorporated as a non-profit organization under the laws of the State of North Carolina.

Section 1.2 – Principal Office. The principal office of the Corporation shall be located at such place, within the State of North Carolina, as shall be determined from time to time by the Board of Directors.

Section 1.3 – Registered Office. The Corporation shall maintain a registered office in the State of North Carolina as required by law, which may be, but need not be, identical to the principal office.

Section 1.4 – Other Offices. The Corporation may have offices at other locations, either within or outside of the State of North Carolina, as shall be determined by the Board of Directors, or as the Corporation affairs may require.

**ARTICLE II
PURPOSE**

The Corporation is a non-profit corporation organized for charitable and educational purposes within the meaning of section 501(c)(3) of the amended Internal Revenue Code of 1986. The Corporation shall establish and operate a charter school for students. The charter school with maintain regularly enrolled students, faculty, and curriculum. The Corporation may engage in lawful activity except as otherwise restricted herein or in the Articles of Incorporation.

In carrying out the foregoing purposes, the Corporation shall have all powers given to and possessed by a corporation under North Carolina Non-profit Corporation Act.

**ARTICLE III
BOARD OF DIRCTORS**

Section 3.1 – Powers. All corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation managed under the direction of, the Board of Directors.

Section 3.2 – Number. The initial Board of Directors shall consist of 7. The number of Board of Directors may be increased by majority vote of the Board.

Section 3.3 – Duties. Without limiting the generality of Section 3.1, the Board of Director shall reserve to itself the ultimate responsibility and authority for reviewing and deciding matters of fundamental importance. Explicitly, for example, the responsibilities of the Board of Directors shall include, but not limited to, the following:

- (a) Maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors
- (b) Building and maintaining parent, educator, and community partnerships;
- (c) Supporting the Charter School administration, faculty and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- (d) Adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- (e) Hiring, evaluating, and retaining the Charter School Principal (who shall also serve as a non-voting Director).
- (f) Recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans and broad policies for the successful operation of the Charter School;
- (g) Establishing policies for governance that uphold the laws governing public charter schools in North Carolina; and
- (h) Adopting, upholding, and serving to fulfill the mission, philosophy and goals of the Charter School;

Section 3.4 – Election of Directors. Directors other than the initial Directors shall be elected at the annual meeting of the Board of Directors. Directors shall be elected by a plurality of the votes cast by the Directors entitled to vote in the election in the election of Directors at a meeting at which a quorum is present. Directors have no right to cumulate their votes for Directors. After the appointment of the initial Directors and officers, new Directors or officers are chosen from names proposed by the current Directors.

Section 3.5 – Non-Voting Members of the Board of Directors. The Charter School Principal and one teacher, respectively shall, during his or her respective term, serve as a non-voting Director. In addition, there shall be such other non-voting Directors as elected by a vote of the Directors then holding office. Each non-voting Director, including the Charter School Principal, individual Directors do not participate in implementing policy (i.e., engaging in specific management, personnel, or curricular issues).

Section 3.6 – Resignation and Removal. A Director may resign at any time by giving in writing to the Chair or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the Chair or Secretary receives such resignation. A Director may be removed from office with or without cause prior to the expiration of his or her term by affirmative vote of two-thirds of Directors then in office; provided, that a Director may not be removed by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is removal of such Director. If any Directors are so removed, then new Directors may be elected at the same meeting.

Section 3.7 – Vacancies. A vacancy occurring in the Board of Directors for any reason may be filled by a majority of the remaining Directors, though less than quorum, or by the sole remaining Director.

Section 3.8 – Compensation. Directors shall serve without compensation for their services to the Board. However, a person who is a non-voting Director by virtue of being an employee of the Charter School may receive compensation for serving in such capacity at the Charter School.

ARTICLE IV MEMBERS

There shall be no members of this non-profit corporation.

ARTICLE V OFFICERS

Section 5.1- **Designation of Officers.** The officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary and a Treasurer, and may also include Assistant Secretaries, Assistant Treasurers and such other officers as may be appointed by the Board of Directors or otherwise provided in these Bylaws. Any two or more offices may be simultaneously held by the same person, but no person may act in more than one capacity where action of two or more officers is required. The title of any officer may include any additional designation descriptive of such officer's duties as the Board of Directors may prescribe.

Section 5.2- **Qualification, Appointment and Term.** All officers of the Corporation shall be elected by the Board of Directors of the Corporation at the regular annual meeting and may serve simultaneously as officers and Directors of the Corporation. These officers shall hold office during the fiscal year after their election. The Board of Directors may authorize a duly appointed officer to appoint one or more other officers or assistant officers, other than appointment of the President. Each officer shall serve as such at the pleasure of the Board of Directors.

Section 5.3 - **Subordinate Officers and Agents.** The Board of Directors may appoint other officers or agents, including the Charter School Principal, each of whom shall hold office for such period, have such authority, and perform such duties as the Board of Directors may determine. The Board of Directors may delegate to any officer or agent the authority to appoint any subordinate officer or agent and to prescribe the respective authorities or duties.

Section 5.4 - **Duties.** Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5.5 **Removal.** Officers specifically designated in Section 5.1 may be removed by the Board of Directors at any time with or without cause, by vote of the Board of Directors present at any regular meeting or at a special meeting called for that purpose. The officers appointed in accordance with 5.3 may be removed by the Board of Directors at any time with or without cause, by vote of two-thirds of the Board of Directors then in office. The removal of any person from office shall not itself affect the contract rights, if any, of the person so removed.

Section 5.6 - **Resignations.** Any officer may resign at any time by giving written notice to the Board of Directors or to the Chair or Secretary of the Corporation, or, if that officer was appointed by an officer or agent in accordance with Section 5.3, by giving written notice to the appointing officer or agent.

Section 5.7 - **Vacancies.** A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5.8 - **Chair**. Subject to the control of the Board of Directors, duties of the Chair of the Board of Directors include responsibility to ensure the steady progress of the Charter School in accordance with national and local educational laws and the Charter of the School. The Chair shall preside at all of the Board of Directors meetings. The agenda for regular meetings shall be prepared by the Chair based on agenda items suggested by the Principal of the Charter School, Directors, the School administration and members of the school community. The Chair shall act as a facilitator to ensure that the discussion of agenda items proceeds in a timely manner. In the event that the Chair is unable to preside at a meeting, the Board of Directors shall be presided over by the following officers in the following order according to attendance: Vice Chair, Secretary and Treasurer. If no officer is present to preside, a quorum is not considered established.

Section 5.9 - **Vice-Chair**. Duties of the Vice-chair of the Board of Directors shall be equivalent to those of the Chair. It is therefore the Vice-chair's duty to remain, at all times, cognizant of any duties, responsibilities or actions being undertaken by the Chair and be prepared to undertake, at the request of the Chair, or in absence or disability of the Chair, the Vice-chair shall perform all the duties of the Chair and when so acting shall have all the powers of, and be subject to all the restrictions upon, the Chair. The Chair may delegate some of the responsibilities and duties of the Chair to the Vice-chair from time to time in order to ensure that the Vice-chair is adequately prepared to assume the duties and responsibilities of the Chair, should the need arise.

Section 5.10 - **Treasurer**. Duties of the Treasurer of the Board of Directors include general oversight of all the financial activities of Charter School. The Treasurer will represent the Board of Directors during any financial audit. The Treasurer's signature shall be one of the two required on any check issued by Charter School. The Treasurer shall report on the financial activities of the preceding month at each meeting of the Board of Directors and shall serve as a member of the Finance Committee. The Treasurer shall have supervision over the funds, receipts, disbursements and securities of the Corporation. The Treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board of Directors.

Section 5.11- **Secretary**. Duties of the Secretary of the Board of Directors include but are not limited to the following: informing Directors of scheduled meetings, recording the minutes of each meeting and maintaining concise and accurate records of all policy and planning decisions, and performing a parliamentary review of said decisions, and amendments to said decisions. The Secretary shall be the custodian of the records, reports, certificates, and other official documents of the Corporation. Board policy decisions and revisions shall be compiled by the Secretary in an Official Board of Directors Policy Manual. The Secretary shall distribute copies of the minutes of each meeting to all Directors, including the Charter School Principal.

Section 5.12 - **Charter School Principal**. The Charter School Principal shall have general charge of the business and affairs of the Charter School shall be responsible for management of the day-to-day operations of the Charter School and shall have direct control over its employees. The Charter School Principal shall do and perform such other duties as may be assigned by the Board of Directors. The Charter School Principal shall serve as a non-Voting Member of the Board of Directors.

Section 5.13 - **Assistant Secretaries and Assistant Treasurers**. The Assistant Secretaries and Assistant Treasurers, if any, shall, in the absence or disability of the Secretary or the Treasurer, respectively, have all the powers and perform all of the duties of those offices, and they shall in general perform such other duties as shall be assigned to them by the Secretary or the Treasurer, respectively, or by the President or the Board of Directors.

Section 5.14 - **Bonds.** The Board of Directors may by resolution require any officer, agent, or employee of the Corporation to give bond to the Corporation, with sufficient sureties, conditioned on the faithful performance of the duties of his respective office or position, and to comply with such other conditions as may from time to time be required by the Board of Directors.

Section 5.15 - **Duties of Offices May be Delegated.** In case of absence of any officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate authority of duties of such officer to any other officer or to any Director provided a majority of the entire Board of Directors concurs therewith.

ARTICLE VI COMMITTEES

Section 6.1 - **General.** The Board of Directors shall have the right to designate committees, including the committees designated below. Committees shall meet and conduct business between board meetings and make reports and recommendations at board meetings. Each Director shall serve on at least one committee and each committee shall consist of two or more Directors. Unless otherwise designated herein, the Vice-President of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of each committee.

Section 6.2 - **Executive Committee.** The members of the Executive Committee shall be the Chair, the Vice Chair, the Secretary and the Treasurer. The Executive Committee shall act on behalf of the Board of Directors between meetings, but shall be limited in the scope of its activities as follows: it may *not* approve the transfer of property from the Charter School, amend the Bylaws, approve individual expenditures over \$10,000, or enter into contracts in the name of the Charter School. The Chair of the Board of Directors shall be the Chair of the Executive Committee. If the Chair is unable to preside at a meeting, he or she may appoint another member of the Executive Committee to preside.

Section 6.3- **Finance Committee.** The Finance Committee shall consist of, at least, the Treasurer and the Charter School Principal. The Finance Committee shall convene to review monies, budgets, audited or unaudited financial statements and reports; to assess financial and administrative needs; and to advise priorities as they relate to the fiscal management of the Charter School. The Finance Committee shall ensure that the principles and guidelines for budget management and reporting, and for efficient purchasing and approval of expenditures are implemented. The Finance Committee shall advise the Charter School Principal on matters pertinent to the financial functioning of the Charter School, taking into consideration the business and professional expertise of Directors.

Section 6.4- **Committee for Academic Standards.** The Charter School Principal shall be a member of the Committee for Academic Standards. The Committee for Academic Standards shall ensure that high standards are being maintained in the standard academic curriculum and review any significant changes to or modifications of the academic curriculum with the Charter School Principal to ensure that the quality of teaching in the Charter School continues to be enhanced.

Section 6.5 - **Development Committee.** The Development Committee facilitates fundraising projects and advises on matters of public relations, student recruitment strategies and programs, and development projects of the Charter School.

Section 6.6 - **Committee on School Leadership.** The Committee on School Leadership shall evaluate the functioning of the Board of Directors in light of the responsibilities and objectives detailed in the Bylaws, and report at the annual Board of Directors meeting. The report shall include recognition of strengths as well as suggestions for more effective functioning of the Board of Directors. The committee also oversees the orientation program for all new members of the Board of Directors, including the orientation program for the initial members of the Board of Directors.

Section 6.7 - **Parent Advisory Committee.** Parents of Charter School students shall form the Parent Advisory Committee and shall nominate and elect the committee's officers. The Chair of the Board of Directors and the Charter School Principal shall serve as Ex-officio members of the Parent Advisory Committee. The Parent Advisory Committee shall work with the Charter School involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs.

Section 6.8 - **Additional Committees.** The Board of Directors may designate other committees, each of which, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation, but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board of Directors or any individual Director of any responsibility or liability imposed upon it or him or her by law. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by the Chair of the Board of Directors or by resolution adopted by a majority of the Directors present at a meeting at which a quorum is present.

ARTICLE VII CONFLICT OF INTEREST

Section 7.1 **Purpose.** The purpose of the conflicts of interest policy set forth in this Article X is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 7.2 **Definitions.** For purposes of this Article X, the following terms shall have the meaning set forth below.

- (a) "**Compensation**" means direct and indirect remuneration, as well as substantial gifts or favors.
- (b) "**Interested Person**" means any Director, officer, or member of a Committee that has a direct or indirect Financial Interest. If a person is an Interested Person with respect to any entity that is related to the Corporation, he or she is an Interested Person with respect to the Corporation and all related entities.
- (c) "**Financial Interest**" means any direct or indirect (whether through business, investment or family): (i) ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (ii) Compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or potential ownership or investment interest in, or (iii) Compensation arrangement with any entity or individual with which the Corporation is negotiating a transaction or arrangement. A Financial Interest is not necessarily a conflict of interest. Under Section 9.3(b) hereof, a person who has a Financial Interest may have a conflict of interest only if the Board of Directors or the appropriate Committee decides that a conflict of interest exists.

Section 7.3 Procedures.

- (a) **Duty to Disclose.** In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Directors and members of Committees considering the proposed transaction or arrangement.
- (b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the Board of Directors or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Directors or Committee members shall decide if a conflict of interest exists. If such members decide that a conflict of interest exists, then the procedures set forth in Section 10.3(c) shall be implemented.
- (c) **Procedures for Addressing a Conflict of Interest.**
 - (i) An Interested Person may make a presentation at the Board of Directors or Committee meeting, but after such presentation, the Interested Person shall leave the board or committee meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.
 - (ii) The Chair or the head of the applicable Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (iii) After exercising due diligence, the Board of Directors or Committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - (iv) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or Committee shall determine by a majority vote of the disinterested Directors or Committee members whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (d) **Violations of the Conflicts of Interest Policy.**
 - (i) If the Board of Directors or Committee has reasonable cause to believe that a person who is required to disclose actual or possible conflicts of interest has failed to do so, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose.
 - (ii) If, after hearing such person's response and making such further investigation as may be warranted in the circumstances, the Board of Directors or Committee determines that the person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7.4 Records of Proceedings. The minutes of the Board of Directors and all Committees shall contain:

- (a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board of Directors or Committee as to whether a conflict of interest in fact existed; and (b) the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 7.5 Compensation. A voting member of the Board of Directors who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation. A voting member of any Committee whose jurisdiction includes compensation matters and who receives Compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's Compensation.

Section 7.6 Annual Statements. Each Director, officer and member of a Committee shall annually sign a statement, which affirms that such person: (a) has received a copy of these Bylaws including the conflicts of interest policy set forth in this Article X; (b) has read and understands the policy; (c) has agreed to comply with the policy; and (d) understands that the Corporation is a charitable organization and that in order to establish and maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Section 7.7 Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include a determination of whether Compensation arrangements and benefits are reasonable and are the results of arm's-length bargaining.

Section 7.8 Use of Outside Experts. In conducting the periodic reviews provided for in Section 10.7, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

Section 7.9 – Participation. An interested trustee, officer, or staff member shall not participate in any discussion or debate of the Board of Trustees or any committee thereof, in which the subject of discussion is a contract transaction, or situation in which there may be conflict of interest. No trustee, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his or her knowledge, any of the following has a financial interest in the transaction:

- a. The trustee, officer, or staff member;
- b. Any member of his or her family;
- c. His or her partner;
- d. An organization in which any of the above is a director, officer, or employee; or
- e. A person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

Section 7.10 – Disclosure. Existence of any of the above-listed conditions shall render a contract or a transaction voidable unless full disclosure of personal interest is made to the Board of Trustees and such transactions were approved by the Board in full knowledge of such interest.

ARTICLE VIII CONTRACTS, LOANS AND DEPOSITS

Section 8.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any document or instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 **Loans.** No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 8.3 **Checks and Drafts.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation, and in such manner, as shall from time to time be determined by resolution of the Board of Directors. Endorsement for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Charter School Principal or Treasurer or by any officer or agent who may be designated by resolution of the Board of Directors in such manner as such resolution may provide.

Section 8.4 **Deposits.** All funds of the Corporation not otherwise employed or invested shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors directs, or as may be directed by any officer or agent of the Corporation to whom such power may from time to time be given by the Board of Directors.

ARTICLE IX

Section 9.1 – Participation. An interested trustee, officer, or staff member shall not participate in any discussion or debate of the Board of Trustees or any committee thereof, in which the subject of discussion is a contract transaction, or situation in which there may be conflict of interest. No trustee, officer, or staff member shall participate in the selection, award, or administration of a procurement transaction in which federal or state funds are used, where, to his or her knowledge; any of the following has a financial interest in the transaction:

- f. The trustee, officer, or staff member;
- g. Any member of his or her family;
- h. His or her partner;
- i. An organization in which any of the above is a director, officer, or employee; or
- j. A person or organization with whom any of the above is negotiating or has any arrangement concerning prospective employment.

Section 9.2 – Disclosure. Existence of any of the above-listed conditions shall render a contract or a transaction voidable unless full disclosure of personal interest is made to the Board of Trustees and such transactions was approved by the Board in full knowledge of such interest.

ARTICLE X RACIALLY NON-DISCRIMINATORY POLICY

Cameron Creek Charter admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies and athletic or other school-administered programs.

ARTICLE XI GENERAL PROVISIONS

Section 11.1 **Distribution upon Dissolution.** In the event of termination, dissolution or winding up of the Corporation in any manner or for any reason whatsoever, all of its remaining assets, if any, after the payment, discharge or satisfaction of all of its liabilities and obligations shall be distributed to (and only to) such one or more

organizations selected by the Board of Directors that supports one or more of the purposes for which this Corporation was formed, to be used for those purposes, which organization or organizations shall qualify as tax-exempt entities under Section 501(c)(3) of the Code.

Section 11.2 Seal. The corporate seal of the Corporation shall consist of two concentric circles between or within which are the name of the Corporation, the state of incorporation, the year of incorporation and the word "SEAL." The seal may be used by causing it or a facsimile thereof to be impressed, affixed, stamped or reproduced by any means. Any officer of the Corporation authorized to execute or attest a document on behalf of the Corporation may affix or reproduce on such document, as and for the corporate seal of the Corporation, a seal in any other form sufficient to evidence that it is intended by such officer to represent the corporate seal of the Corporation, in which case such seal shall be as effective as the corporate seal in the form herein prescribed.

Section 11.3 Notice and Waiver of Notice. Except as otherwise provided in the Articles of Incorporation or these Bylaws, any notice permitted or required to be given pursuant to these Bylaws may be given in any manner permitted by applicable law and with the effect therein provided. Whenever any notice is required to be given to any person under the provisions of the North Carolina Nonprofit Corporation Act or under the provisions of the Articles of Incorporation or Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice and included in the minutes or filed with the corporate records, whether done before or after the time stated in the notice, shall be equivalent to the giving of such notice.

Section 11.4 Fiscal Year. The fiscal year of the Corporation shall be fixed by resolution of the Board of Directors.

Section 11.5 Conflict of Interest. No Director, officer, or employee of the Corporation shall obtain any direct or indirect economic stake in any entity participating in the programs of the Corporation, and the Corporation shall not employ any individual who serves as a Director or officer of such an entity, or an individual who owns a stake in any such entity. It is the policy of the Corporation that no Director, officer, or employee of the Corporation shall receive any personal or private benefit resulting from the activities of the Corporation or from the receipt by the Corporation of funds from the State of North Carolina or from any other source, apart from reasonable compensation for services rendered and reimbursement for reasonable expenses incurred in the conduct of the business of the Corporation. In furtherance of this policy, the Board of Directors shall have the power to make such rules and regulations concerning conflicts of interest as it deems appropriate from time to time.

Section 11.6 Prohibited Activities. The Corporation shall comply with 501(c)(3) prohibitions against substantial lobbying and involvement in political campaigns for public candidates. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its members, Directors, officers, or other private persons.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on (a) by corporations exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 11.7 Non-discrimination. The Board of Directors upholds the principle that there shall be no discrimination against any person in admission, employment, or otherwise because of race, color, religion, national origin, gender, age, or disability, in violation of existing federal, state, and local laws or regulations.

Section 11.8 Construction. All personal pronouns used in these Bylaws shall include persons of any gender. All terms used herein and not specifically defined herein but defined in the North Carolina Nonprofit Corporation Act shall have the same meanings herein as given under the North Carolina Nonprofit Corporation Act, unless the context otherwise requires.

Section 11.9 **Amendments.** These Bylaws may be amended or repealed and new bylaws may be adopted by the Board of Directors upon an affirmative vote of the majority of Directors then in office; provided, that no amendment to the Bylaws may be approved by the Board of Directors at a meeting unless the notice of the meeting states that a purpose of the meeting is to amend the Bylaws.

[END OF BYLAWS]

A CONFORMED COPY OF THE ARTICLES OF INCORPORATION IS CONTAINED ON THE FOLLOWING PAGES.

CAMERON CREEK CHARTER

Microfilm Number 9173-1417

Filed with the Department of State on NOV 14

Entity Number 2048549

Vincent G. Guest
DEPUTY

Secretary of the Commonwealth

ARTICLES OF INCORPORATION - DOMESTIC NONPROFIT CORPORATION

DSCB:15-5306 (Rev 89)

In compliance with the requirements of 15 Pa. C.S. § 5306 (relating to articles of incorporation), the undersigned, to incorporate a nonprofit corporation, hereby states that:

1. The name of the corporation is: STRAWBERRY MANSION AREA RENAISSANCE TRUST CORPORATION

2. The address of this corporation's initial (a) registered office in this Commonwealth or (b) commercial registered office provider and the county of venue is:

(a) 2836 West Harold Street Phila., PA 19132 Phil
Number and Street City State Zip Cou

(b) _____
Name of Commercial Registered Office Provider Cou

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

3. The corporation is incorporated under the Nonprofit Corporation Law of 1988 for the following purpose or purposes:

Charitable, Educational, Community Service and Development as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code.

4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.

5. (Strike out if inapplicable): The corporation is organized upon a ~~stock~~/nonstock basis.

6. (Strike out if inapplicable): The corporation shall have ~~one~~ members.

7. (Strike out if inapplicable): The incorporators constitute a majority of the members of the committee authorized to

incorporate: _____
by the requisite vote required by the organic law of the association for the amendment of such organic law.

8. (Strike out if inapplicable): These Articles of Incorporation may be amended in the manner at the time prescribed by law and all rights conferred upon members herein are granted subject to this reservation.

9. The name(s) and address(es) of each incorporator(s) is (are):

Name(s)	Address(es)
Melvin T. Sharpe, Jr.	2836 West Harold St. Phila, PA 191

A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission:

The Board of Directors shall be the governing body for the school and will have the ultimate responsibility and authority for creating and advising on School policy, while the School administration shall be responsible for implementing such policy. Additionally, the Board of Directors shall conduct long-range planning, ensure fiscal solvency and review and decide all other matters of fundamental importance. The Board shall have all powers necessary for carrying out the purposes of the School as set forth in, and in accordance with, the Bylaws, the Articles of Incorporation and all other applicable laws and regulations. The Board of Directors shall have regular meetings on a monthly basis and an annual meeting at a time and place designated by the Board of Directors each year. The School Principal shall be a non-Voting member of the Board of Directors.

In conducting its activities, the Board of Directors will be supported by several committees specifically designed to ensure that all relevant stakeholders have a voice in the School's governance. For example, the Committee for Academic Standards will be comprised of the School Principal and other members with the purpose of ensuring that high standards are being maintained in the standard academic curriculum and the quality of teaching in the School remains high. Additionally, the Parent Advisory Committee shall be comprised of parents of School students, and such committee will work with the School involving volunteer parental services, fundraising and school performance and shall make recommendations from time to time in regard to said affairs. The Board of Directors has the right to create and develop additional committees it deems necessary from time to time.

In addition to the matters generally described above, the primary duties of the Board of Directors shall include, but shall not be limited to, the following:

- adopting, upholding, and serving to fulfill the mission, philosophy, and goals of the School;
- establishing policies for governance that uphold the laws governing public charter schools in North Carolina;
- hiring, evaluating, and retaining the Charter School Principal (who shall also serve as a non-voting Director);
- recommending to the Charter School Principal (and the Charter School administration) priorities, short-term and long-term plans, and broad policies for the successful operation of the Charter School;
- adopting and approving the annual budget for the Charter School and periodically reviewing the financial statements of the Charter School for financial stability, budget viability and state compliance;
- supporting the Charter School administration, faculty, and staff to ensure the precise and complete implementation of all aspects of the academic program, curriculum, and instruction, including monitoring student achievement to ensure attainment of N.C. State Board of Education standards;
- adopting and approving operating procedures for the Charter School;
- assuming a leading role in promotion and fundraising for the Charter School;
- building and maintaining parent, educator, and community partnerships; and
- maintaining accurate up-to-date records of the business conducted at all meetings of the Board of Directors.

Explain the decision-making processes the board will use to develop school policies.

The Cameron Creek Charter Board of directors focuses on the school's ends. The model our board will use to create policy is a decision-making model that reflects a clear distinction between governance decision-making and management decision making. The board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the board delegates the responsibility for running the charter school and implementing the board's policies to a principal or charter school administrator.

The charter school board places primary focus on "ends" – mission, vision, key results to be achieved by the charter school. The board will also place priority on major actions and decisions that support the "ends" such as monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, and charter school administrator performance review. The ends policies and decisions have to do with three things: the charter school's results or outcomes, the recipients of those results – the children attending the charter school, and the costs to achieve those results.

The board does not micro-manage or meddle in decision-making that is best done by those responsible for the development and delivery of educational programs and support services. When possible, the board will effectively delegate implementation responsibility with clear instructions and/or suggestions to its own committees and the charter school administrator, so that the board as a whole can continue to maintain a focus on areas of major policy and decision-making.

The Board of Directors will use the following steps to develop school policies:

- The board will access and use relevant information. Relevant information comes from many sources, including parents, staff, and community; it is focused on several board concerns: resolving immediate crises and strengthening longer-term educational results; it is accurate, balanced and presented as an efficient guide for action.
- The board will discuss issues deliberately. Deliberate discussions leading to board decisions are systematic, objective and open; board directors frame issues, consider information in context, and give the time necessary to avoid forcing decisions prematurely. They put aside personal differences, like hidden agendas, and consider without prejudice the merits of the particular situation or issue, and are honest and forthright in their exchange of viewpoints.
- The board will consider alternative actions. Consideration of all the alternative actions indicates that the discussion reflects different points of view, hears all sides, and assesses the positive and negative consequences of various choices.
- The board will work toward unanimity. Board directors try to find areas of commonality; tolerate ambiguity and recognize the need for compromise in the importance of reaching agreement.

Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

Goal #1:

Cameron Creek Charter will continue to increase academic achievement and learning by making use of all available data to inform instruction, assess students regularly, and apply the most effective research based instructional strategies in the classroom.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- Students will meet the Academic Performance targets set by the State Board of Education.
- Students will meet the Adequate Yearly Progress targets set by the requirements of the NCLB for the school and significant subgroups.
- On the State ABC test Language Arts, the number of students scoring proficiency will increase by 10%.
- On the State ABC test Math, the number of students scoring proficiency will increase by 10%.
- Group data needed to measure academic gains: All students, English Learners & Economically Disadvantaged.

Goal #2:

Cameron Creek Charter will reduce the achievement gap in Economically Disadvantaged students. We will increase the percentage of economically disadvantaged students meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- The achievement gap for economically disadvantaged students on the ABC State assessments will decrease annually when compared to non-economically disadvantaged students; whereby, 100% of economically disadvantaged students are meeting or exceeding standards.
- The percentage of economically disadvantaged students who exceed standards on the ABC State assessments will increase by at least 10%.
- The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #3:

Cameron Creek Charter will reduce the achievement gap in Students with Disabilities (SWD). We will increase the percentage of students with disabilities meeting and/or exceeding standards on the respective assessments annually over the period of the charter.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- The achievement gap for students with disabilities on the ABC State assessments will decrease annually when compared to non- students with disabilities; whereby, 100% of students with disabilities are meeting or exceeding standards.
- The percentage of students with disabilities who exceed standards on the ABC State assessments will increase by at least 10%.
- The percentage of students meeting AYP target goals will increase by at least 10%.

Goal #4

Cameron Creek Charter will ensure that quality personnel are hired in all positions.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- ▢ Staff will meet all State licensure requirements in their area of hire.
- ▢ Staff will meet all Federal NCLB licensure requirements in their area of hire.
- ▢ Policy, personnel, and resources will align to meet the goals and objectives of the school.

Goal #5

Cameron Creek Charter will ensure fiscal responsibility in order to maintain safe and healthy learning environments that support academic programs, resources, and services.

Performance gains expected for these students & Means of evaluating progress toward this goal:

- ▢ The school will meet all requirements set forth by the State Board of Education in all financial audits.
- ▢ The school will abide by all federal and state financial laws.
- ▢ Provide safe, caring, structured, healthy, esthetically pleasing environment based upon mutual respect, shared leadership and management and individual responsibility.

Describe how the governing board will ensure that current and future board members avoid conflicts of interest.

The Bylaws of Cameron Creek Charter include a comprehensive Conflict of Interest policy designed to ensure that current and future members of the Board of Directors avoid conflicts of interest. In general, the policy requires Interested Persons to disclose all material information relating to the transaction giving rise to the potential conflict to the other members of the Board of Directors in order to allow such other members to analyze and evaluate the potential transaction. The non-interested members of the Board of Directors will then determine whether the potential transaction is fair and reasonable to Cameron Creek Charter. The Board of Directors shall keep written records of all such proceedings. In addition, on an annual basis, each member of the Board of Directors shall sign a statement affirming that such member understands and will comply with this Conflict of Interest Policy.

D. PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.

Cameron Creek Charter, at this time, will not contract with an educational management organization.

What other EMO/CMOs were pursued and why did the applicant select this particular one?

Cameron Creek Charter researched the CSO to handle the financial management of the school.

1. Acadia NorthStar, LLC

Based on their reputation and experience with other schools and educational facilities, Cameron Creek Charter, has chosen Acadia NorthStar to handle its financial affairs.

Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.

The selected CSO will not affect the governance structure of Cameron Creek Charter. The CSO will report directly to the principal of the charter school.

Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

Acadia Northstar will be responsible with providing the school financial reports monthly and yearly. The Board of Directors will review and use the reports for their decision making purposes. The Board of Directors and Acadia will work together to finalize an acceptable contract that will suit the needs of both parties.

The Cameron Creek Charter Board of Directors plans to contract for services with a CSO as a financial vendor.

Company Name: Acadia NorthStar, L.L.C.

Address: 5029 Falls of Neuse Rd.

Ste. 218

Raleigh, NC 27609-5498

Phone Number: (919) 954-7040

Fax Number: (919) 954-7065

Contact Person: Kathy Davies

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

Cameron Creek Charter will not discriminate against any student on the basis of ethnicity, national origin, gender or disability. The school will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic performance, disability, race, creed, gender, national origin, religion, or ancestry. Due to the diverse racial and demographic representations of Mecklenburg County, the school is expected to represent demographic diversity of the community it serves. Cameron Creek Charter will be promoted and publicized in order to reach the entire community and all of its racial and ethnic groups.

Cameron Creek Charter will enroll any eligible student under North Carolina Charter Law who submits a timely application, unless the number of applicants exceeds the capacity of a program, class, grade level, or building capacity. We will employ a lottery that gives the all applicants an equal chance of being admitted if more students apply for admission to the school than can be admitted. Cameron Creek Charter will not conduct a lottery to the extent that there are fewer applicants than spaces available.

Cameron Creek Charter will admit new students in grades Kindergarten (K) through fifth (5th) for the academic school year 2013-2014. An eligible Kindergarten student must be 5 years old on or before October 31st for the academic year in which the application has been made. When the number of applicants exceeds the number of openings, a lottery will be conducted to determine those students who will be admitted or placed on the waiting list. Cameron Creek Charter will follow the steps outlined below to ensure this procedure is equitable to applicants.

Process to determine the number of students to be accepted

1. The administrative team at Cameron Creek Charter will determine the number of available openings in each grade for the next school year.
2. Names of all applicants will be entered on a spreadsheet with information from the application such as student First and last name, parent name, age, grade, and contact information.
3. Applications of students who have one or more siblings who has siblings who has applied for admissions will be highlighted in the spreadsheet and pulled without requirement of being entered into the lottery.
4. Remaining applicants will be randomly selected until class openings have been filled.

Lottery Process

1. Admissions applications will be due into the school office before the deadline. The lottery will be conducted by a Lottery Official.
2. Numbered cards, which represent student applicants, will be generated from an admissions spreadsheet prepared for each individual application. A numbered card with each applicant's first and last name will be sealed in grade-specific envelopes. (Twins names will be assigned on the same numbered card unless students are in separate grades.)
3. The names from each grade-specific envelope will be placed into a large container and selected one at a time to fill each vacant space.
4. After the total number of students to be accepted has been reached, all remaining applicant's numbered card will be drawn and the order of the students will be placed on the waiting list.
5. Confirmation letters will be sent to students selected during the lottery. Parents must respond accepting or declining the selection. Families who are present at the lottery will be directed to pick-up their enrollment/registration packet containing the confirmation letter by mail.

6. Confirmation letters are due by the deadline in order to secure spaces at Cameron Creek Charter.
7. Failure to submit enrollment/registration by the deadline will forfeit their space and applications will be moved to the end of the waiting list. If the offer is declined, applicant's enrollment/registration will be removed and offered to the next waiting list applicant.
8. Applicants on the waitlist will be contacted according to their number order established at the lottery. Waiting list applicant's confirmation letters are due by the next established deadline.

Admissions Process

1. Current Cameron Creek Charter students do not need to re-apply for admission, but are required to submit a re-enrollment commitment form for the following school year. This form is due by the deadline in order to determine any additional openings for the lottery.
2. New applications are completed and submitted by parents or legal guardians. Applications can be downloaded from Cameron Creek Charter's website or picked up from the school office.
3. Applications received up to enrollment decision date will be reviewed. Review process will check for completeness of application and age/grade of student.
4. Lottery cards will be assigned to applicants. (Twins will be assigned on the same numbered card unless students are in separate grades.)

Definitions

Late Application - applications received after the Application Deadline.

Lottery - a publicly posted and publicly conducted random drawing of names from names of students desiring admission to Cameron Creek Charter by an assigned Lottery Official.

Sibling Preference – sibling of currently enrolled Cameron Creek Charter student who seeks admission will be accepted without requirement of being entered into lottery. Sibling preference is also based on availability. Cameron Creek Charter believes that granting preference to siblings whenever possible is beneficial to siblings, the family, and the school community.

Waiting List – list of applicants desiring admissions when space becomes available. The list is determined at the time of lottery in order that the lottery cards are drawn. Space is then offered to those applicants. The offer must be accepted or declined. If an offer is declined, that applicant is removed from the waiting list and the opening is offered to the next applicant.

EDUCATION PLAN

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Educational theory, foundation of the model and proposed innovative offerings.

The educational theory foundation models that will be implemented at Cameron Creek Charter are the Brain Based Learning Theory, Gardner's Multiple Intelligence and Character Education.

Brain Based Learning Theory

Cameron Creek Charter has adopted the Brain Based Learning Theory as its educational model. This theory encompasses past theories, such as multiple intelligences, metacognitive reflection and cooperative learning. Brain based learning theory incorporates Cameron Creeks mission and overall belief in how students learn best. It is our belief in the need to educate the whole child and the importance that students learn in environments where they are able to think critically and are challenged. How learners feel is imperative to a student's learning process. We believe a student is placed in a position to learn most effectively if that student is enthusiastic and if the learning environment is conducive for learning. It is important to Cameron Creek Charter that all students feel welcomed, safe and be successful in their environment. Through the use of cooperative learning, Brain Based Learning Theory, Gardner's Multiple Intelligence and Character Education, Cameron Creek Charter will be able to provide students with a quality as well as sound foundation.

The Brain Based Theory is centered on the ideas that learning involves conscious and unconscious processes, is inhibited when students are threatened, can involve different senses and involves the processing of whole and partial information. In essence, every individual is born with a brain that functions as an information processor. Traditional schooling, however, often inhibits learning by discouraging; ignoring or punishing the brain's natural learning processes. Cameron Creek Charter will strive to encourage the brain's natural functions and allow students to grow as individuals. Brain Based Learning takes into consideration a student's brain as a whole. When educating students, educators often look at a student's learning style as a one-way street. However, there are multiple ways of learning, and each individual may utilize different aspects and areas of our brains in order to process information in the most efficient manner.

The 12 core principles of Brain Based Learning state that:

- The brain is a parallel processor, meaning it can perform several activities at once.
- Learning engages the whole physiology.
- The search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning.
- The brain processes wholes and parts simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural, spatial memory.
- Learning is enhanced by challenged and inhibited by threat.
- Each brain is unique.

How Brain Based Learning Impacts Education

- Curriculum – Teachers must design learning around student interests and make learning contextual.
- Instruction – Educators let students learn in teams and use peripheral learning. Teachers structure learning around real problems, encouraging students to learn in settings outside the classroom.
- Assessment – Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. By doing this, students monitor and enhance their own learning process.

The Three Instructional Techniques Associated With Brain Based Learning Are:

ORCHESTRATED IMMERSION	Creating learning environments that fully immerse students in an educational experience.
RELAXED ALERTNESS	Trying to eliminate fear in learners, while maintaining a highly challenging environment.
ACTIVE PROCESSING	Allowing the learner to consolidate and internalize information by actively processing it.

Gardner's Multiple Intelligences

Cameron Creek Charter will address a variety of learning styles present in every classroom. Howard Gardner generated a list of seven ways to teach students the best way for them to learn. The Gardner's Multiple Intelligences list - logical, verbal, visual, kinesthetic, musical, intrapersonal and interpersonal.

Gardner says that these differences “challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning. Indeed, as currently constituted, our educational system is heavily biased toward linguistic modes of instruction and assessment and to somewhat lesser degree, toward logical-quantitative modes as well.” According to the Brain Based Learning Theory, students have different learning styles and should be taught and assessed according to these styles. Cameron Creek Charter will train all instructors in multiple intelligences and support them in identifying all students learning styles teaching to those styles. Students excel when leaning is on their level, meaningful, and relevant to their individual lives.

Character Education

The development of a student's character is extremely important to Cameron Creek Charter. Our philosophy is that education cannot focus solely on academics; however character education must be integrated within the curriculum in order to provide students with the necessary skills to become productive citizens. Cameron Creek Charter is committed to the development of the ethical and moral dimensions of a student's life. Our goal is to assure that all students, upon leaving our school, will have developed a keen sense of personal and civic responsibility.

Seven core virtues (respect, compassion, honesty responsibility, self-discipline, giving and perseverance) are emphasized as virtues that promote excellence in living as well as learning. Core virtues are taught by word and deed. Beginning in Kindergarten, Cameron Creek Charter students will participate in a variety of service learning projects in the community to expose them to experience the joy of giving. We are also committed to developing relationships across generations. We will strive to being senior citizens into our school and make regular visits to an

assisted living facility. We want our students to not only learn from individuals who hold so much knowledge and experience from the past but to also experience the gift of giving back to the community and its older generation.

Report Cards and Conferences

At the elementary level, Cameron Creek will not give traditional letter grades. We will, however, use the results of the variety of on-going assessments to determine where students are on their journeys to master the content of their grade level. Our report cards will include meaningful and authentic information, detailing a student's academic growth and development. Each objective for the grade level will be listed on the report cards, and all students are measured on their level of mastery for the end of year goals. Report cards will be issued three times per year: October, February and May. The Parent/Teacher Conference will take place in August; this meeting will provide an opportunity for parents to share information about his/her child with his/her teacher. This mutual sharing will allow both parties to understand, from the very beginning, that a partnership is being formed in the education of the student. Parent/Teacher conferences will be held in October, February, and May.

Accountability

The Director of Education will meet with grade level teams throughout the year to discuss the success of the curriculum based on student data and teacher feedback. All decisions regarding curriculum will be made with the mission and philosophy of the school in mind.

Cameron Creek Charter Class Structure Will Incorporate The Following Concepts:

All students at Cameron Creek Charter will be treated as gifted and will be afforded a variety of learning opportunities. Each student will be nurtured and their individual strengths will be enriched through custom designed strategies. Cameron Creek Charter will promote independent research and problem solving, placing an emphasis on science and wiring, and encouraging participation in extracurricular activities. We will focus on student's needs, abilities, interests, and learning styles with the teacher serving as a facilitator of learning. Our classroom teaching method acknowledges the student's voice as central to the learning experience for every learner. Cameron Creek Charter's students will be required to be active, responsible participants in their own learning. This experiential learning involves the whole child – their emotions thoughts, social skills, and intuition. The end result is an individual who is self-confident and a critical thinker.

- **Active Learning** will require students to solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class.
- **Cooperative Learning** will require students to work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability.
- **Inductive Teaching & Learning** students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time learning.

Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long term retention, or depth of understanding of course material, acquisition of critical thinking skills or problem solving, formation of positive attitudes toward the objective being taught, or level of confidence in knowledge or skills.

Integrating student-centered learning into the Common Core Curriculum will allow Cameron Creek Charter to:

- Strengthen student motivation
- Promote peer communication
- Reduce disruptive behavior
- Build student-teacher relationships
- Promote discovery/active learning
- Make students accountable for learning

To implement a student-centered learning environment, Cameron Creek Charter will place attention on the following aspects of learning:

- What the child is curious about learning
- Teaching strategies to accommodate individual needs: emotional & intellectual
- Student's social needs: collaboration, communication, peer approval

Hands-On Learning

Cameron Creek Charter believes that students learn best when they gain knowledge through exploration and active learning. We will not rely solely on textbooks and lectures to teach content. We will engage students in meaningful, hands-on, real-life experiences that challenge them to think and explain their reasoning instead of memorizing and reciting facts. After participating in these hands-on activities, students will use the data they've collected to construct their own personalized notebook to use as a resource and study guide for the remainder of the school year.

Hands-on learning allows students make connections among and between the different disciplines, thereby enabling them to formulate deep conceptual understandings of over-arching themes and concepts within our world. As a result of this type of learning, passions will be ignited and student motivated soars. Students fulfill their brain's innate desire to make meaning of information, while also learning how to think critically about the learning process as well as the experiences.

Assessment and Testing

At Cameron Creek Charter, on-going assessment will drive instruction. The on-going assessment will enable instructors to individualize instruction and promote student learning at the highest level. All assessments will be authentic in nature, meaning that students will not "prepare" for a test only to forget the material immediately after. Rather, assessments will be used as a tool to inform and guide instructors as they make instructional decisions. Certainly test taking in the traditional sense will be utilized, but that is not the only form of assessment used. Summative and formative assessments will be widely used to drive instructional practice.

Cameron Creek's instructors will utilize a variety of assessment techniques in order to target the various domains of learning. Therefore, assessments will take on various forms, including performance-based tasks, teacher anecdotal notes based on oral discussions and/or written responses, cooperative group work, portfolios, and traditional assessments.

As a public charter school in North Carolina, Cameron Creek Charter will follow the Common Core Standards adopted by the State of North Carolina. Our students will take the End-of-Grade (EOG) tests beginning in Grade 3.

While we acknowledge standardized test-taking will be a component of our balanced assessment program, we will not teach to the test. Rather, we will engage the students in meaningful hands-on experiences linked directly to the curriculum all year long, and then six (6) weeks prior to the EOG tests, we will teach our students test-taking strategies and skills in order to promote their best performance on this particular mode of assessment. Our assessment program will reflect balance; parents and students can expect to see a variety of assessment techniques utilized with specific feedback given to maximize the learning potential of each individual student.

Compliance with Federal and State regulations for serving exceptional children.

Cameron Creek Charter will accept all students and will offer unique learning opportunities in our school for all students who may need that extra help. We will abide by all laws including the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.) as appropriate for the appropriate for the admission to the charter school. Also, our proposed school will abide by charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability. Except as otherwise provided by law or the mission of the school as out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Entrance and exit requirements as well as graduation requirements (if the school is to be high school).

Elementary Entrance Requirements:

- Children must be five (5) years of age on or before October 31st of their kindergarten year. The following items are commonly are used to show proof of age:
- Certified birth certificate (this can be obtained through the bureau of vital statistics state where your child was born). For more information, contact your local health department.
- Baptismal record (obtain this at the church where your child was baptized).
- Other possible forms of proof include; a notarized statement signed by a doctor that he/she believe the child to be of required school age; Insurance policy (which has been in effect for at least two (2) years); Hospital records from your child's birth.
- Each student will have to present two (2) of the following items, in the parent or legal guardian's name as proof of residence; Electric bill; Telephone bill; Voter's registration card; Rental contract and Notarized statement.

Immunization Plan

- Upon enrollment, the immunization record will be requested for review.
- If the record is available, an appropriate school staff member will review it. If the student is in full compliance, the record will be copied and filed with the appropriate agency.
- Students who are exempt will provide a state approved exemption and will be considered in compliance.
- If the student is in partial compliance, the parent/guardian will be given a checklist of necessary immunizations the child must complete prior to attending class. They will then be referred to their medical care provider or the County Health Department.

- If non-compliance persists, follow-up phone calls and/or cards will be made/sent to the student's caretaker. One week prior to the beginning of classes, a final notice will be sent.
- Non-compliant students who can provide neither a complete record nor sufficient documentation from a recognized agency or practitioner will be denied admittance to the school.
- Parents/guardians will be strongly urged to complete the full recommended immunization.

Exit Requirements for Elementary School

In elementary school, all students in grades 3, 4, and 5 will be required to take the North Carolina End-of Grade (EOG) Test in Reading Comprehension, Mathematics and Science (5th grade).

Exit Requirements:

Students exiting 5th grade will need to have scored a Level III or IV on the EOG (5th grade year).

CAMERON CREEK CHARTER

The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1))

Cameron Creek Charter

2013-2014

School Calendar

FIRST DAY OF SCHOOL	August 22, 2013
Labor Day Holiday	September 2, 2013
Teacher Workday/Parent Conferences	September 23, 2013
Veteran's Day	November 11, 2013
Thanksgiving Holiday	November 27-29, 2013
Winter Break	December 19, 2013 – January 1, 2014
Martin Luther King Jr. Holiday	January 16, 2014
President's Day	February 17, 2014
Teacher Workday/Parent Conferences	February 20, 2014
Spring Break	March 31-April 4, 2014
Memorial Day Holiday	May 26, 2014
LAST DAY OF SCHOOL	May 31, 2014

A concise description of any evaluation tool or test, if any, that the proposed charter school will use to any state mandated tests and how this data will be used to drive instruction.

Cameron Creek Charter will use assessments as a tool for growth and as an indicator of adjustment that may need to be made in instruction with respect to individual students. We will utilize assessments to determine each student's strengths, weaknesses and general aptitude. In connection with assessments, we will observe individual student learning style and gather information about the learning obstacles each encounter. After an analysis of the foregoing factors, we are better able to customize our lessons consequently.

Throughout the school year, the instructors will assess the students' skills and knowledge and provide feedback to the students as well as their parents. The instructors will also take the assessment knowledge and provide instruction that enables the student to build their strengths and weaknesses.

Cameron Creek Charter will provide a balanced system of assessments consisting of three (3) components: standardized state tests, MAP testing and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Testing. Additionally, instructors and parents will confer on student progression on a formal basis at parent teacher conferences, three times per year.

Standardized State Testing includes North Carolina state tests for 3rd through 5th grade. Students in grades in 3, 4 and 5 shall demonstrate proficiency by having scores at Level III or above on End-of-Grade tests in both reading and mathematics. Students in grade 5 will also take the End-of-Grade test in science. These examinations are part of our balanced assessment.

MAP Testing is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of the student's abilities and readiness. At the end of the testing sequence, each student is presented with an overall score that indicates their instructional level. This will be utilized to assess the students in grades 3-5.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Testing is a formative early literacy assessment that measures for the acquisition of K-6 literacy skills. By giving primary school students a number of quick simple tests, DIBELS allows instructors to identify students that need additional assistance and helps to monitor the effectiveness of intervention strategies.

A concise description of the student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

Cameron Creek Charter is dedicated to providing a superior elementary school education to at-risk students. We will participate in the ABC's Accountability Model and conduct the statewide testing, as done in all North Carolina Public Schools. We are committed to providing students with a sense of purpose, empowerment as well as fundamental goals. In order to accomplish this, we will focus on the following goals:

Goal 1: Each student will receive a quality education each year where student growth potential will be no less than 80% for reading and mathematics EOG scores.

- End-of-Grade Assessments
- Formative Assessments
- Informal Assessments
- NCLD/AYP Standards

Goal 2: Each student will also make growth each year to be able to perform at or above grade level.

- DIEBELS Assessments
- MAP Assessments
- Study Island

Goal 3: Cameron Creek Charter expects students to acquire a good general education and become vital global citizens in the community.

- Community Service Participation
- Provide Technology Education
- Character Education Program

Goal 4: Each student will have the opportunity to participate in extracurricular activities to allow the student grow socially, culturally as well as academically each school year.

- Student Government
- Intramural Sports
- Fine Arts Curriculum
- National Junior Honor Society

Goal	Measurable Objective	Timeline
<p>1. Each student will receive a quality education each year where student growth potential will be no less than 80% for reading and mathematics EOG scores.</p>	<ul style="list-style-type: none"> • End-of-Grade Assessments • Formative Assessments • Informal Assessments • NCLD/AYP Standards 	<p>1st Quarter August – October, 2013 2nd Quarter October – January, 2014 3rd Quarter January – April, 2014 4th Quarter April – June, 2014</p>
<p>2. Each student will also make growth each year to be able to perform at or above grade level.</p>	<ul style="list-style-type: none"> • DIEBELS Assessments • MAP Assessments • Study Island 	<p>1st Quarter August – October, 2013 2nd Quarter October – January, 2014 3rd Quarter January – April, 2014 4th Quarter April – June, 2014</p>
<p>3. Cameron Creek Charter expects students to acquire a good general education and become vital global citizens in the community.</p>	<ul style="list-style-type: none"> • Community Service Participation • Provide Technology Education • Character Education Program 	<p>1st Quarter August – October, 2013 2nd Quarter October – January, 2014 3rd Quarter January – April, 2014 4th Quarter April – June, 2014</p>
<p>4. Each student will have the opportunity to participate in extracurricular activities to allow the student grow socially, culturally as well as academically each school year.</p>	<ul style="list-style-type: none"> • Student Government • Intramural Sports • Fine Arts Curriculum • National Junior Honor Society 	<p>1st Quarter August – October, 2013 2nd Quarter October – January, 2014 3rd Quarter January – April, 2014 4th Quarter April – June, 2014</p>

An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Student Performance Assessment Plan

Cameron Creek Charter will develop a Personal Education Plan (PEP) containing the individual student’s goals and providing the basis from which to measure student improvement. These individual goals as well as program goals are based on meeting the Common Core objectives and compliance with the No Child Left Behind Act (NCLB). Cameron Creek Charter will make every effort to include parental input in the education plan and will provide periodic progress reports to parents to ensure parents are aware of students’ progress.

PEP’s with intervention strategies will be implemented for students who fail an End of Grade Test. Throughout the school year assessment is a continuous process that involves teacher observation of student performance in a variety of scenarios in the classroom, which could involve oral responses, presentations, speeches, and lab work, as well as paper and pencil assignments such as worksheets (seat work), reports, term or research paper, model, project (e.g., science project), exhibit, poster, bulletin board, and/or computer program. Each teacher uses a variety of approaches to measure student grasp of the concept or skill taught, including paper and pencil tests, oral presentations, and/or demonstration of skills.

Cameron Creek Charter’s instructional staff will be involved in the process of compiling student information from previous schools as well as administering pre and posttests. Our staff will routinely meet to review information and plan their instruction to meet student needs and cover the content objectives of the Common Core. This constant sharing of information, reassessment of student performance and focus on the instructional calendar allows the staff to plan and make instructional recommendations and decisions based on where the student’s performance is, what the performance goal is, and how we will help them reach that goal.

Each student’s PEP should delineate short and long range performance goals designed to assist the student in developing competency in analytical, verbal and writing skills, as well as life skills, necessary for success in high school, the work place and/or in post-secondary education. Our staff will routinely analyze student performance deficiencies and share information with students and parents.

Students experiencing performance difficulties may:

- Participate in special group and/or individual instructional sessions designed to improve and track work and study habits;
- Receive intensive behavior and/or academic counseling;
- Receive specific skill development instruction designed to eliminate skill deficiencies; or
- Contract with the Charlotte Learning Academy instructional team to achieve measurable improvement in goal achievement.

Expectations - Academic Focus

Charlotte Learning Academy’s academic focus is based on student and community needs, grounded in our mission, and guides the focus for our staff development, instructional delivery, assessment, and community participation. Our academic focus is based on accomplishing the following:

- Provide an accessible, motivational Personal Education Plan (PEP) for each student
- Increase student attendance
- Increase achievement test competency
- Decrease disciplinary actions
- Increase student, parent and employer satisfaction with the education program
- Increase the number of students earning high school diplomas
- Increase the number of students who successfully transition from school to work or postsecondary education.

Cameron Creek Charter will provide opportunities for enrollment in academic elective curriculum courses that are both interesting and self-motivating for students. We will also provide tutorial options as well as classes to build basic skills, especially reading skills.

Expectations - Non-Academic Focus

Cameron Creek Charter will continuously evaluate school specific non-academic program focus to motivate at risk students to achieve employment success and social responsibility. Our students will have options to participate in the Life Management Skills class, School to Work Program, and community service projects. Our instructors will focus instruction on the individual development of each student.

Details of the proposed charter plans to involve parents and community members in the school.

Cameron Creek Charter has established a parental involvement plan to meet the needs of the families in our school district. This plan provides programs that enhance parental involvement. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, and we know that to do that the schools and parents must work as knowledgeable partners to ensure educational success. Charlotte Learning Academy will foster and support active parental involvement by providing a welcoming atmosphere where parental participation is recognized as an asset since supportive parents help improve student achievement and school culture.

The Cameron Creek Charter Parent/Community Involvement Plan, comprehensive and coordinated in nature, has been developed by the founders of Cameron Creek Charter. Once the charter is approved we will revisit the plan and accept input from the community and families. The Cameron Creek Charter Administrators and faculty will be required to participate in no less than two to three hours of professional development per year designed to enhance understanding of effective parental involvement strategies, the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Additionally, parental input, both formal and informal, will be encouraged throughout each school year and include training at least annually for volunteers who assist in an instructional program. This collaboration will insure programs and practices that enhance parental involvement and reflect the specific needs of students and their families.

The Cameron Creek Charter Parental Involvement Program will:

- (1) Involve parents of students at all grade levels in a variety of roles;
- (2) Be comprehensive and coordinated in nature; and
- (3) Recognize that communication between home and school should be regular, two-way, and meaningful.

To encourage communication with parents, the school will:

- Prepare an informational packet to be distributed annually to the parent of each child in the school, appropriate for the age and grade of the child, describing:
 - The School's parental involvement program;
 - The recommended role of the parent, student, teacher, and school;
 - Ways for the parent to become involved in his or her child's education; and
 - A survey for the parent regarding interest in volunteering at the school;
- Ensure all activities planned will encourage parental involvement
- Set-up a system to allow the parents to communicate in a regular, meaningful manner with the child's teacher and the school principal
- Schedule no fewer than (2) parent-teacher conferences per school year.

The school may plan and engage in other activities determined by the school to be beneficial to encourage communication with parents.

(4) Acknowledge that parents play an integral role in assisting student learning.

- To help parents in assisting students, the school will:
 - Schedule regular parent involvement meetings at which parents are given a report on the state of the school and an overview of: What a parent should expect for his or her child's education; How a parent can assist and make a difference in his or her child's education;
 - Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: Role play and demonstration by trained volunteers; the use of and access to Department of Education website tools for parents
 - Be able to engage in other activities determined by the school to help a parent assist in his or her child's learning.

(5) Welcome parents into the school and seek parental support and assistance. To reach this goal, the school will:

- Not adopt any school policies or procedures that would discourage a parent from visiting the school or from visiting a child's classrooms;
- Encourage school staff to use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate, including the option of just one (1) time per year;
- Help match school needs with volunteer interests;
- Engage in activities determined by the school to welcome parents into the school;

(6) Recognize that a parent is a full partner in the decisions that affect his or her family.

To encourage a parent to participate as a full partner in the decisions that affect his or her child and family, the school will:

- Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions;
- Engage in other activities that the school determines will encourage a parent to participate as a full partner in the decisions that affects his or her child and family;

(7) Recognize that community resources strengthen school programs, family practices, and student learning;

To take advantage of community resources, the school shall:

- Enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school and leaders of this organization shall be utilized in appropriate decisions affecting the children and families;
- Engage in other activities that the school determines will use community resources to strengthen school programs, family practices, and student learning;
- Provide community access to computers/internet;
- Send monthly newsletter to all parents/guardians;
- Provide coordinated volunteer service;
- Participate in "Backpacks for Kids," which provides extra food for students; and
- Provide School Supplies as needed

(8) Support the development, implementation, and regular evaluation of the program to involve parents in the decisions and practices of the school district, using the components listed in this section.

Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students; including details of the school's process for identification and service of these students.

Cameron Creek Charter will meet the needs of gifted students, English Language Learners and other at risk students through the support of the Student Intervention Team. The Student Intervention Team process consists of consultation and problem-solving which focuses on the needs of an individual student. Consultation with the school Student Intervention Team is needed to examine more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to:

- probe the student's strengths and needs.
- analyze the student's response to previous interventions.
- use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers.

Cameron Creek Charter's Intervention Team will use a continuous problem-solving process to review and revise plans as needed until the student achieves his/her individual goals.

Cameron Creek Charter Student Intervention Team Process

1. The referring teacher completes and submits the initial referral form to the SIT chairperson. Designated consultant (DC) is assigned.
2. The referring teacher consults with the DC to complete the Student Intervention Team Body of Evidence forms, gather supporting data, and refine the problem definition in preparation for the SIT meeting.
3. Conduct the Student Intervention Team meeting. Create an intervention and progress monitoring plan.
4. The DC and referring teacher meet to examine student progress monitoring data and analyze student response to instruction.
5. Conduct Follow-up SIT meeting six to nine weeks from the initial SIT meeting.
6. Conduct consequent Follow-Up meetings as needed.

Gifted and Talented

The program provides distinctive services for advanced-level learners in academic areas and the visual and performing arts. Program services offer accelerated and enriched learning opportunities.

Program Goals

- The Gifted and Talented Program seeks to recognize and develop talents in advanced-level learners. The following goals are established to offer a continuum of program services for advanced-level learners.
- Ensure that gifted education services are an integral part of the general education program.
- Provide differentiated instruction and curriculum to continuously improve student achievement and performance.
- Provide for the emotional and social needs of advanced-level learners.
- Providing time and resources so that students can pursue areas of special interest.
- Recognize and develop diverse abilities and talents.
- Provide comprehensive professional development for its teachers to help them meet the unique needs of advanced-level students
- Lessons may be modified through acceleration or enrichment of content.
- Assignments can be modified through reducing regular classroom work or providing alternate assignments.
- Scheduling options include providing opportunities for high-ability students to work individually through independent study, shared learning in homogeneous groupings with peers of similar ability and interests, and participation in heterogeneous groupings of mixed-ability students.

English Language Learners

Students who do not know English, or who need to improve their English in order to understand their school work, are enrolled in the English Language Learners (ELL) Program. We will provide ELL instruction in a researched-based structured immersion program. This means that ELL students will attend a school in their neighborhood schools with both English and non-English speaking students. In this way, different cultures can be shared, friendships formed and a sense of community developed. ELL students learn essential academic skills in

standards-based classrooms. ELL English instruction is provided during the 90 minute reading block in guided reading groups, which are based on the language proficiency of the student.

SPECIAL EDUCATION (G.S.115C-106)

The charter school must accept special needs children under the federal legislation *Individuals with Disabilities Education Act (IDEA)* (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

Cameron Creek Charter will guarantee a “free and appropriate education” in the “least restrictive environment” along with all appropriate “related services” required for the student to benefit from their education.

Cameron Creek Charter will meet all applicable state and federal requirements including the Individuals with Disabilities Education Act (IDEA) and G.S.115C-238.29F(g)(5). Exceptional students will be provided with programs implemented in accordance with state policies and procedures. All students with disabilities, regardless of the nature or severity of their disability, who need special education and related services, will be served in the least restrictive environment possible. A full continuum of delivery models will be available for exceptional students including physical, occupational, and speech/language therapy.

Cameron Creek Charter will hire certified special education staff as needed to work both as inclusion in the classroom setting and consultants to classroom teachers to help them better meet the needs of exceptional students. We will provide educational testing and will meet other therapeutic needs through outsource contracts or through hiring of staff as necessary. All regular classroom teachers will participate in training to help them better meet the needs of exceptional students in their classrooms. Differentiated instruction and planning for the needs of a variety of learning styles in the classroom will also facilitate meeting the needs of our exceptional students while giving them the many advantages of being in mainstream classroom settings.

Individualized Education Program (IEP) will be developed for every student requiring or receiving exceptional education services. If inclusion is not an appropriate setting for the student, the school will provide a program appropriate to the student’s needs within the continuum of placement options. The IEP will be utilized to provide services addressing the individual needs of exceptional students. Those who qualify for exceptional student services will be placed in various programs according to their needs. Parent input and consent will be included throughout the IEP process. To ensure that all students have access to the general curriculum, Cameron Creek Charter will provide specialized materials and equipment as specified in the IEP. For students with more severe disabilities, Cameron Creek Charter will offer self-contained classes and related services as deemed necessary. All programs for exceptional children will be regularly evaluated to determine effectiveness on each student’s achievement.

STUDENT CONDUCT AND DISCIPLINE (G.S.115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

**CAMERON CREEK CHARTER
2013-2014
STUDENT CODE CONDUCT**

**CAMERON CREEK CHARTER
2013–2014**

Student Code of Conduct

Student and Parent Acknowledgement and Pledge

The *Student Code of Conduct* has been developed to help your child receive quality instruction in an orderly educational environment. Cameron Creek Charter needs your cooperation in this effort. Therefore, please (1) review and discuss the *Student Code of Conduct* with your child and (2) sign and return this sheet to Cameron Creek Charter. Should you have any questions when reviewing the *Student Code of Conduct*, please contact the school principal.

NOTE: FAILURE TO RETURN THIS ACKNOWLEDGEMENT AND PLEDGE WILL NOT RELIEVE A STUDENT OR THE PARENT/GUARDIAN FROM BEING RESPONSIBLE FOR KNOWING OR COMPLYING WITH THE RULES CONTAINED WITHIN THE *STUDENT CODE OF CONDUCT*.

I have reviewed the Student Code of *Conduct*, and I understand the rights and responsibilities contained therein.

Parent: _____ **Date:** _____

To help keep Cameron Creek Charter safe, I pledge to show good character, work to the best of my ability and adhere to the guidelines established within the *Student Code of Conduct*.

Student: _____ **Date:** _____

Levels of Intervention:

Students are encouraged to make responsible decisions and will be given several opportunities to make the appropriate choices. Cameron Creek Charter Staff members will strive to properly address all inappropriate student behaviors. The following are steps that will be utilized to curtail disruptive behavior allowing students the opportunity to choose to behave appropriately, which in turn will benefit everyone's educational experience.

Level I

Designed to provide programs and/or school options for students who are at risk for behavioral issues and may be disenfranchised from school or commit minor infractions on an infrequent basis. Program options will be implemented in Cameron Creek Charter and include services such as:

- a. **Prevention** – Cameron Creek Charter staff will attempt to address any issues at the beginning of each day that may hinder the learning process. Staff prevention may include a simple statement acknowledging the issue, the organization of a student "Peer Mediation", or by refocusing student attention to necessary classroom procedures. In any case, it is ultimately the students' responsibility to demonstrate acceptable behavior during school hours.
- b. **Verbal Redirection** – Cameron Creek Charter will allow students the opportunity to alter their behavior within the classroom by addressing the inappropriate conduct and then redirecting the student back to the assigned classroom. If a student continues to be disruptive or does not respond to verbal redirection, may result in and phone call home, After School Detention, and/or the development of a Behavior Improvement Plan specifically designed to meet student needs.

Appropriate response from Level I

- Conference (any combination of parent/student/ school officials/counselors and teacher)
- Counseling
- Verbal warning
- Peer mediation
- Social restriction
- Return of property or restitution for damages
- After-school detention or Saturday school
- Behavior contract
- Referral to intervention/alternative program
- In-school suspension
- Confiscation of unauthorized item

Level II

Designed to provide interventions for students who may commit infractions of the *Student Code of Conduct* such as being chronically disruptive or participating in a first fight that does not result in injury or significant disruption to the educational environment (the number of fights is cumulative across elementary and middle).

In School Suspension - If students are continuously disruptive, or their behavior deems a stronger consequence, students will be assigned an In School Suspension (ISS). Upon being sent to ISS, students are expected to earn their way back into class. This requires following established rules and completing all assigned class work during the designated time. If students are sent to ISS for multiple inappropriate behaviors, they will receive an Out of School Suspension (OSS) consequence and may not return to school until parents/ guardians attend a conference.

Appropriate response from Level II

- Suspension from bus (for bus-related offenses)
- Alternative classroom assignment
- Temporary or permanent removal from participation in extracurricular/co-curricular programs or activities
- OSS for one to nine days (parent contact must be attempted and written notice is required)

Level III

Designed to provide interventions for students who commit more serious infractions of the *Student Code of Conduct* and/or have repeat offenses.

After School Detention (ASD) - Students may be required to attend ASD for repeated behavioral offenses. ASD will take place on an as needed basis. Students will need to complete assigned work during this time. The completion of ASD may result in decreased ISS or OSS consequences. Failure to show for After School Detention will result in OSS and/or Absence Before Conference (ABC).

Appropriate response from Level I and/or Level II

- Out-of-school suspension for one to nine days. This option is also available for Level IV rule violations in lieu of long-term suspension.
- Suspension from bus (for bus-related offenses)

Level IV

An intervention for students who commit serious offenses and whose conduct seriously threatens the safety of students, staff or visitors or threatens to substantially disrupt the educational environment.

Short-Term Suspension - Students will be given OSS consequence for severe and unwanted behaviors. Students placed on OSS status will not be permitted on Cameron Creek Charter grounds or at school sponsored activities (including all school sports, clubs and other functions) until their consequence has been completed.

Long-Term Suspension or Expulsion

Students may be suspended for more than ten days or expelled for chronic disruptive behaviors and other serious misconduct, particularly that which impacts the safety and welfare of the student or others at school. Students placed on long-term suspension or expulsion will not be permitted on Cameron Creek Charter grounds or at school sponsored activities (including all school sports, clubs and other functions).

- ***The Cameron Creek Charter Administration and Behavioral Support Staff reserves the right to alter the steps of the intervention process whenever deemed necessary based on the severity and/or frequency of the events. Within each level, the Cameron Creek Charter Administration and Behavioral support staff has the discretion to impose the consequences deemed most appropriate to address the infraction. In the instances where an infraction falls within multiple levels, it is within the discretion of the principal to determine the level assignment for the infraction.***

Rule 1 ATTENDANCE (Citizenship/Responsibility): Unless a lawful excuse is presented, a student must attend every class every day. Violations of this rule include tardiness, cutting school or class and excessive absences. (Violations of this rule may also be subject to Rule 7 where the student engages in insubordinate behavior towards an authorized staff member attempting to obtain compliance under this rule.) A student is to attend all classes each day of the scheduled school year. In addition, a student is to report to school and all classes on time.

A. Tardiness – failure to be in class at the assigned time without a valid excuse. Tardiness will be documented. Ten late morning arrivals will result in one unexcused absence. Persistent problems arriving to school on time will result in a scheduled conference with school officials and parent or guardian.

B. Excessive absences - either excused or unexcused absences that negatively affect student education. Students with more than ten unexcused absences will be withdrawn from school. Parents/Guardians will receive a phone call home when students are consistently absent.

Level of Disciplinary Action: 1-2

Rule 2 FOOD/BEVERAGES (Responsibility/Honesty): A student will eat and drink only in authorized areas of the school. Lunches or snacks brought from home will be stored in a food container in the classroom. Students will then receive their food/beverages in the cafeteria during their scheduled class lunchtime.

Level of Disciplinary Action: 1-2

Rule 3 MEDICATION (Responsibility/Honesty): All medication will be provided to the school officials and properly stored. Without proper medical authorization, students shall not transport prescription or non-prescription medication to or from school or have medication in their possession at any time.

Level of Disciplinary Action 1-2

Rule 4 STUDENT DRESS (Respect/Responsibility): A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. This will include student clothing that materially and substantially disrupts classes or other school activities, including but not limited to gang articles of clothing. Please see the dress code at your school.

Dress Code

Students are required to wear their complete uniform to school every day.

A complete uniform includes:

- Shoes are to be worn every day. Bedroom shoes and slippers will not be allowed.
- Head-gear of any kind will not be allowed including hats, doo-rags, wave caps, scarves, bandannas, and sunglasses.
- No item of clothing with references to drugs, alcohol, paraphernalia, and gang identification or reflecting gang symbols should be worn or brought to school. Clothing and shoes should not be covered in writings or drawings of any kind.
- Purses and/or pocketbooks may be acceptable but is subject to search.
- Jackets/Coats may be allowed in classroom during winter months.
- Temperatures vary throughout the building. Students are encouraged to wear layers. Layers include Black/White short/long shirts to worn under the uniform shirt. Striped/Colored shirts will not be allowed under or over the uniform shirt.
- This Dress Code is not intended to prohibit students from wearing particular attire that is part of their religious practice.
- Identification Tags are to be brought to school and worn to each class every day.

Violations of any of these guidelines could result in disciplinary action.

Level of Disciplinary Action: 1 – 4

Rule 5 PERSONAL PROPERTY (Responsibility): A student will only bring or possess objects that have an educational purpose and will not distract from teaching or learning. Students will sell items on campus only as part of an approved school activity. (All other items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.) The following are among the list of prohibited items:

A. Cellular Telephones:

Possession of cellular telephones is permitted; however, they must be turned off and concealed while riding the bus and throughout the instructional day. Violations of any other rule in the *Student Code of Conduct* with a cellular telephone, including insubordination or multiple violations of this rule will be addressed by losing the privilege to possess the cellular telephone on school property and the consequences outlined under the specific rule violated.

B. Toys, games, pagers and electronic equipment:

Possession of these or any similar devices, without permission of the administration, is prohibited. Such items include but are not limited to IPODs and other MP3 Players, PDAs and other electronic devices capable of peer-to-peer communication and recording audio and/or video/still images, except when being used as a part of instruction. This rule does not include a toy gun that is a reasonable facsimile of an actual weapon; for such an item see Rule 29.

Any device possessed in violation of this policy will be confiscated and only returned to the student's parent or guardian. Level of Disciplinary Action: 1 – 4)

Rule 6 MISREPRESENTATION (Honesty): A student will be honest and submit his/her own work.

A. Altering Report Cards or Notes: Tampering with report cards, official passes, notes or other school documents in any manner, including changing grades or forging names to excuses, is prohibited.

B. False Information: Making false statements, written or oral, to anyone in authority is prohibited.

C. Cheating: Violating rules of honesty and Honor Codes, including but not limited to plagiarism or copying another student's test or assignment, is prohibited. The principal has the discretion to punish violations of this rule as Level III if the student's actions have a serious detrimental effect on other students or staff.

Level of Disciplinary Action: 1 – 4

Rule 7 INSUBORDINATION (Responsibility/Respect): A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner and completing all assigned work.

A. Failure to follow staff directions - failure to follow any authorized direction given by a staff member.

B. Refusal to report to the office or leave the classroom - failure to report to an administrative office as directed by a Cameron Creek Charter staff member.

Level of Disciplinary Action: 1-4

Rule 8 BULLYING/PROFANITY, OBSCENITY AND/OR DEROGATORY LANGUAGE (Respect/Caring): A student will use appropriate language and conduct at school and school functions and possess only appropriate materials. This rule applies to cursing, possessing written materials or electronic text and/or images that convey an offensive, racial, derogatory, bullying or obscene message to another person (including but not limited to references to race, color, ancestry, national origin, gender, gender identity or expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance or making offensive statements or gestures).

Bullying and/or harassing are strictly prohibited. Students who feel bullied, harassed or intimidated at school by an adult or another student should see a Cameron Creek Charter Administrator or a Behavioral Support Staff. No retaliation shall be permitted for making a report.

Level of Disciplinary Action: 1 – 4

Rule 9 GENERALLY DISRUPTIVE BEHAVIOR (Responsibility/Respect/Citizenship): A student will maintain appropriate behavior so as to refrain from disrupting the class, school or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from their assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), horseplay, harass, tease or make rude noises. Repeated violations of this rule may be punished as a Level III infraction.

Repeated Violations: Repeated incidents of generally disruptive behavior will result in an Intensive Behavior Assessment Process. The recommendation for this review must come from the school-level Intervention Team, following appropriate documented interventions.

Behaviors covered by this rule include but are not limited to the following:

A. Chronic talking - continued talking despite verbal redirections from staff members.

B. Throwing objects - throwing any object in any part of the school.

C. Horse playing - rough housing or noisy pranks.

D. Harassing/Teasing/Bullying - tormenting other students with intent.

E. Refusing to remain in seat - getting out of seat or moving without permission.

F. Rude noises - making any unnecessary noises.

G. Leaving without permission/ Out of place - leaving the classroom, building, or assigned area without prior approval from a CLA staff member.

Level of Disciplinary Action: 1-4

Rule 10 TRESPASSING (Citizenship): A student will not enter any school property without proper authority. This includes periods of suspension. Any student given out of school suspension should not enter school property, including, but not limited to, the parking lots, physical school buildings, or any building or grounds at which after school activities, sporting events, dances, or other special events for Cameron Creek Charter are being held. Students who violate this policy may be prosecuted as outlined by North Carolina Law, in addition to any school consequences.

Level of Disciplinary Action: 4 – 5

Rule 11 UNSAFE ACTIONS (Citizenship/Caring):

A. Harm's Way: A student shall not commit any action that has the potential to cause danger or physical harm to himself or to others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This rule will apply only when the unsafe behavior does not meet the standards of any other violation.

B. Self-Medication: A student should not have in his/her possession any over-the-counter medication or prescription medication without notification to CLA Staff. Simple possession of such items may result in consequences outlined in Rule 3. Distribution and/or consumption of such medication may result in an immediate Level III consequence. In some instances, violations of Rule 11 may be a Level II infraction. Violation of this rule may also be treated as a violation of Rule 28.

Level of Disciplinary Action: 2-4

Rule 12 VEHICLE USE (Responsibility/Citizenship):

A. Reckless Vehicle Use: A student will not operate any motorized or self-propelled vehicle on school grounds in a manner that is a threat to health and/or safety, or a disruption to the educational process. Driving to school is a privilege, which may be limited or revoked at any time by the school principal.

B. Vehicle Parking on Campus: A student will not leave an automobile on school premises without appropriate authorization and a visible parking permit. Unauthorized vehicles may be towed. In addition to the vehicle being towed, this may be a Level I or II infraction.

Level of Disciplinary Action 1-4

Rule 13 GAMBLING (Responsibility): A student will not play games of skill or chance for money or property. A student should not personally possess any items that may be used in games of skill or chance, including, but not limited to dice, playing cards, and/or poker chips. Use of such materials in the classroom is limited to directed educational use and with supervision of school staff. In some instances, violations of Rule 13 may be a Level III infraction.

Level of Disciplinary Action: 3 – 5)

Rule 14 VANDALISM (Responsibility/Respect/Citizenship): A student will not willfully, with or without malice, participate with others to damage or destroy property of another, including property belonging to the school, staff, students or other adults on campus or at a school-sponsored or school-related activity on or off school property. A

student or parent/guardian will be held financially responsible, as allowed by North Carolina law, for willful or malicious destruction of property. In some instances, violations of Rule 14 may be a Tier II infraction.
Level of Disciplinary Action: 3 – 5

Rule 15 USE OF FIRE (Responsibility/Respect/Citizenship): A student will neither set fire nor attempt to set fire to anything on school property or participate with others to damage or destroy school property through the use of fire. This includes striking matches, flicking cigarette lighters or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. (This violation does not include any smoking violations. For smoking violations refer to Rule 28D.) In some instances, such as the use of a lighter during a smoking violation, a Rule 15 violation may result in a Level II infraction. Setting off a signal that falsely indicates the presence of an emergency or fire is prohibited. This includes using fire extinguishers without consent from Cameron Creek Charter staff. Please note that the spraying of aerosol cans and perfumes can cause the smoke detectors to alarm in a false alarm, therefore the use of such items is prohibited.
Level of Disciplinary Action: 3-5

Rule 16 THEFT (Responsibility/Respect/Citizenship): A student will not steal, attempt to steal, possess stolen property, or participate in a plan with others to do so. Theft is described as unlawfully taking and/or carrying property not rightfully belonging to you. Students should not bring/carry stolen property to any school function or activity. Students who knowingly carry or conceal stolen property will receive the same or worse disciplinary actions as those who committed the theft. In some instances, violations of Rule 16 may be a Level II infraction.
Level of Disciplinary Action: 3 – 5

Rule 17 BREAKING AND ENTERING (Responsibility/Respect/Citizenship): A student will not break into any school property. This will include any unauthorized entry into school property with or without destruction to the property.
Level of Disciplinary Action: 4-5

Rule 18 BURGLARY (Responsibility/Respect/Citizenship): A student will not unlawfully enter any school property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.
Level of Disciplinary Action: 4 – 5

Rule 19 ROBBERY (Responsibility/Respect/Citizenship): A student will not take or attempt to take another person's property by force or violence.
Level of Disciplinary Action: 4-5

Rule 20 EXTORTION (Responsibility/Respect/Citizenship): A student will not take, threaten or attempt to take the property (including but not limited to money) of others through intimidation.
Level of Disciplinary Action: 3-5

Rule 21 UNAUTHORIZED USE OF THE COMPUTER (Honesty): A student shall refrain from inappropriate use of school system computers or from utilizing the Cameron Creek Charter Internet site without proper authority. This includes unauthorized use of sign-on codes, the school telephone system, communication of threats or implied threats, and unauthorized attempts to contact any Cameron Creek Charter computer site from any computer station. This rule also encompasses any activity or distribution of information from home or school computers that would constitute a violation of a rule under the *Student Code of Conduct* or a violation of law, such as, but not limited to bullying or harassment. Publication on the Internet is considered distribution regardless of the location of the computer where the offending content was published. Consequences for misuse of school computers

or the computer network may include short or long-term suspension from use of school computers in addition to other disciplinary consequences. Users who engage in criminal activity through the use of school computers are subject to applicable state and federal criminal laws.

(Minor violations of unauthorized use of the computer, including accessing home email accounts from a school computer may be a Level I or II infraction.)

Level of Disciplinary Action: 1-5

Rule 22 PORNOGRAPHIC, PROFANE AND/OR VIOLENT MATERIAL (Respect/Citizenship): A student shall refrain from having any pornographic or profane material in his/her possession, including but not limited to pictures, magazines, CDs, DVDs, electronic text or images and sexually explicit or graphically violent materials (including but not limited to documents or instructions concerning the creation of and/or the use of weapons). Items will be confiscated and returned to the parent at a mutually agreeable time, not to exceed one calendar week.

Level of Disciplinary Action: 3-5

Rule 23 COUNTERFEIT CURRENCY (Honesty): A student shall not distribute, produce or use counterfeit currency on school property or at a school-sponsored or school-related activity on or off school property.

Level of Disciplinary Action: 3-5

Rule 24 FALSE ALARM (Responsibility): In the absence of an emergency, a student shall not call 911, signal or set off an automatic signal indicating the presence of an emergency.

A student will not, with the intent to perpetrate a hoax, conceal, place or display on school property or at the site of a school activity, any device, machine, instrument, artifact, letter, package, material, or substance, so as to cause any person reasonably to believe the same to be a substance or material capable of causing harmful or life-threatening illness or injury to another person.

A student will not threaten to commit an act of terror on school property or at the site of a school activity that is likely to cause serious injury or death, when that threat is intended to cause or causes a significant disruption to the instructional day or a school-sponsored activity.

A student will not make a false report that an act of terror that is likely to cause serious injury or death is about to occur or is occurring on school property or at the site of a school activity when that report causes or is intended to cause a significant disruption to the instructional day or a school-sponsored activity.

A student will not conspire to commit any of the acts listed above.

A student who violates this rule may be suspended for 365 days.

Level of Disciplinary Action: 3-5

Rule 25 BOMB THREAT (Responsibility): A student will not make a false report that there is a bomb or any device designed to destroy or damage property by explosion, blasting, or burning located on school property or at the site of a school activity. A student also will not, with the intent to perpetrate a hoax, conceal, place or display on school property or at the site of a school activity, any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property. A student who violates this rule shall be suspended for 365 calendar days. The Dean of Students may, upon recommendation of the principal, modify this suspension requirement on a case-by-case basis.

Level of Disciplinary Action: 3-5

Rule 26 AGGRESSIVE PHYSICAL/VERBAL ACTION (Responsibility/Caring/Justice and Fairness): A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking or throwing objects at a student or adult may be a Level I or II infraction.

- A. Verbal Confrontation/Provocation:** A student shall not approach another person in a confrontational, provocative or bullying manner. This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression. (This may also be a Level I or II infraction.)
- B. Fighting:** The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. (The first violation of this rule shall be a Level II infraction so long as it does not involve a weapon or result in injury or disruption to the educational environment, and will result in no more than an OSS of five days. Subsequent violations (cumulative 6-8 grades) or those that cause injury or a disruption shall be a Level III infraction.) A student who is physically attacked may act in self-defense without consequence. **Self-defense** is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule even though another person provoked the fight. Administrators will have the discretion to recognize the need for self-defense on an incident-by-incident basis.
- C. Threatening/Intimidating:** A student shall not threaten to strike, attack or harm any person or cause another person to become fearful by intimidation, through any medium, including threats made in person, on the telephone and/or in writing, that pose a safety risk to the school environment. The tier will be determined by the level of risk presented by the threat, whether the threat could reasonably be carried out and whether the threatened person is made fearful. This rule violation could be considered a Level I, II or III infraction and may include but is not limited to intimidation through the use of gang paraphernalia.
- D. Assault on a Student:** A student shall not physically attack another student. See self-defense as defined above. **Multiple Assaults:** A student shall not act in concert to physically attack another student.
- E. Assault on a Staff Member:** A student shall not physically attack a staff member or adult. See self-defense as defined above. **Multiple Assaults:** A student shall not act in concert to physically attack a staff member or other adult.
- F. Inciting to Riot/Chaos:** A student shall not engage in behavior of a violent or aggressive nature in a highly volatile area that could result in a riot, widespread chaos or aggressive actions (verbal and/or physical) by students witnessing or involved in the incident. (This may also be a Level II infraction.)
- G. Refusing to Disperse:** A student who witnesses an incident under this rule shall disperse at the request of staff members. (This may also be a Level II or III infraction.)
- H. Participation in a Civil Demonstration:** A student shall not disrupt the school day by participating in a civil demonstration, including leaving campus without permission. (This may also be a Level I or II infraction.)

Level of Disciplinary Action: 1-5

Mandatory Removals for Assaulting and Injuring School Personnel

The principal, upon recommendation of the Dean of Students, shall remove to an alternative educational setting, any student 13 years old or older who physically assaults and seriously injures a teacher or other school personnel. If there is no appropriate alternative educational setting available, the principal, upon recommendation of the Dean of Students, shall suspend the student for no less than 300 days but no more than 365 days.

- a. If the conduct leading to the removal occurred on or before the 90th school day, the superintendent shall remove the student to that setting for the remainder of the current school year and the first 90 days of the following school year.
- b. If the conduct leading to the removal occurred after the 90th day school day, the board shall remove the student the student to that setting for the remainder of the current school year and for the entire subsequent school year.
- c. The principal may authorize a shorter or longer length of time that a student must remain in an alternative setting.

Mandatory Removal for Other Assaults

The principal, upon recommendation of the Dean of Students, shall remove to an alternative educational setting, any student 13 years old or older who does one of the following:

- a. Physically assaults a teacher or other adult who is not a student.
- b. Physically assaults another student if the assault is witnessed by school personnel.
- c. Physically assaults and seriously injures another student.
- d. If there is no appropriate alternative educational setting available, the principal, upon recommendation of the Dean of Students, may suspend the student for up to 365 days.

Additional Provisions for Mandatory Removals

- a. The mandatory removals apply to assaults that occur on school property or at a school-sponsored or school related activity on or off school property. The mandatory removals do not apply to students determined by the principal to be acting solely in self-defense.
- b. If a teacher has been assaulted or injured, then the student must not be returned to that teacher's classroom unless the teacher consents.
- c. The principal may assign a student to an alternative educational setting upon the expiration of the period of suspension pursuant to a mandatory removal.

Rule 27 SEXUAL BEHAVIOR (Respect/Caring): A student will not engage in behavior which is indecent, overly affectionate or of a sexual nature. This behavior includes but is not limited to the following:

- A. Offensive touching - improper touching of an offensive nature.
- B. Public displays of affection - inappropriate conduct including kissing, hugging, or any other bodily contact.
- C. Sexual harassment - verbal or physical conduct of a sexual nature which may reasonably be regarded as hostile, intimidating, or offensive, including but not limited to sexual advances, propositions, and/or unwelcome hugs, kisses, or other physical contact.
- D. Consensual sex - sexual activity involving willing participants.

E. Indecent exposure - intentional exposure of one's private parts.

F. Sexual assault/rape or attempted rape - unlawful sexual intercourse or attempted sexual intercourse by force, threat, or intimidation.

Level of Disciplinary Action: 3 – 5

Rule 28 ALCOHOL, TOBACCO AND OTHER DRUGS (Responsibility/Citizenship): A student will not use, purchase, sell, distribute, be under the influence of, or possess any kind of alcoholic beverage or controlled substance, as defined by state law. This includes, but is not limited to, imitation controlled substances and paraphernalia. Students who are disciplined under this policy may receive referral to a substance abuse program. Successful completion of a substance abuse program will be required as an alternative to expulsion from school.

A. A student may not have or use tobacco products or related paraphernalia while on school grounds, going to or from school or at any school function. The tobacco product and/or related paraphernalia will be confiscated.

B. **Drug Usage/Under the influence** – using or being under the influence of any substance containing alcohol, narcotic, illegal or controlled substance, any illegal substance, or unauthorized prescription drug on school grounds, to and from school, or at any school function, is strictly prohibited.

C. **Possession/ Attempt** - possessing, or attempting to possess, any illegal or controlled substance, alcoholic beverage or any action that contributes to the possession of any illegal or controlled substance or alcoholic beverage.

D. **Drug Paraphernalia** - possessing, distributing, or using any objects used for ingesting, inhaling or otherwise introducing controlled substances into the body. .

E. **Sale/ Distribution** - distributing (attempt or actual) or selling any illegal or controlled substance or any action that contributes to the sale or distribution of any illegal or controlled substance or the giving or offering to give any legal or controlled substance to another individual. This includes the sale or distribution of alcoholic beverages, any substance containing alcohol, and/or tobacco products.

Level of Disciplinary Action: 3 – 5

Rule 29 WEAPONS AND DANGEROUS OBJECTS (Responsibility/Caring): A student will not possess, handle, or transport any weapon, facsimile of a weapon, dangerous instrument, substances or other object that can reasonably be considered or used as a weapon or dangerous instrument. A weapon is defined as any loaded or unloaded firearm, including a gun, rifle or pistol; explosives including any dynamite cartridge, bomb, grenade, or mine; and, any other weapon including a BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), fireworks, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance.

A student will not cause, encourage or aid another student to possess, handle or transport a weapon on school property or at a school-sponsored event.

Except in situations involving firearms or explosives, the first violation of this policy shall result in a short-term or long-term suspension. A second violation of this policy shall result in long-term suspension or expulsion.

The principal shall suspend for 365 calendar days any student who brings or possesses a firearm or explosive device (as defined in G.S. 14-269.2(b), (b1), (g), and (h)) onto school property or to a school-sponsored activity off school property. The Board may, upon recommendation of the principal, modify this suspension requirement on a case-by-case basis. This 365-day suspension does not apply to a student who finds a firearm or explosive device on school property or receives it from another person on school property and who immediately delivers the weapon or dangerous instrument to school or law enforcement authorities. Any student 13 years of age or older who possesses, handles, or transports a firearm or explosive on school property or at a school-sponsored event may be expelled.

Level of Disciplinary Action: 3 – 5

Rule 30 GANG AND GANG-RELATED ACTIVITIES (Responsibility/Caring/Justice and Fairness): No student shall commit any act that furthers gangs or gang-related activities. A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts, or the purposeful violation of any district policy, and having a common name or common identifying sign, colors or symbols. Conduct prohibited by this policy includes:

- Wearing, distributing, displaying or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which indicate a student's membership or desired membership or affiliation with a gang;
- Communicating either verbally or non-verbally (hand signs, gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation with a gang;
- Tagging or otherwise defacing school or personal property with gang-related graffiti, symbols or slogans;
- Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity;
- Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity;
- Soliciting others for gang membership; and,
- Committing any other illegal act or other violation of school policy that relates to gang activity.

The principal and the Dean of Students will regularly consult with law enforcement officials to maintain a current list of gang-related items, symbols and behaviors.

Level of Disciplinary Action: 2 – 5

Rule 31 FIREARMS (loaded or unloaded) (Responsibility/Caring): A student shall not possess, handle or transport any handgun, rifle, starter gun, shotgun or any other weapon which will or is designed to or may readily be converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. Violation of this rule is a Level IV or V infraction. Students violating this rule are subject to a 365-day mandatory suspension.

Rule 32 PERSISTENTLY DANGEROUS STUDENTS (Responsibility/Caring/Justice and Fairness): Students who are 13 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule shall involve multiple events over an extended period of time. Examples of misconduct under this rule shall be limited to multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons and inappropriate sexual behavior.

Rule 33 REFUSAL TO ALLOW SEARCH (Responsibility and Honesty): To maintain a safe and orderly environment and to protect students and staff, school officials may search a student, and/or their possessions, when there is reasonable suspicion that the student may be in possession of a weapon, illegal substance, or other items prohibited by the Student Code of Conduct. School officials may seize any illegal or unauthorized materials discovered in the search. The refusal to comply with searches and seizures will be considered grounds for disciplinary action.

A. Search of an Individual and/or his/her Possessions: A student must cooperate with and may not obstruct or interfere with a reasonable and authorized search of the student and/or his/her possessions based on reasonable suspicion that the student may be in possession of a weapon, illegal substance or other items prohibited by or used in violation of law or the *Code of Student Conduct*.

B. Search of Student Lockers and Desks: Lockers and desks are the property of the school and are assigned to the student with the understanding that he/she is responsible for all property placed in the locker or the desk. Lockers and desks shall be used only for storage of those items that are reasonably necessary for the student's school

activities such as books, gym clothes, coats, school assignments, etc. A student must cooperate with and may not obstruct or interfere with an authorized search of his/her locker or desk.

Level of Disciplinary Action: 1-4

Behavior on the School Bus or at the Bus Stop

School transportation is a privilege, not a right. Students shall observe the directives of the school bus driver and any other supervising staff while riding a school bus or other school vehicle. In order to ensure student and staff safety while being transported, there will be a zero tolerance policy for bus misconduct. Inappropriate behavior on a school bus or other school vehicle, including the violation of any other rule of the Student Code of Conduct, will be dealt with swiftly and firmly.

For the purpose of providing safe transportation for all students, the following guidelines must be observed:

- Refrain from conduct or behavior that interferes with the orderly, safe and expeditious transportation of bus riders.
 - Obey the bus driver at all times.
 - Act appropriately while waiting for the bus.
 - Give your proper name when requested by the bus driver or monitor.
- Be at the bus stop at least ten (10) minutes prior to a scheduled stop time.
- Ride only on assigned bus.
- Board and depart only at the assigned bus stop.
- Remain seated at all times when the bus is moving.
- Refrain from eating or drinking while aboard the bus.
- Refrain from using cellular telephones and other electronic devices while on the bus

Level of Disciplinary Action: Inappropriate bus behavior will result in a five-day suspension from privileges for the first offense. The second offense will result in ten days off the bus; along with a scheduled parent conference. A third problem behavior will result in the total loss of bus privileges.

Public Transportation

Cameron Creek Charter expects all students using the school Charlotte Area Transit System (CATS) bus stops to follow all school rules, policies, and procedures. When using public transportation, all federal, state, and local laws should be followed. Failure to follow any of these rules, policies, and procedures or verbal directions given by an officer or public transportation official may result in disciplinary actions.

Level of Disciplinary Action: – 1-4

Procedures for Short-term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal or dean of students would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension. Details of the processes to be followed are:

Step 1: The student must be told by the principal/dean of students of the reason(s) for the consideration of suspension.

Step 2: The student must be given the opportunity to have an informal hearing with the principal and to present his/her version of the events and to identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges, but may be delayed if the student's continued presence on campus is a safety concern.

Step 3: The principal/dean of students shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

Step 4: The principal/dean of students shall report each suspension in writing to the student's parent/guardian. This report shall be sent to the parent by email, regular mail or other reliable means by the end of the day of the suspension when reasonably possible. Otherwise, it must be sent no more than 2 days later. Reasonable efforts shall be made to contact parents or guardians prior to the start of the suspension. If parents or guardians cannot be reached prior to the start of the suspension, the principal/dean of students may determine to start the suspension without contacting parents/ guardians, but continued reasonable efforts shall be made.

Step 5: At the discretion of the principal, a written behavior contract may be required upon the return of the student to school.

Step 6: Students are not entitled to appeal a principal's decision to impose a short-term suspension to the superintendent.

Procedures for Long-term Suspensions (more than 10 days) or 365-day Suspensions

A student accused of a willful violation of the *Student Code of Conduct* which, in the opinion of the principal/dean of students, may require a long-term suspension or 365-day suspension from school, shall be afforded the procedural safeguards described below. A suspension of more than 10 days is appropriate only when the student willfully engages in conduct that threatens the safety of students, staff or school visitors, or threatens to substantially disrupt the educational environment. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a long-term suspension. Only the Board of Directors and Principal may impose a period of long-term suspension or 365-day suspension.

Step 1: Except for serious violations of the Student Code of Conduct for which the principal may recommend that the student be expelled, a Discipline Team Meeting (DTM), which consists of the Board director, principal/ designee, the dean of students, the parent/guardian, and the student, will be convened at the school within 10 school days of the first day of suspension. The purpose of this meeting is for the team to review the investigation completed by the school, the due process procedures afforded, and any information provided by the student and the parent/guardian. There is no right for representative counsel to attend. During the DTM, the dean of students will review the recommended consequences, decide if any additional consequences shall be imposed and outline those additional consequences. ***If the parents/ guardians are in agreement with the decision of the dean of students, then the decision shall stand and no further due process procedures (e.g., a due process hearing) associated with the incident will take place.*** If the parent/guardian disagrees with the decision of the dean of students, then a due process hearing may be requested by making a written request to the principal. Parents will also be informed in writing of the decision and may give notice of an appeal within 3 business days.

Step 2: The due process hearing will be scheduled within the initial 10-day suspension. If parents/guardians miss the deadline or request a later hearing date or their scheduling conflicts do not allow the hearing to take place within the initial 10-day suspension, then the principal may impose the period of long-term suspension before the hearing occurs.

Step 3: Written notice will be sent to parents/guardians advising them of the date, time and location of the hearing. The notice will also describe the hearing process and advise parents/guardians of the student's rights under law. The

notice will be sent by email, US mail, hand delivery or other reliable means. For children in foster care, notice must also be sent to the foster parents and the Youth and Family Services guardian.

Step 4: The Due Process Hearing will be held at the school and the student will be able to exercise the rights identified in the notice, including the right to have an opportunity to present his/her version of the events, provide witnesses (or written witness statements) on his/her behalf, question the witnesses presented by the school administration and be represented by counsel (at the parent's own expense). Students shall also have the right to review before the hearing the evidence that may be presented by the school, as allowed by federal and NC law.

Step 5: The principal/designee shall make a written determination as to whether substantial information was provided at the hearing to determine whether the student is guilty of the misconduct and, if so, the appropriate disciplinary response. The Board Director does not review the initial 10-day suspension. A student shall be informed of the determination promptly.

Step 6: If the student disagrees with the decision of the principal/designee to impose a suspension of more than 10 days, he/she is entitled to appeal. This appeal must be requested within 10 days of the date of the principal's decision letter. The disciplinary consequence remains in effect throughout all appeals.

Step 7: The Board hearing will be conducted and a decision rendered within 30 days of the submission of the appeal, unless the student requests a delay of the hearing.

Procedures for Expulsion

Pursuant to N.C.G.S. § 115C-390.11, the Board may expel any student, over 14 years of age, whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lunsford Act.

Step 1: After the hearing described above, the principal/designee may make a recommendation to the Board that the student be expelled. A period of long-term suspension may also be imposed pending the Board decision on the expulsion recommendation.

Step 2: The parent/guardian will receive written notice of the hearing before a panel of the Board members. The notice shall include the date, time and location of the hearing, a summary of the charge being levied against the student, the information to support the charge and the student's rights at this proceeding.

Step 3: A hearing will be held at the school, where the student will be able to exercise the rights identified in the notice. The student will have the opportunity to explain why his/her presence is not a clear threat to the safety of others, provide witnesses (or written witness statements) on his/her behalf, question the information presented by the principal/designee and be represented by counsel, at the parent's expense.

Step 4: The Board will determine the following: were the statutory requirements met and are there any alternative programs which would meet the needs of the student and maintain the safety of the educational environment.

Step 5: The decision of the Board will be provided to the parent/guardian in writing within seven to 10 days of the hearing.

Suspensions of a Student with a Disability

Out of school suspension is the temporary removal of a student from the school setting where services are delivered for any part of the school day. Any time a child is denied access to any part of the educational services, regardless of the time of day; it is counted as one day of out of school suspension. (When a parent is asked to pick up a child prior to the end of the instructional day, that day is an out of school suspension day and must be recorded as such. If a student is placed in ISS (in school suspension) and no special education services are provided, that day is an out of school suspension day and must be recorded as such.) In school suspension program is a program which removes students from the education settings where they usually receive services for disciplinary purposes for a specified period of time. Short-term removal of less than 10 school days is not a change in placement. Schools must keep track of disciplinary removal days. Schools should report any suspension to the parent immediately (on the day the incident occurs) and provide a full statement of the reasons for the discipline.

When transportation is a related service on the IEP and the student is suspended from the bus, if the student does not report to school or alternative transportation is not provided, the bus removal is counted as an out of school suspension. If transportation is not a related service, disciplinary measures dealing with transportation are not counted as an out of school suspension. However, if behavioral concerns on the bus are limiting the student's access to services, the behaviors must be addressed by the Individual Education Team. The determination as to whether in-school suspension or bus suspension counts as a day of suspension depends upon the unique circumstances of each case.

Long Term Suspensions

A long term suspension is a removal from the school setting where services are delivered for any part of the school day for more than 10 school days. When the behavior that violates the school's code of conduct is not a manifestation of the student's disability and leads to long term suspension for regular education students who exhibit that behavior, a student with a disability may be given a long term suspension. However, the school system is still required to provide a free and appropriate public education for that student by providing services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. Based on the disciplinary removal, the IEP Team must determine how these services will be provided and should amend the IEP to address the service delivery. The IEP, including the DEC 4, page 4 and DEC 5, must indicate that the IEP is being revised due to disciplinary removal. The student should be kept on the LEAs role and should participate in all required assessments, as well as receive grades and credit for course work completed.

Potential Interim Alternative Educational Placements

When a student is recommended for suspension for a disciplinary infraction involving drugs, weapons, or serious bodily injury, a school administrator may remove the student to an alternative educational setting (IAES) for up to 45 school days or follow normal disciplinary procedures providing services beginning on the 11th day of suspension. If the administrator removes the student to an IAES, the IEP Team will determine the appropriate IAES for the student that will allow him/her to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

When a student has been recommended for suspension for more than 10 days (cumulative or consecutive constituting a change of placement) **and** the behavior was NOT a manifestation of his/her disability, normal disciplinary procedures may be followed and services must be provided in an interim alternative educational setting (IAES). The IEP team determines the interim alternative educational setting for services.

There are numerous options that could be considered when placing students in an IAES. The most frequently used placements will be discussed below. Keep in mind that this list of placements is not inclusive. In addition, these placements could be used individually or in combination to meet the educational, behavioral, and social needs of the student.

In School Suspension (ISS)- ISS could be used as an appropriate IAES for students serving a suspension if the student *continues to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP*. An EC teacher should be the person responsible for providing instruction during the suspension. Special education services during placement in ISS should be documented. Existing ISS programs may be a sufficient setting to offer these services or, if needed, a separate program could be established to meet the needs of students identified as exceptional who have been suspended.

Alternative School - An alternative school could offer a student who has been suspended an opportunity to access services and accommodations/modifications needed to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP. A process will need to be established to identify how students serving suspension will be placed within the alternative school setting. Dependent upon the behavior that prompted a suspension a student could be served within the general population, within a special education classroom, or in a separate, specially designed setting for students serving suspensions.

Day Treatment - A day treatment program, if available, could be beneficial, educationally and therapeutically, for students who have been suspended. Caution should be used in planning services for students placed in Day Treatment to insure the general curriculum can be accessed.

Homebound - Homebound is the most restrictive setting where a student can receive services in the community. Services do not necessarily have to be provided at the student's home. A variety of locations could be accessed depending on the individual situation. Examples include: the police department, courthouse, library, YMCA, or on the school campus before or after regular school hours. Once again, a student who receives services within the Homebound setting must continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Placing a student with disabilities on homebound is not intended to be a permanent mode of service delivery. This setting should be looked at as temporary and last no longer than the disciplinary action, with the intent of having the child return to his or her regular school setting when appropriate as determined by the IEP team. The IEP team must develop a re-entry plan for transition back to school when placing a student on homebound. This plan should allow the IEP team to determine the goals a student should master while on homebound and document when a student is ready to return to a regular school setting. The plan must include a behavior intervention plan including instruction in behavior skills. Homebound services should be monitored closely and evaluated on a regularly scheduled basis (every 30 days) to determine the effectiveness of the student's program.

Homebound services should be delivered by a certified teacher with the number of instructional hours being determined by the student's needs and IEP team. Materials, textbooks, and any other instructional supplies should be provided to the homebound teacher by the home school.

Reminder: When an IEP Team meets to discuss whether or not a behavior that prompted a suspension was a manifestation of the disability, a student's placement/setting may be changed regardless of the manifestation determination if the team feels the current placement/setting is not allowing the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Best practices recommended for transferring from Eckerd Camp, alternative schools, or group homes to his / her previous LEA

Comprehensive /Transitional planning should be scheduled by the IEP team to implement a smooth transition for the student to return to his/her previous school setting. Behavioral and academics goals should be discussed and strategies created for the new setting. If it is anticipated that the student will have behavioral difficulties in the new setting, the IEP team should begin a Functional Behavior Assessment and complete a Behavioral Intervention Plan. The team should also develop appropriate supports for the student to help the student adjust to the environment. New and previous school records, evaluations, and pertinent information relevant to the new setting should be examined during the meeting. A date for the student to attend orientation and to attend the first school day should be scheduled.

When necessary a crisis plan, including a phone tree for any emergency, should be developed. A follow-up meeting to review the new placement and plans must be scheduled. In order to do effective planning for the return to the LEA the IEP team members should include: Representative from the current LEA, the Exceptional Children Coordinator/teacher, the counselor of the receiving school, a regular education teacher, the parent(s) of the student, the student, and a representative from any other agency involved with the student (Social Services Department, Mental Health, Juvenile Justice, etc.)

Expulsion of a Student with a Disability

Expulsion is when a student is removed from a school system, the enrollment is terminated and the student can never attend a school in that school system again. When the behavior that violates the school's code of conduct is not a manifestation of the student's disability and leads to expulsion for regular education students who exhibit that behavior, it is technically possible to expel the student with a disability. However, the school system is still required to provide a free and appropriate public education so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Since a student that is expelled is not enrolled by a school system, the LEA would not receive special education funds or ADM funds for the child. As a result it would usually be to the school system's benefit to keep the student enrolled and long term the student for a specified amount of time rather than expelling the student since the LEA is obligated to provide services.

TIMELINES

CAMERON CREEK CHARTER

START-UP PLAN

Tasks	Timeline	Individuals Responsible
Submit Charter Application	April 10, 2012	Cameron Creek Charter Founders
Send Copy of Charter Application to Local LEA	April 20, 2012	Cameron Creek Charter Founders
Decision of Charter Approval	September , 2012	State Board of Education
Secure a School facility, obtain Certificate of occupancy	February, 2013	Cameron Creek Charter Founders and Commercial Real Estate Agent
Teacher & Student Recruitment	February – August, 2013	Cameron Creek Charter Founders & Staff
School Marketing	February – August, 2013	Cameron Creek Charter Founders & Staff
Board Training	March, 2013	Office of Charter Schools
Develop Fundraising Strategies	March, 2013	Founders & Board
Create Website	March, 2013	Cameron Creek Charter Founders
Open Enrollment	March, 2013	Cameron Creek Charter Founders
Continue Work of Curriculum	March, 2013	Cameron Creek Charter Founders
Identify Vendors for services such as financial reporting, student information systems, meals, etc.	March, 2013	Cameron Creek Charter Founders
Collect information on insurance and benefits	March, 2013	Cameron Creek Charter Founders
Continue to widen contacts with community leaders, organizations and agencies	Ongoing	Cameron Creek Charter Founders
Finalize Education Plan	April, 2013	Founders & Board

Complete schools policies and procedures, handbooks, forms and contracts needed to start and operate school	April, 2013	Founders & Board
Develop and submit Licensure Plan to DPI	May, 2013	Cameron Creek Charter Founders
Student lottery performed and notice of admitted and wait list to parents	May, 2013	Cameron Creek Charter Founders
Training on administrative programs such as NCWISE	May, 2013	Charter School Office
Documentation of finger printing/background checks of Board Chair, finance office, or treasurer and/or any other person eligible to write checks	May, 2013	Cameron Creek Charter Founders
Detailed budget plan for first year operation	May, 2013	Cameron Creek Charter Founders
Purchase needed classroom, office equipment and supplies	June, 2013	Founders & Board
Staff Development completed with resources/consultants identified	June, 2013	Cameron Creek Charter Founders
Finalized school safety procedures and information systems	July, 2013	Cameron Creek Charter Founders & Board
Open house for students and parents	August, 2013	Cameron Creek Charter Founders
Finalize syllabi, lesson plans, and compare classrooms for opening day	August, 2013	Cameron Creek Charter Staff
First Day of School	August 22, 2013	Cameron Creek Charter Staff

BUSINESS PLAN

PROJECTED STAFF:

Administration
Principal
Assistant Principal
Registrar/Data Manager
Dean of Students
Support Staff
Administrative Assistant
Maintenance/Custodian
Core Teachers
(2) Kindergarten Teachers
(2) First Grade Teachers
(2) Second Grade Teachers
(2) Third Grade Teachers
(2) Fourth Grade Teachers
(2) Fifth Grade Teachers
Special Area Teachers
(1)Physical Education/Health
(1)Foreign Language
Para Professionals
(2)Teacher Assistants

Process to advertise for and employ staff of the school

Cameron Creek Charter's administrative leadership understands the challenge of recruiting potential qualified employees. To ensure the widest dissemination of information possible, Cameron Creek Charter's marketing activities will include: informational sessions and public presentations (ex: job fairs and educational symposiums); appearances on T.V. and radio shows; and placement of employment advertisements in community newspapers and other print publications (ex: Charlotte Observer, Charlotte Parent, La Noticia). Charlotte Learning Academy will also leverage community partnerships (ex: colleges and universities) and employ direct electronic mail campaigns (ex: teacher-teacher.com, monster.com, careerbuilder.com) to connect with qualified personnel throughout the Charlotte-Mecklenburg community.

Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

CAMERON CREEK CHARTER

Cameron Creek Charter Personnel Handbook

CAMERON CREEK CHARTER PERSONNEL MANUAL EMPLOYEE RECEIPT AND ACKNOWLEDGMENT FORM

The intent of this Personnel Manual is to summarize the human resources philosophy, policies and benefits of Cameron Creek Charter. Decisions on personnel matters will be made in accordance with written personnel policies and in accordance with the written plans covering our various benefits, copies of which are available upon request. This Manual is not a contract. You retain your right to terminate our employment relationship at any time, with or without notice or cause and we, of course, retain the same right.

We ask that you carefully read the statement below acknowledging receipt of the Personnel Manual and that you understand that the Manual is not contractually binding. This statement will become a permanent part of your employee file and will evidence your signature certifying that you, as an employee, have read and understand this Manual's contents. Please return this signed statement to your supervisor, who will in turn forward it to the Human Resources Department where it will become a part of your employee record.

I acknowledge that I have received my copy of Cameron Creek Charter Personnel Manual containing the rules and policies relating to my employment and that I have read it and understand its provisions.

I understand that the policies, procedures and practices outlined in the Personnel Manual are important and that I should become completely familiar with its provisions.

I acknowledge that this Personnel Manual is provided for my information only and does not constitute a contract, express or implied, for employment with Cameron Creek Charter and that it may be modified, revoked, suspended, terminated, or changed at the discretion of Cameron Creek Charter at any time, with or without notice.

I acknowledge that the benefits summarized in the Employee Benefits Section of the Manual are not conditions of employment, and that they may be, with or without notice, modified, revoked, suspended, terminated or changed at the discretion of Cameron Creek Charter at any time, subject to any requirements of applicable law.

I understand that I will be an at-will employee; that is, my employment will be for no definite period of time, but rather will be subject to termination by myself or Cameron Creek Charter at any time and for any reason, except those prohibited by federal, state or local law.

I acknowledge that I have reviewed a copy of Cameron Creek Charter EEO and Sexual and Other Unlawful Harassment policy. I further acknowledge that the policy has been explained to me, that I have had an opportunity to ask any questions I may have and that I understand the terms and provisions.

I certify that I have reviewed a copy of Cameron Creek Charter Contraband and Substance Abuse Policy regarding alcohol and drug use and have received a copy of that policy. I consent to submit to drug and alcohol testing and acknowledge that my failure to honor the terms of this policy maybe be grounds for termination of my employment. I understand that a copy of the current policy is available to me at my request.

I understand that my supervisor and the Director of Human Resources are available to explain any section of this Personnel Manual and answer any questions I may have regarding my employment with Cameron Creek Charter.

I acknowledge that this Personnel Manual is the property of Cameron Creek Charter and that it should be returned to Cameron Creek Charter upon termination of my employment.

I understand this Personnel Manual can only be amended in writing by the Board President/School Principal. No employee of Cameron Creek Charter has the authority to amend or provide exceptions to the provisions of this Handbook orally.

Employee Signature

Date

Witness Signature

Date

Cameron Creek Charter

Cameron Creek Charter Vision: What we aspire to be...

Cameron Creek Charter actively promotes achievement, strength of character, and responsibility by providing a safe and supportive learning environment which nurtures students' academic, social, emotional, and physical development while challenging them to reach their full potential.

Cameron Creek Charter: Why we exist...

The mission of Cameron Creek Charter is specifically a need for student centered learning and schools that are willing to serve the "whole child" and address the wide-ranging set of issues that at-risk students face daily. At Cameron Creek Charter, we believe we can provide the necessary academic environment these students need in order to close this gap of academic achievement.

Core beliefs of the Cameron Creek Charter

Cameron Creek Charter is dedicated to providing a superior elementary and middle school education to at-risk students whose fundamental goals for each child are strength of character, dedication to learning, and a sense of educational purpose, empowerment, and responsibility. Cameron Creek Charter nurtures children by providing a clean, safe, positive, non-threatening learning environment in which all students are valued and respected. Academic courses are in alignment with the North Carolina Essential Standards and Core Curriculum. The Accelerated Plus model is a process for accelerating the achievement of all students by developing accelerated learning environments and empowering learners through academic rigor and inquiry based instruction.

Cameron Creek Charter is committed to the premise that every child should be treated as academically gifted, whereas students excel when supported in a learning environment with high expectations. Educators will encourage a variety of learning styles, higher order thinking skills, and emphasize student-learning strategies. Students are challenged to perform their best and reach their fullest potential.

We will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. This will require creating a learning environment which is centered on students, directed by teachers, and supported by home and community.

Commitments of the Cameron Creek Charter

The purpose of this Part is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
- (3) Encourage the use of different and innovative teaching methods;

- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule based to performance based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

Cameron Creek Charter's Strategic Goals: The plan for achieving our mission

Cameron Creek Charter intends to serve at-risk students located throughout the Charlotte-Mecklenburg area. As a charter school, we will not be constricted by school zoning laws or assignment rules, which will allow us to serve any at-risk student in the Charlotte-Mecklenburg area regardless of where such student resides. We plan to locate the school facility on the north or west side of Charlotte, either of which will provide an optimal location allowing easy access to the facility from all areas in Charlotte-Mecklenburg.

Currently, Charlotte Mecklenburg Schools have 42 Title I Elementary Schools. According to the North Carolina Public Schools, 16 of the CMS Elementary Schools have received Elementary and Secondary Education Act (ESEA) sanctions for not making the federal benchmarks for Adequate Yearly Progress (AYP) in the same subject for two or more years in a row. In the 2010-2011 Adequate Yearly Progress (AYP) Reports, 30 out of 42 CMS Title I Elementary Schools did not make AYP. Elementary Schools are making less growth than previous years. In the 2010-2011 academic school year, elementary schools making less growth rose to 16 from 9.

These numbers indicate a major need in the Charlotte community. Specifically, a need for student centered learning and schools that are willing to serve the "whole child" and address the wide-ranging set of issues that at-risk students face daily. Cameron Creek Charter, we believe we can provide the necessary academic environment these students need in order to close this gap of academic achievement.

EMPLOYMENT POLICIES

EMPLOYMENT AT WILL

Cameron Creek Charter subscribes to the policy of “employment at will.” ***As an at will employee, you may terminate your employment with Cameron Creek Charter at any time for any reason and Cameron Creek Charter can terminate you at any time for any reason, except those reasons prohibited by state and federal law.***

Continued employment with Cameron Creek Charter is at the sole and exclusive option of management. No employee, supervisor, manager or other representative of Cameron Creek Charter is authorized to make an oral employment agreement for a specific term. Such agreements, if made, are without authorization of Cameron Creek Charter and should not be relied on by you. Written employment agreements for a specific term or otherwise can only be offered by the President Board/School Principal.

EQUAL EMPLOYMENT OPPORTUNITY

Cameron Creek Charter is an equal opportunity employer. Cameron Creek Charter actively seeks and employs qualified persons in all job classes and administers all personnel actions affecting employees without unlawful discrimination.

Cameron Creek Charter provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, creed, sex, age, national origin, veteran status, disability or any other condition protected by applicable federal or state laws. This policy relates to all phases of your employment including, but not limited to, hiring, placement, training, compensation, benefits, transfer, promotion, discharge, layoff and recall.

In addition, it is the policy of the Cameron Creek Charter to provide a work environment that is free from unlawful harassment and discrimination. If at any time an employee feels that he or she has been subjected to or has observed discrimination, the employee must report such conduct to their immediate supervisor immediately so that an investigation can be initiated and appropriate action can be taken. If for any reason the employee does not feel comfortable contacting their immediate supervisor about the matter, the employee must report the matter to the Human Resources Manager or the President Board/School Principal. The confidentiality of all such inquiries and reports will be respected to the fullest extent possible.

Employees can raise concerns and make reports without fear of reprisal. Employees will not be retaliated against in any manner for reporting perceived discrimination pursuant to this policy. Anyone found to be engaging in any type of unlawful discrimination or harassment will be subject to disciplinary action, up to and including termination of employment.

All supervisory personnel are instructed to abide by the conditions of this policy and efforts will be made to make the public aware of the fact that Cameron Creek Charter is an equal opportunity employer.

It is your responsibility to report every instance of unlawful discrimination, regardless of whether you or someone else is the subject of the discrimination. You can discuss such concerns without fear of reprisal with your immediate

supervisor, Human Resources Manager or Cameron Creek Charter's Board President. The Human Resources Manager will promptly and thoroughly investigate the claim with discretion. No employee will be penalized in any way for appropriately voicing a problem, concern, or complaint.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

It is Cameron Creek Charter policy to provide an environment that is free from unlawful harassment. Therefore, Cameron Creek Charter will not tolerate unlawful harassment or any other behavior that is intimidating, coercive or disruptive based on an employee's sex, race, color, religion, age, national origin, veteran status, disability, or status in any group protected by law. Any such behavior constitutes a violation of this policy. All employees must avoid offensive and inappropriate behavior at work, including the use of racial, religious, sexual, ethnic, gender-related, age-related, or disability-related epithets, innuendoes, slurs or jokes within its facilities and are responsible for assuring that the workplace is free from such harassment and improper interference at all times. In addition, all forms of verbal and physical harassment based on the above categories are prohibited and will not be tolerated.

With regard to sexual harassment in particular, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are considered instances of sexual harassment when:

- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creates an intimidating, hostile or offensive work environment;
- An employee's submission to or rejection of such conduct is used as the basis of employment decisions that affect the employee; or
- Submission to such conduct is implied or stated to be a term or condition of the employee's employment.

It is important to remember that behavior which one individual considers innocent or harmless may be regarded as unlawful harassment by another person. Beyond being in violation of Cameron Creek Charter policy, harassment of a sexual nature or otherwise is against the law, and Cameron Creek Charter will not tolerate such harassment of its employees by anyone, including Agency company officials, other employees or individuals conducting business with Cameron Creek Charter. Any employee who violates this harassment policy or Transaxle's commitment to equal employment opportunity will be subject to disciplinary action, up to and including termination of employment.

It is your responsibility to report every instance of harassment, regardless of whether you or someone else is the subject of the harassment. You should write down what happened, including the date, time, location of the incident, names of persons involved, any witnesses, and what you did to discourage the harassing behavior. You can discuss such concerns without fear of reprisal with your principal, or the Board President. The Principal will promptly and thoroughly investigate the claim with discretion. The confidentiality of all such inquiries and reports will be respected to the fullest extent possible. No employee will be penalized in any way for appropriately voicing a problem, concern, or complaint, or for in good faith participating in an investigation as a witness or in any other capacity.

This policy prohibiting sexual and other unlawful harassment of employees applies equally to supervisory personnel, coworkers, non-employees/contractors, and visitors.

ALCOHOL AND CONTROLLED SUBSTANCES POLICY

Cameron Creek Charter is committed to providing a work environment that promotes both physical and mental well-being for our employees. The abuse of alcohol and the use of controlled substances are inconsistent with the behavior expected of employees, subjects all employees and visitors to our facilities to unacceptable safety risks, and undermine Cameron Creek Charter ability to operate effectively and efficiently. Therefore, it is the policy of Cameron Creek Charter that employees shall not be involved with the unlawful use, possession, sale or transfer of drugs or narcotics, and further, that employees shall not possess, consume or be under the influence of alcoholic beverages in the workplace. The specific methods for maintaining a work environment free from the effects of drug and alcohol abuse are outlined below.

Policy Implementation

1. Employees are expected to report to work and remain at work in condition to perform assigned duties free from the effects of drugs and alcohol.
2. Any involvement with drugs or alcohol which adversely affects an employee or the workplace will not be tolerated.
3. Absences directly or indirectly caused by the use of drugs or alcohol will not be excused.
4. Illegal drugs are drugs defined as illegal under federal, state or local laws which include, but are not limited to:
 - marijuana
 - heroin
 - opiates
 - cocaine
 - hallucinogens
 - depressants, stimulants and other behavior modifying drugs which are not prescribed for current personal treatment by an accredited physician.
5. Employees taking prescription or non-prescription drugs must report this to appropriate supervisory personnel if such use may affect the employee's ability to perform assigned duties. In addition, employees must comply with the procedures set forth in the Agency's Personal Medications Policy. Failure to follow these directives may subject the employee to disciplinary action, up to and including termination of employment.

Consequences of Drug or Alcohol Abuse

1. **Drug Abuse.** The use, consumption, sale or personal possession of illegal drugs during working hours (including rest periods and meal periods), or while on Cameron Creek Charter property will result in disciplinary action, up to and including termination of employment.
2. **Alcohol Abuse.** The use, consumption, sale or possession of alcohol during working hours (including rest periods and meal periods), or while on Cameron Creek Charter property will result in disciplinary action, up to and including termination of employment.
3. **Under the Influence.** Where there is no evidence of the use of illegal drugs or the consumption of alcohol during working hours or while on Cameron Creek Charter property, but the employee, in any job, is perceived to be under the influence of drugs or alcohol, he or she will be immediately removed from service. Management may take further disciplinary action based on medical information, past history or other relevant factors, such as performance, record of disciplinary actions, etc.

Special Action

In order to protect the interests of Cameron Creek Charter, its employees, children and the public, Cameron Creek Charter may take reasonable measures to find out if illegal drugs or alcohol are located on or being used or consumed upon Cameron Creek Charter property or during working hours. The measures taken may include but shall not be limited to, at the discretion of management, the following:

1. **Testing of Applicants.** A drug testing procedure will be employed as a routine part of the pre-employment application process for all job applicants who have otherwise been approved for employment, but before hire. If the drug testing procedure indicates the presence of illegal drugs, or if the applicant refuses to submit to the drug test, he or she will not be considered further for employment.
2. **Testing of Employees.** Cameron Creek Charter reserves the right, as a condition of employment and continued employment, to require that individual employees or groups of employees submit to a breathalyzer test, urinalysis or other drug and alcohol tests in any one or more of the following circumstances:
 - a. **Reasonable suspicion testing** – Cameron Creek Charter may require a drug and alcohol test of any employee who Cameron Creek Charter reasonably suspects of using or being under the influence of illegal drugs or alcohol during working hours or while on Cameron Creek Charter property. Factors which may establish reasonable suspicion include, but are not limited to:
 - excessive absenteeism or tardiness
 - deterioration of job performance
 - significant changes in personality, dramatic mood swings, abusive behavior, or insubordination
 - reliable reports from employees or other credible sources
 - unexplained, frequent absences from normal work area
 - unusual, irrational or erratic behavior
 - difficulty in motor coordination, poor muscle control, unsteady walking, nervousness, slurred speech
 - direct observation of drug or alcohol use or discovery of evidence of drug or alcohol use in the employee's vicinity
 - impaired logical thinking or short term memory

In any reasonable suspicion circumstances, Cameron Creek Charter will transport the employee to and from an approved collection facility. Cameron Creek Charter will attempt to contact a taxi or family member to transport the employee home. If the employee refuses to agree to any of the procedures and attempts to operate a vehicle, Cameron Creek Charter will make appropriate efforts to discourage the employee from doing so, up to and including contacting local law enforcement officials.

- b. **Post-accident testing** – Cameron Creek Charter may require a drug and alcohol test of any employee involved in an injury, accident or near accident (one in which safety procedures were violated and/or unusually careless acts were performed) in the workplace or during working hours. Following an accident/incident, Cameron Creek Charter may conduct an alcohol and/or drug test on each employee or supervisor whose performance either contributed to an accident/incident or cannot be completely discounted as a contributing factor to the accident/incident.

- c. **Periodic or random testing** – Cameron Creek Charter may require employees to submit to drug and alcohol testing upon returning to work after illness or injury, as a follow-up after a positive test result, or on a random basis in management’s sole discretion.

In relation to random testing, to assure the selection process is actually random, all employees will be placed in a common pool. Every employee has an equal chance of being selected for random testing by the anonymous, objective selection criteria. Since each random sampling selects from the total pool of employees, it is conceivable that an employee could be tested more than once a year. The random selection process will pick the employee’s name and social security number.

A urine specimen will be collected from the employee within thirty (30) minutes plus travel time of being notified that they have been randomly selected for a drug test. Random testing is performed each quarter and is spread through the twelve (12) month period and will be administered at an annual rate of at least twenty-five percent (25%) of the total pool of employees.

3. Searches and Inspections. Reasonable searches of Cameron Creek Charter property, facilities or equipment may be conducted by authorized personnel. If there is reason to suspect that violations of this policy are occurring, Cameron Creek Charter may require employees, upon request, to submit to an inspection of any vehicle brought onto Cameron Creek Charter premises. Refusal to submit to any requested search or inspection may result in disciplinary action, up to and including termination of employment.

Confirmation of Positive Tests

Employees are expected to abide by this testing policy. All positive test results will be confirmed by a second test. Employees have the right to retest a confirmed positive sample at the same or another approved laboratory, at their own expense. An employee requesting a retest must make such request in writing to Charlotte Learning Academy management within ninety (90) days from the date of the final test results.

If an employee refuses to participate in a requested test, or where a confirmed positive test indicates illegal drug use or the presence of alcohol, the employee will be subject to disciplinary action, up to and including termination of employment.

Employee Assistance Program

Cameron Creek Charter strongly encourages any employee who feels that he or she may have a problem with alcohol and/or controlled substances to voluntarily seek and accept counseling or rehabilitation before his or her condition impairs his or her job performance. Cameron Creek Charter has adopted an Employee Assistance Program (“EAP”) for the purpose of providing controlled substance rehabilitation services to employees. Self-referral to the EAP for a drug or alcohol problem is encouraged and will not by itself jeopardize an employee’s job. However, participation in an EAP will not:

- a. Prevent normal disciplinary action for a violation of this policy or some other CAMERON CREEK CHARTER rule which may have already occurred; or
- b. Relieve an employee of the responsibility to perform assigned duties in a safe and efficient manner.

For further information on the EAP, employees may contact the following:

Substance Abuse Hotlines
National Drug Information & Treatment Hotline
(800) 662-HELP (4357)
American Council on Alcoholism Help Line
(800) 527-5344
24 Hour Abuse Access Helpline & Treatment Center
(704) 535-8293
Employee Assistance Number
1-800-633-3353

EMPLOYMENT RECORDS

All alcohol and drug test records will be maintained in a separate file with limited access and will be kept confidential to the fullest extent possible. The Principal is responsible for implementation of this program and record keeping.

POLICY FOR REPORTING SUSPECTED CHILD ABUSE OR NEGLECT

The law mandates that any person or institution who has cause to suspect that any child is abused or neglected shall report the case of that child to the Department of Social Services in the county where that child resides or is found. The Agency will comply with the State of North Carolina in reporting suspected child abuse or neglect. It is not the Agency's responsibility to make a determination of abuse. This determination is the responsibility of the Child Abuse & Neglect Division and the local Police Department who will perform the investigation.

Law

The State of North Carolina currently defines an abused child as:

Any children less than 18 years of age whose parent or other person responsible for his or her care:

- a) Inflicts or allows to be inflicted upon such child a physical injury by other than accidental means which causes or creates a substantial risk of death or disfigurement or impairment of physical health or loss or impairment of function of any bodily organ; or
- b) Creates or allows to be created substantial risk or physical injury to such child by other than accidental means which would be likely to cause death or disfigurement or impairment of physical health or loss or impairment of the function of any bodily organ; or
- c) Uses or allows to be used upon the child cruel or grossly inappropriate procedures or cruel or grossly inappropriate devices to modify behavior; or
- d) Commits or allows the commission of any sexual act upon a child in violation of law; or
- e) creates or allows to be created serious emotional damage to the child and refuses to permit, provide for, or participate in treatment. Severe emotional damage as evidenced by a child includes severe anxiety, depression, withdrawal, or aggressive behavior towards himself or others; or
- f) encourages moral turpitude committed by the child.

The State of North Carolina currently defines a neglected child as:

A juvenile who does not receive proper care, supervision, or discipline from his parent, guardian, custodian, or caretaker; or who has been abandoned; or who is not provided necessary medical care or other remedial care

recognized under State law; or who lives in an environment injurious to his or her welfare; or who has been placed for care or adoption in violation of law.

Procedure

The following procedures are to be fully implemented for the protection of the children in our care, staff members, and the Agency itself.

1. Suspected abuse and/or neglect of child during placement at the agency :
 - a. The person suspecting the abuse or neglect should contact his or her supervisor immediately (or the on call worker if after business hours) and make sure appropriate actions are taken. These actions include:
 - i. Notify the Child Abuse & Neglect Division of the local Department of Social Services in order to report suspicion.
 - ii. Assure that appropriate action was taken to prevent further abuse (separate children, suspend staff person, etc.)
 - iii. File incident report.
 - iv. Cooperate with investigation process.
 - v. Make sure the President Board/School Principal is notified and informed of the investigation process.

2. Suspected abuse and/or neglect of child prior to placement at the Agency:

- a. Any staff member who has cause to suspect that any child has been abused and/or neglected prior to placement at the Agency must report suspicion to the county in which the child is currently residing. If necessary, the Department of Social Services in the county will contact prior placements.
- b. Cooperate with the investigation process.

EMPLOYMENT RELATIONSHIP

HIRING PROCEDURES

Applicants are required to complete and sign an employment application, which becomes a part of their personnel file if they are then hired. Any false or deliberately misleading or omitted information on an employment application is grounds for immediate discharge.

If the job for which you have applied requires driving or potential driving for Cameron Creek Charter, you will also be required to have a satisfactory driving record. In addition, Cameron Creek Charter will conduct motor vehicle records checks on all incumbent employees whose position requires them to operate a Cameron Creek Charter vehicle. Such employees must maintain a satisfactory driving record.

Any offer of employment that an applicant receives from Cameron Creek Charter is contingent upon, among other things, satisfactory completion of a physical examination, a drug screen, and a tuberculin test. All offers of employment are conditioned on final approval of the President Board/School Principal.

IMMIGRATION LAW COMPLIANCE

Cameron Creek Charter is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. The Immigration Reform and Control Act of 1986 (IRCA) prohibits Cameron Creek Charter from employing any person not legally authorized to work in the United States. In accordance with the requirements of IRCA, all persons commencing or resuming work after November 6, 1986, must complete the Employment Eligibility Verification Form I-9 and submit to Cameron Creek Charter documentation evidencing their right to work in the United States. Anyone submitting false documentation shall be immediately terminated. Any questions concerning IRCA and the required documentation should be directed to the Human Resources Manager.

BACKGROUND CHECKS

Cameron Creek Charter will conduct thorough background checks on applicants for employment. This background check will include obtaining references, performing criminal background checks, and performing driver's license checks, to the extent allowed by law.

ORIENTATION PERIOD

The first three (3) months of employment are known as the "orientation period" of employment. During this orientation period, you are subject to the employment at-will employment policy of Cameron Creek Charter.

This orientation period allows you to become familiar with Cameron Creek Charter and your job. At the same time, your supervisor will evaluate all aspects of your work performance. During this time, you may have periodic interviews with your principal. At the end of this orientation period, you will receive a Performance Evaluation conducted by your immediate supervisor. If your progress and performance are satisfactory, you will become a regular, full-time employee. If your performance evaluation indicates that you have areas which need improvement, your orientation period may be extended. If your work does not meet Cameron Creek Charter standards, then your offer of employment will be withdrawn.

During this orientation period, new employees may become eligible for those benefits that are required by law, such as workers' compensation insurance and social security. They may also be eligible for other provided benefits, subject to the terms and conditions of each benefit program. Employees should read the information for each specific benefit program for details on eligibility requirements.

New employees are not eligible for basic benefits, such as taking personal leave under the Personal Leave Policy, during the orientation period. Subsequent to the orientation period, employees are eligible for Cameron Creek Charter benefits in accordance with the specific exclusions and limitations applicable to such separate benefits policies. You will receive a benefits summary sheet which describes the benefits for which you are eligible.

NEW POSITION PROBATIONARY PERIOD

Whenever a current employee changes positions within Cameron Creek Charter, the employee's first three months in the new position are considered a probationary period. At the end of this probationary period, you should receive a Performance Evaluation conducted by your immediate supervisor. If your performance evaluation indicates that you have areas which need improvement, your orientation period may be extended.

EMPLOYMENT CATEGORIES

For purposes of salary administration and eligibility for overtime payments and employee benefits, employees are classified depending upon the number of hours they are regularly scheduled to work and upon the type of position authorized. The following classifications apply:

Regular Full-Time: An employee who has successfully completed the three (3) month orientation period and who is hired to work Cameron Creek Charter normal, full-time, 40 hour workweek on a regular basis. Regular full-time employees may be "Exempt" or "Non-exempt" as defined below.

Regular Part-Time: An employee who has successfully completed the three (3) month orientation period and who is hired to work fewer than 40 hours per week on a regular basis. Regular part-time employees may be "Exempt" or "Non-exempt" as defined below.

Orientation Period Employees: Every new employee and any current employee who changes positions within Cameron Creek Charter are considered to be "orientation period employees." Upon satisfactory completion of the three (3) month orientation period, a new employee becomes eligible for regular full-time, or regular part-time status and a current employee permanently assumes the duties of the new position for regular full-time or regular part-time status. An orientation period employee may be "Exempt" or "Non-exempt" as defined below.

Temporary Employee: Temporary employees are employees engaged to work for Cameron Creek Charter with the understanding that their employment is only for a short period to meet a specific need at Cameron Creek Charter or for a one-time job. A temporary employee may work full-time or part-time and may be "Exempt" or "Non-exempt", but he or she will not be eligible for employee benefits except those required by law. Employees that are hired from temporary employment agencies for specific assignments are employees of the respective agencies and not employees of the Cameron Creek Charter.

Exempt Employees: Exempt employees are those employees who are not required to be paid overtime in accordance with applicable state and federal wage and hour laws. If Cameron Creek Charter makes an improper deduction from an exempt employee's paycheck and such error is brought to Cameron Creek Charter attention, Cameron Creek Charter will immediately reimburse the employee for such improper deduction.

Non-Exempt Employees: Non-exempt employees are those employees who are required to be paid overtime for all hours worked beyond forty (40) in a workweek in accordance with applicable state and federal wage and hour laws.

PERSONNEL RECORDS

Changes to Personnel Records

Cameron Creek Charter maintains confidential personnel records for all employees. It is important that these records be kept current and accurate for purposes of emergencies, for Social Security reporting purposes, paycheck deductions and withholding taxes. Employees must immediately notify your supervisor and the Human Resources Department of the following:

- Change in your name;
- Change in your home address or telephone number;
- Change in your marital status;
- Increase or decrease in the exemptions on your W-4 or NC-4 form;
- Change in the number of your dependents;
- Changes in beneficiaries under any of our benefits plan;
- Change in your employment authorization status;
- Changes of the name or telephone number of the person to notify in case of an emergency; and
- A birth or death in your immediate family.

Access to Personnel Files

Employees occasionally ask to review Cameron Creek Charter employee file. Upon written request, employees may review and copy their standard personnel file. Cameron Creek Charter welcomes employee input and involvement in updating and correcting the file when appropriate.

When interested, the employee should submit a request in writing to their supervisor to review their file. This does not need to be formal; a handwritten note is acceptable. A convenient time should be scheduled for the employee to review their file with the principal. Although the employee is not permitted to remove anything from the file, he or she can make a photocopy.

All personnel records are confidential and will be released only to authorized persons.

PERSONAL INFORMATION DESTRUCTION GUIDELINES

This policy is intended to comply with the provisions of the North Carolina Identity Theft Protection Act, N.C.G.S. 75-60 et seq.

Definition of Personal Information

Personal Information is defined as a person's first name or first initial and last name in combination with any of the following identifying information:

- Social security or employer taxpayer identification numbers
- Driver's license, State identification card, or passport numbers
- Checking account numbers
- Savings account numbers
- Credit card numbers

- ▣ Debit card numbers
- ▣ Personal Identification Number (PIN) Code
- ▣ Electronic identification numbers, electronic mail names or addresses, Internet account numbers, or Internet identification names
- ▣ Digital signatures
- ▣ Any other numbers or information that can be used to access a person's financial resources
- ▣ Biometric data
- ▣ Fingerprints
- ▣ Passwords
- ▣ Parent's legal surname prior to marriage
- ▣ Personal Information may be obtained from an employee, resident, vendor, service provider, or any person or entity doing business with Cameron Creek Charter.

Destruction of Personal Information Records

Cameron Creek Charter has adopted the following standards for destruction of Personal Information. The standards are designed to prevent unauthorized access to or use of personal information in connection with its disposal. The responsibility for managing the standards may be delegated by the principal to responsible Cameron Creek Charter personnel to act as Policy Administrator who shall be responsible for auditing and assuring compliance with these standards, and for interpreting any portions of the standards as they may apply to specific situations.

Employees may obtain written copies of the most current version of this policy from Human Resources. Employees shall abide and comply with the terms of the policy, and all questions regarding the policy and its application shall be submitted to the principal for review and guidance. Employees must promptly report any possible violations or deviations from the policy to the principal.

When paper records containing personal information are disposed of, they must be shredded so that the information cannot practicably be read or reconstructed. When electronic information containing personal information is disposed of, it must be destroyed or erased so that the information cannot practicably be read or reconstructed. Simply deleting the files is not sufficient. Cameron Creek Charter must ensure that all the information on the hard drive, computer disks and any other memory systems cannot be retrieved.

The Principal shall be responsible for supervising the process of document destruction that occurs under this policy and for monitoring compliance. No employee may destroy any personal information records (paper or electronic) without prior approval from the Policy Administrator.

Outside Disposal Services

No third party service provider shall be retained to provide document destruction or erasure of documents or other media potentially containing personal information unless Cameron Creek Charter has conducted and documented due diligence review of such contractor's disposal procedures. Due diligence shall include one or more of the following:

- (a) Review of an independent audit of the disposal contractor's business operations;
- (b) Obtaining information about the disposal contractor from several references or other credible sources;
- (c) Requesting that the disposal contractor be certified by a recognized trade organization or other third party; or
- (d) Reviewing and evaluating the disposal contractor's security policies, competency and integrity.

Exceptions to Policy

The Policy Administrator shall suspend the application of the policy with respect to the destruction of any records or documents in the following scenarios if litigation or a government investigation is foreseeable or imminent or if the corporation's actions come under any type of outside scrutiny, including scrutiny in the press. Upon the occurrence of one of the above-referenced events, as determined by Charlotte Learning Academy with the advice of legal counsel, the Policy Administrator shall promptly notify employees via written communication of the suspension of the policy until further notice.

COMMUNICATION

OPEN COMMUNICATION

Strong and positive working relationships largely depend on a mutual understanding of Cameron Creek Charter goals, objectives and expectations. To this end, Cameron Creek Charter believes it is important to create an environment in which each person feels comfortable openly communicating problems, concerns, or frustrations without reprimand. If any employee wants to discuss matters relating to work conditions, compensation or other terms of their employment, Cameron Creek Charter recommends that employees speak to their immediate supervisor or a member of the management team.

While Cameron Creek Charter may not be able to correct every problem brought to its attention, it is in our best desire to listen to our employees and to respond to all legitimate concerns. For complaints alleging violations of Cameron Creek Charter Equal Employment Opportunity ("EEO") or anti-harassment policies, employees should refer to Cameron Creek Charter EEO and Sexual and Other Unlawful Harassment policies contained in this Personnel Manual. For other complaints, employees should refer to Cameron Creek Charter Employee Problem Resolution system.

EMPLOYEE PROBLEM RESOLUTION

To strengthen work relationships, reduce employee dissatisfaction, facilitate problem solving and promote a positive work environment, Cameron Creek Charter provides both formal and informal processes for employees to express dissatisfaction and resolve disputes before they develop into more serious issues. The processes outlined below encourage employees to express their concerns and explore solutions.

If an employee has a question about the interpretation or application of Cameron Creek Charter policy, disagrees with a coworker or supervisor, feels that treatment of him or her has been unfair, or has an unresolved work-related problem, the employee may first present the concern in writing to his or her immediate supervisor within five (5) days of the situation which gave rise to the problem or concern. The immediate supervisor will make every reasonable attempt to investigate the employee's complaint or concern and respond. If the employee is unsatisfied with his or her immediate supervisor's response or if the employee feels uncomfortable approaching his or her immediate supervisor about the problem or concern, the employee may present a written complaint to the supervisor of his or her immediate supervisor within five (5) business days. This supervisor will make every reasonable attempt to provide the employee with a written response. If the employee is not satisfied with the answer of the next level supervisor, the employee may make a final appeal to the President Board/School Principal within five (5) business days from the receipt of the last written decision. The President Board/School Principal will make every attempt to conduct a thorough review of the situation and will make every reasonable attempt to make a decision within a reasonable timeframe. All decisions made by the President Board/School

Principal are final. **Cameron Creek Charter strictly prohibits any type of retaliation against any employee who takes advantage of Cameron Creek Charter Employee Problem Resolution system.**

MEDIA INQUIRIES POLICY

From time to time, as an employee of Cameron Creek Charter, you may receive inquiries from the media (e.g., newspapers, television stations, radio stations, magazines, or other periodicals) concerning the Cameron Creek Charter or its employees. To ensure that the Cameron Creek Charter maintains the appropriate public image and that communications to the media are accurate and in accordance with applicable Cameron Creek Charter policy, if you are contacted by the media, you must refer the individual making the inquiry to the President Board/School Principal. No employees, other than the President Board/School Principal, are authorized to give statements to any representative of the media. A violation of this policy can result in disciplinary action, up to and including immediate termination.

USE OF COMMUNICATION SYSTEMS

Cameron Creek Charter telephones must be kept open for business use in serving the interest of our residents and in the course of normal business operations. Answer all calls promptly and courteously.

PERSONAL TELEPHONE CALLS

Cameron Creek Charter recognizes that there are times when an employee must take care of personal business during working hours. However, personal telephone calls must be kept to a minimum because these interruptions clearly distract from the efficient operation of business. This pertains to use of personal cell phones and Cameron Creek Charter telephones. Personal phone calls may not be made during times when employees are directly responsible for children. Employees should make and receive personal telephone calls during breaks and lunch only.

If you work in an area where you are unable to be reached, the receptionist or your supervisor will take a message and forward it to you. Every effort will be made to assist an employee receiving an emergency call. Long distance personal phone calls are strictly prohibited except when there is an emergency and you have received approval from your supervisor. Any personal long distance calls must be made with the use of the employee's credit card or in another manner that prevents Cameron Creek Charter from being charged for the phone call. Any charges that do appear on Cameron Creek Charter phone bill and are found to be an employee's personal charges will be subject to the restitution policy and disciplinary action. Abuse of all telephone privileges can result in disciplinary action, up to and including termination.

E-MAIL, COMPUTERS, INTERNET, PAGING AND VOICE MAIL SYSTEMS

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of Cameron Creek Charter. Consequently, e-mail and voice mail communications are for job-related purposes only, and are not to be used for other activities. Similarly, due to system capabilities and copyright laws, no personal software may be installed on Cameron Creek Charter computers, without prior approval. Employees are specifically prohibited from using e-mail or voice mail to broadcast non-business related messages to other staff members. Only authorized staff may use the paging system except in an emergency.

Employees should have no expectation of privacy with respect to e-mail and/or personal records recorded on Cameron Creek Charter system. All e-mail, Internet and voice mail communications are Cameron Creek Charter property and may be read or listened to by authorized Cameron Creek Charter representatives from time to time to ensure that the use of communications systems is consistent with Cameron Creek Charter legitimate business interests.

You are expected to comply with all Cameron Creek Charter policies regarding confidentiality, solicitation, business ethics, and harassment when using the Internet or any other information management system. The use, receipt, downloading, or dissemination of pornographic or harassing materials using Charlotte Learning Academy facilities or equipment or on Cameron Creek Charter premises is strictly prohibited.

Please remember that all e-mails sent from the Cameron Creek Charter systems will be identified as originating from the Cameron Creek Charter. Therefore, all e-mail and voice mail users must keep their messages businesslike and refrain from using the system for gossip, jokes, and personal messages. Keeping in mind the rules set forth above, employees are expected to use good judgment and common sense when sending or receiving messages by e-mail or voice mail. Furthermore, the use of e-mail, voice mail or the internet to transmit discriminatory, harassing, inappropriate or unlawful messages or other communications is strictly prohibited. If you have any questions about these guidelines, please direct them to the principal.

JOB POSTING

When there is an opening for a position within Cameron Creek Charter programs, information on the position may be posted on the Human Resources Bulletin Board with an accompanying job description and information regarding qualifications and application procedure.

Cameron Creek Charter reserves the right to transfer employees to different Cameron Creek Charter positions when necessary and has the right to employ individuals from outside. Cameron Creek Charter will employ and place the most appropriate individual into each open position.

EMPLOYEE RESPONSIBILITIES AND CONDUCT

PERSONAL APPEARANCE/DRESS CODE

Appropriate attire, grooming and personal cleanliness contribute to the professional image Cameron Creek Charter presents. Therefore, it is essential that all employees model effective personal grooming habits and have a positive appearance. Dress and grooming should be appropriate for each work situation. Employees in designated departments may be required to wear uniforms or specialized clothing to provide a standardized appearance.

An employee's job responsibilities, position and circumstances dictate dress code. In each situation however, dress must be in good taste and be sensitive to students, peers, and the general community. Specifically, mini-skirts, tight or form-fitting garments, shorts, cut-offs, bare midriff shirts, flip-flops, tennis shoes, and tank shirts (without a cover) are not allowed. Cameron Creek Charter will provide employees in specific departments Cameron Creek Charter uniforms upon satisfactory completion of the three (3) month orientation period. It is the responsibility of such employees to maintain their uniforms in good repair and in a clean and neat fashion. If an employee leaves Cameron Creek Charter within his or her first year of employment, he or she must reimburse

Cameron Creek Charter for the cost of the uniforms. After one year of employment, the uniforms will belong to the employee. Uniforms will be replaced as needed.

ABSENTEEISM/TARDINESS

Because every job at Cameron Creek Charter is important to Cameron Creek Charter efficient operations, regular and punctual attendance is essential to our success. Absenteeism and tardiness reduce efficiency and burden fellow employees. Attendance is an important factor in your performance evaluations. Unexcused or excessive absenteeism or tardiness is grounds for disciplinary action, up to and including termination.

All employees must request leave time through their supervisor and it must be approved prior to use. In cases of illness or emergencies, employees must speak directly to their immediate supervisor for approval at least one hour prior to the beginning of your scheduled work time. It is not acceptable to leave a message. Leave days which have not been approved will be considered leave without pay. In addition, you must also notify your immediate supervisor prior to the beginning of your work time whenever you will be tardy.

Excused absences and tardiness are those that are pre-arranged and approved in advance by your supervisor. Exceptions to this are sudden emergencies, sickness, or accidents which may be considered excused. If you are absent three or more consecutive workdays without notifying your supervisor, it will be considered job abandonment and your employment will be terminated.

Should you need to leave work early, this must be approved by your supervisor. Your supervisor has the right to require you to bring a doctor's statement at any time. This is for your own protection, as well as the protection of your fellow employees.

CONFLICT OF INTEREST

Employees may not engage in activity which may be deemed a conflict of interest with their employment at Cameron Creek Charter. The following activities are deemed to be conflicts of interest and are strictly prohibited:

- 1.) Employees, members of the Board of Directors, members of any advisory boards, volunteers, or consultants shall not use their official affiliation with Cameron Creek Charter to secure preferential treatment regarding application for or reception of Cameron Creek Charter services.
- 2.) Employees shall accept no gift, favor, or service from other service providers or organizations for the referral of clients; nor shall employees extend such gifts, favors, or services to other agencies or individuals for referrals.
- 3.) The acceptance of payment or other consideration from another provider of services for referring applicants to Cameron Creek Charter.
- 4.) Making a payment or giving other considerations for referrals Cameron Creek Charter.
- 5.) Steering or directing referrals of any applicants, clients, or their families to a private practice in which Cameron Creek Charter professional personnel or paid consultants may be engaged. Such professional personnel or paid consultants may, however, be on a list of resources presented in a general way. (NOTE: The President

Board/School Principal must approve an employee's employment with a private practice when such private practice is considered to be the employee's secondary employment.)

6.) When an employee leaves the employ of Cameron Creek Charter for private practice, automatic referral to the former employee. The decision to refer is made by current staff and is made in interest of the client and/or family.

7.) Current or former consultants conducting private practice on Cameron Creek Charter premises.

8.) Holding direct or indirect financial interest in the assets, leases, business transactions, or professional services of Cameron Creek Charter.

CONFIDENTIALITY

It is the policy of Cameron Creek Charter to protect the confidentiality of the children and families who utilize Cameron Creek Charter services. Cameron Creek Charter is specifically covered by the Confidentiality Rules of the State of North Carolina, as well as applicable state and federal laws and regulations relating to the security and protection of health information, including, without limitation the Health Insurance Portability and Accountability Act of 1996 ("HIPAA").

All employees are required to read and sign the Confidential Regarding Clients Policy immediately upon employment. Signing and adhering to these Confidentiality statements are a condition of employment.

In addition, your compensation is considered to be a confidential matter between you and Cameron Creek Charter. Cameron Creek Charter respects your personal matters and does not disclose your compensation to anyone other than those who have a need to know. We ask that you exercise the same discretion regarding your compensation.

Breach of confidentiality may be grounds for discipline, up to and including termination, from employment.

WEAPONS

Cameron Creek Charter is concerned about violence in the workplace. As a result, it is the policy of Cameron Creek Charter to prohibit employees, residents, students, family members, visitors and all other persons from possessing any unauthorized firearm or other weapon, including a concealed handgun for which such person has a valid permit, on Cameron Creek Charter property including Cameron Creek Charter parking lots. Violation of this policy will result in disciplinary action, up to and including termination.

Cameron Creek Charter will not tolerate violence or abuse by an employee or visitor which in any way suggests, threatens or creates harm to any individual. Any occurrence of violence perpetrated on an employee or member of the public by another employee or visitor may be considered grounds for immediate discharge in addition to appropriate legal action.

AFFIRMATIVE DUTY TO REPORT MISCONDUCT

Cameron Creek Charter is committed to providing a safe and healthy work environment. Employees of Cameron Creek Charter have an affirmative duty to immediately report to their supervisor certain situations involving co-

workers, supervisors, former employees, residents and visitors. These situations include, but are not limited to, the following:

- 1.) Any known or suspected illegal or criminal behavior;
- 2.) Any known or suspected material deviation from the policies or procedures established by Cameron Creek Charter;
- 3.) Any other suspicious workplace activity, situation, or incident of which an employee is aware.

Examples of the above situation include, but are not limited to, the following: threats or acts of violence, threatening or offensive acts or comments, employee or client theft, misappropriation of Cameron Creek Charter funds or property, and any other illegal or criminal activity. Failure to report such activity will result in disciplinary action, up to and including termination.

Employee reports made pursuant to this policy will be held in confidence to the maximum possible extent. Retaliation against any employee who in good faith makes a report in accordance with this policy or who in good faith participates in an investigation as a witness or in any other capacity is prohibited and will not be tolerated.

RULES OF CONDUCT

The purpose of Cameron Creek Charter Personnel Manual is not to restrict your rights but define them. When you know your rights in the workplace, you will be more satisfied and Cameron Creek Charter can maintain an orderly and efficient operation. Many of these rules govern our safety.

These are extremely important. If you are unsure about a rule's meaning or purpose, do not hesitate to ask your supervisor for an explanation. It is not possible to publish a complete list of every possible type of disciplinary offense and assign levels of seriousness and resulting degrees of disciplinary action to each. However, in order to provide some guidance concerning unacceptable behavior, the following are some examples of conduct that are considered impermissible and that may result in discipline, up to and including termination, without prior warning, at the sole discretion of Cameron Creek Charter:

- 1.) Falsifying time sheets, personnel records, production records or any other Cameron Creek Charter records.
- 2.) Insubordination or refusal to carry out assigned duties or the rightful orders of supervision.
- 3.) Theft or unauthorized removal of Cameron Creek Charter property or that of a fellow employee, supplier, or customer.
- 4.) Deliberately damaging Cameron Creek Charter products or equipment or the property of another employee, a supplier, or a student/resident.
- 5.) Reporting to work under the influence of alcohol or controlled substances or illegally possessing, manufacturing, using, selling, distributing or transporting controlled substances or alcohol on Cameron Creek Charter premises or while on duty.
- 6.) Restricting output or interfering with the production of other employees.

- 7.) Refusal to leave Cameron Creek Charter premises when instructed to do so by an authorized representative of Cameron Creek Charter.
- 8.) Possession of illegal or unauthorized weapons, such as, but not limited to, firearms, knives, or firecrackers on Cameron Creek Charter premises or while on Cameron Creek Charter business.
- 9.) Unexcused absences from work.
- 10.) Immoral or indecent conduct on Cameron Creek Charter premises.
- 11.) Fighting or instigating a fight on Cameron Creek Charter premises.
- 12.) Leaving the premises during your scheduled working hours without authorization.
- 13.) Leaving any and all residents/children unattended during your scheduled working hours.
- 14.) Profane, threatening, or abusive language or gestures or malicious gossip.
- 15.) Wearing clothes which contain profane, vulgar, or otherwise offensive messages.
- 16.) Smoking in prohibited areas and at prohibited times.
- 17.) Engaging in "horseplay".
- 18.) Stopping work before a specified time.
- 19.) Loitering, loafing, or sleeping during working hours.
- 20.) Unauthorized operation or improper use or abuse of machinery, equipment, tools, vehicles, or other Cameron Creek Charter property.
- 21.) Violation of the solicitation and distribution policy.
- 22.) Defacing or tampering with bulletin boards of any Cameron Creek Charter property; posting or removing notices without prior approval.
- 23.) Violations of safety practices or negligence that might cause injury or death to yourself or fellow workers or damage to property of Cameron Creek Charter or others.
- 24.) Excessive absenteeism or tardiness.
- 25.) Unlawful harassment of or discrimination against another employee, a student/resident, a student's/resident's family member, or a supplier.
- 26.) Soliciting or accepting gratuities from residents, students, or their families.
- 27.) Engaging in activity that is a conflict of interest.

- 28.) Conviction of a crime, the nature of which reflects, in Cameron Creek Charter sole discretion, the possibility of serious consequences related to the continued assignment or employment of the employee.
- 29.) Conduct that discredits the employee or Cameron Creek Charter undermines the purpose of Cameron Creek Charter or willfully misrepresents Cameron Creek Charter.
- 30.) Unauthorized release of confidential information or official records.
- 31.) Striking, abandoning, abusing, or neglecting a student or resident.
- 32.) Any other conduct that Cameron Creek Charter deems to be inconsistent with or disadvantageous to its operation.

DISCIPLINARY ACTION AND DISMISSAL

Cameron Creek Charter procedures and philosophies that are summarized for you in the Manual describe the behavior expected of you and are necessary for all of us to work together successfully. If you fail to meet any of Cameron Creek Charter standards of performance or conduct, disciplinary action by your supervisor will become necessary. The disciplinary action may include, but is not limited to, a counseling interview, a verbal warning, a formal written reprimand, probation, suspension, or termination of employment. The type of discipline given will depend on the nature and seriousness of the offense. We hope that your association with Cameron Creek Charter will be long and happy. However, your employment with Cameron Creek Charter is not for any definite term and is terminable at any time, either by you or by Cameron Creek Charter, with or without cause.

DISCIPLINARY MEASURES FOR QUALITY ASSURANCE RELATED TO MEDICATION ADMINISTRATION.

Medication administration is related to our most important responsibility: the safety of the child. These measures for error will be carried out without exception. Any employee that will be required to administer medication will receive medication administration training. This training will be documented and placed in the employee's personnel file. In order to ensure the safety of our children receiving medication, the following guidelines have been adopted and are applicable to all staff giving medications. Again, it is not possible to publish a complete list of every type of offense related to medication administration. However, the following examples are presented in order to give some guidance concerning unacceptable behavior related to medication. Engaging in any of the following will result in disciplinary action, up to and including termination:

- 1.) Failure to note on the record that medication was given.
- 2.) Failure to put full signature on the medication report.
- 3.) Wrong medication given.
- 4.) Medication given to wrong child.
- 5.) Incorrect dose of medication given.
- 6.) Omission of medication.

- 7.) Failure to count medications (on daily and weekly basis).
- 8.) Unauthorized removal of medication from Charlotte Learning Academy premises.

Cameron Creek Charter Vehicles

Cameron Creek Charter provides vehicles for use in transporting children and carrying out job-related duties. Employees transporting children are expected to use Cameron Creek Charter vehicles if they are available. Many Cameron Creek Charter positions require a valid North Carolina driver's license and a satisfactory driving record throughout employment. Individuals are expected to observe all laws, regulations and wear seat belts at all times.

Insurance will be maintained to cover staff members operating Cameron Creek Charter vehicles. In the event of an accident in which the employee is driving a Cameron Creek Charter vehicle, Cameron Creek Charter insurance would be charged first. If involved in an accident, the employee must notify the Cameron Creek Charter immediately.

Employees operating personal vehicles on Cameron Creek Charter businesses are covered by Cameron Creek Charter insurance, but, in case of an accident, the employee's personal insurance would be the first charged. Reimbursement for mileage requires that prior approval for use of a personal vehicle be obtained from the direct supervisor.

Cameron Creek Charter vehicles are not to be used for personal transportation without specific permission from the Program Director. Permission must be granted for each use. Whether in a Cameron Creek Charter vehicle or personal vehicle, transportation of children in our care must be approved by your direct supervisor. Violation of these policies could result in disciplinary action, up to and including termination.

If an employee is determined to be at fault in an accident involving a Cameron Creek Charter vehicle, such employee may be required to pay any insurance deductible applicable to such vehicle. The employee may appeal such determination in writing to the Safety Committee for review and final decision.

USE OF CELLULAR PHONES WHILE ON CAMERON CREEK CHARTER BUSINESS

For the protection of yourself and your passengers, while in the course and scope of your employment or on Cameron Creek Charter business, whether you are in a Cameron Creek Charter vehicle or your personal vehicle, you are prohibited from talking on a cellular phone while the vehicle is in motion. Use of PDAs, Blackberry units, laptops or other personal information units for Cameron Creek Charter business is prohibited while operating a vehicle. If you must use such a device, you must pull the vehicle over to a safe location before operation of the device. Cellular phones equipped with cameras are prohibited on all campuses. **Use of personal cell phones should not interfere with the performance of an employee's job performance. Cameron Creek Charter reserves the right to restrict personal cell phone use that may interfere with Cameron Creek Charter operations or an employee's job performance.** Any violation of this policy may result in discipline up to and including discharge.

PERSONAL ITEMS

Employees are responsible for securing personal items at all times. Cameron Creek Charter will not be responsible for personal items which are broken, stolen or misplaced.

PERSONAL MEDICATIONS

PERSONAL MEDICATIONS MUST BE KEPT UNDER LOCK AND KEY AT ALL TIMES. THERE WILL BE NO EXCEPTIONS TO THIS RULE. In the event that an employee is prescribed a medication which could alter their judgment or functioning within the program, this information must be reported to their supervisor before or upon returning to work. If it appears that an employee is unable to perform the essential functions of their job, with or without reasonable accommodation, due to prescription drug use, the employee will be relieved of duty until such time as they are able to so perform. The direct supervisor will make the decision regarding returning to work with the assistance of the staff member and, if appropriate, the physician who prescribed the medication. Days relieved of work will be charged to the employees' accrued leave days.

INCLEMENT WEATHER

On days where weather may create hazardous driving conditions, it is the employee's responsibility to decide if conditions are too hazardous to make it into work. If the employee decides that he or she must delay reporting to work, then he or she must take any accrued personal leave that he or she has. If an employee has no accrued personal leave, then this time off will be unpaid for all non-exempt employees.

If an employee determines that he or she cannot make it into work due to weather conditions, he or she must notify the switchboard and leave a message indicating his or her plans. In addition, immediately upon returning to work the employee must make contact with his or her supervisor to decide how they choose to handle the missed time and to fill out any appropriate paperwork. While we do not want our employees to take risks, we hope that you will make a sincere effort to get to work on these days unless you are notified that our facility is closed.

Compensation

WORK SCHEDULE

Throughout Cameron Creek Charter there are a variety of jobs that must be performed at different times during the day and different periods of the year. Accordingly, it is impractical to establish standard working hours that apply to all employees of Cameron Creek Charter. Cameron Creek Charter will make an effort, where possible, to give its employees some flexibility within their work schedules to meet their individual needs.

The Cameron Creek Charter workweek for purposes of determining overtime begins at 12:01 am on Sunday and ends at midnight on Saturday. The normal work hours for office employees are 7:30 am to 4:30 pm, Monday through Friday. Job requirements may mandate some deviation. Daily and weekly work schedules may be changed from time to time at the discretion of Cameron Creek Charter to meet the varying conditions of our business. Changes in work schedules will be announced as far in advance as practicable.

BASE RATE PAY

Each employee's compensation is established prior to employment by verbal or written offer. Salaries are determined individually and are commensurate with an employee's qualifications and experience.

RECORDING WORK HOURS

It is Cameron Creek Charter policy to comply with applicable laws that require records to be maintained of the hours worked by our non-exempt employees. To ensure that accurate records are kept of the hours you actually work (including overtime hours, where applicable), non-exempt employees are required to record time worked and absences on Cameron Creek Charter official time record form. This form should be completed daily and signed and forwarded to your supervisor on a weekly basis. After receiving the form and resolving any discrepancies, your supervisor will sign the form and forward it to payroll for processing. Failure to report worked time or approved leave time as described above could result in discrepancies in your paycheck. Errors in paychecks as result of failing to report this time properly will be corrected in the next paycheck following the pay period in which the error occurred. Repeated failure to report worked time properly may result in disciplinary action. Exempt employees may also be requested to validate their time. Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsification of a time record is a breach of the Cameron Creek Charter policy and is grounds for disciplinary action up to and including termination.

OVERTIME PAY

From time to time, employees will be required to work overtime in order for Cameron Creek Charter to meet its commitment to its clients. If you are classified as a non-exempt employee, you will receive compensation for approved overtime work in accordance with this section. Overtime will be paid at a rate of one and one-half (1 ½) times the non-exempt employee's regular hourly rate of pay for all hours actually worked beyond forty (40) in any given workweek (Sunday through Saturday). Time off under the Personal Leave Policy or other leave policies will not count as time worked for purposes of computing overtime pay. In certain circumstances, the Cameron Creek Charter, in its discretion, will allow an employee to take time off at time and one-half for all hours over forty (40) worked in a workweek, in lieu of being paid for such overtime. Such time off must be taken during the same pay period in which it was accrued.

Any overtime work must be authorized by your supervisor. We will try to advise you of the need for overtime as far in advance as possible. Please remember, however, that advance notice may not always be possible. Any questions regarding your compensation should be directed to your supervisor.

Cameron Creek Charter will follow the United States and state Department of Labor regulations when determining the compensability of time during which an employee is allowed to sleep.

SALARY CHANGES

All salary changes are conditioned on the final approval of the President Board/School Principal.

PROMOTIONS AND PERFORMANCE EVALUATIONS

To ensure that you perform your job to the best of your abilities, it is important that you be recognized for good performance and that you receive appropriate suggestions for improvement when necessary. Consistent with this goal, your work performance will be reviewed at least annually. Each employee will be asked to participate with their respective supervisor(s) in the evaluation process.

Cameron Creek Charter assesses employee performance of general work characteristics, as well as competence in job specific skills. In addition to assessing staff competence and performance, Cameron Creek Charter will endeavor to create a work environment that helps employees discover what they need to learn and helps them access the knowledge and skills necessary to address those needs.

Performance evaluations will be completed at the end of the first three (3) months of employment and annually thereafter. Performance evaluations may be completed when an employee is transferred, promoted, reprimanded or when wage/salary increases are recommended.

Cameron Creek Charter has a policy of promotion from within whenever possible, and you are encouraged to prepare yourself to accept progressively greater responsibility. All promotions and transfers are conditioned upon final approval of the President Board/Chief Executive Officer.

TIME OFF FROM WORK

SCHEDULING PERSONAL LEAVE TIME

An employee may begin using accrued personal leave time following the sixth consecutive, full pay period of his or her employment with Cameron Creek Charter, upon receiving approval from his or her supervisor. Use of accrued leave time is solely within the discretion of the employee's supervisor. Employees whose orientation period has been extended may only use accrued leave time at the discretion of the supervisor. To request the use of leave time, employees must give their supervisor written notice of their intent to utilize accrued personal leave at least one week before taking such leave, except in cases of sickness or other emergencies, such as inclement weather, that make reporting to work impossible.

THE CAMERON CREEK CHARTER PERSONAL LEAVE POLICY FOR TEACHERS

All teachers will follow the current school year calendar for all school closings and workdays. In addition, teachers will receive five (5) emergency days, which do not carry over from year to year and are not paid out at the resignation or termination of employment. To schedule use of an emergency leave day you must notify your supervisor before the beginning of the school day or as soon as possible.

FAMILY MEDICAL LEAVE

The Family Medical Leave Act ("FMLA") provides eligible employees with up to 12 work weeks of unpaid leave (or up to 26 weeks in the case of covered service member leave as discussed below) for certain family and medical reasons during a 12 month period. During this leave, an eligible employee may continue applicable group health plan coverage as if the employee had continued to work. At the conclusion of the leave, subject to some exceptions, an eligible employee generally has the right to return to the same or an equivalent position.

Eligibility. To be eligible for FMLA leave, an employee must have worked for DDI for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the beginning of FMLA leave. The 1,250 hours must be actual work hours, not including any type of leave.

FMLA Leave Generally. Eligible employees may take a total of 12 workweeks of unpaid FMLA leave during the applicable 12 month period for any of the following reasons (or a combination thereof):

- the birth of the employee's child and to care for the newborn child
- the placement of a child with the employee for adoption or foster care and to care for the newly placed child
- to care for the employee's family member with a serious health condition
- the employee's own serious health condition which renders the associate unable to perform one or more of the essential functions of his/her job

For purposes of this policy, a "family member" means an employee's spouse, son, daughter, or parent, as well as any other individual with a serious health condition, who is considered to be a covered family member under applicable federal or state regulations. A "serious health condition" means an injury, illness, impairment or physical or mental condition that involves any of the following:

- Inpatient care in a hospital, nursing home or hospice, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care; or
- Outpatient care that requires continuing treatment or supervision by a health care provider for:
- a period of incapacity of more than 3 consecutive calendar days that also involves treatment 2 or more times within a 30-day period, by a health care provider or treatment by a health care provider on at least 1 occasion which results in a regimen of continuing treatment;
- any period of incapacity due to pregnancy or for prenatal care;
- a chronic condition which requires periodic visits for treatment by a health care provider, continues over an extended period of time and may cause a periodic rather than a continuing period of incapacity;
- a period of incapacity which is permanent or long term due to a condition for which treatment may not be effective (the employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider); or
- any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than 3 consecutive calendar days in the absence of medical intervention or treatment.

Military Family Leave. A qualifying employee may take up to twelve (12) weeks leave due to the existence of any qualifying exigency (as defined by the United States Department of Labor's regulations) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the National Guard or Reserves or a retired member of the Regular Armed Forces or the Reserves. For purposes of this policy, a qualifying exigency shall include the following:

- Short-term notice deployment of seven or fewer days (up to seven days)
- Military events and related activities
- Childcare and school activities
- Financial and legal arrangements
- Counseling for oneself, for the covered military member, or for a child of the covered military member
- Rest and recuperation (up to five days per leave)
- Post-deployment activities

- Additional activities agreed upon by the Company

Covered Service-Member Leave. An eligible employee who is the spouse, son, daughter, parent, or nearest blood relative of a covered service-member may take up to a total of 26 workweeks of leave during the applicable 12 month period to care for the service-member. The leave described in this paragraph shall only be available during a single 12 month period. The following definitions apply for purposes of this paragraph only:

A “covered service-member” means a service-member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness.

The term “serious injury or illness” mean an injury or illness incurred by the service-member in the line of active duty (as defined by the applicable regulations) in the Armed Forces that may render the service-member medically unfit to perform the duties of the service member’s office, grade, rank or rating. Family and Medical Leave

BEREAVEMENT LEAVE

In the event of a death in the immediate family of a regular full-time or part-time employee, a maximum of three (3) days absence with pay will be allowed. For these purposes, your immediate family includes your spouse, parent, child, brother, sister, grandparent, our spouse’s parent, or sibling, and the corresponding “step” relation. Request for bereavement leave should be made to your immediate supervisor.

PARENTAL LEAVE

Cameron Creek Charter will grant four (4) hours of unpaid leave each calendar year to any employee who is a parent, guardian, or person standing in the place of a parent of a school-age child so that the employee may attend or be involved at the child’s school. This parental leave must be at a time mutually agreed on by Cameron Creek Charter and the employee. The employee must notify his or her supervisor at least forty-eight hours in advance to use this leave. Cameron Creek Charter requires written verification from the school that the employee attended or was involved at the school during the time of leave.

JURY DUTY/WITNESS LEAVE

All employees summoned for jury duty will be granted a maximum of two (2) days paid leave and unpaid thereafter for non-exempt employees. Exempt employees will be paid their normal salary for the first two (2) days of such Jury Duty Leave and, in addition, will be paid their normal salary during any workweek in which they appear as a witness or juror and also perform services for Cameron Creek Charter, regardless of the amount of time spent performing those services.

To qualify for such leave, you must submit to your supervisor a copy of the summons as soon as it is received. In addition, proof of service must be submitted to your supervisor when your period of jury duty is completed. If the court releases the employee for the morning or the afternoon, the employee should report to work for the half day that the employee is not required to be in court. If the employee is released at any other time, the employee is expected to return to work.

VOTING LEAVE

Voting is every citizen's civic duty and the Agency supports every employee's right to vote. It is recommended that employees vote on their lunch hour, or before or after work. If this requires late arrival or early departure, this can be accommodated at the discretion of the employee's supervisor.

MILITARY LEAVE

Military leave may be granted to an employee to fulfill military obligations in accordance with state and federal laws. For specific guidelines to requesting Military Leave, contact the Human Resource Department.

BENEFITS

WORKERS COMPENSATION

All employees are covered by Workers' Compensation Insurance. This insurance is administered in accordance with the North Carolina Workers' Compensation Act. This coverage provides medical care and partial income payments in case you suffer from a work-related injury or disease. There is no cost to you for this protection. If you suffer from a work-related injury or illness that may be subject to Workers' Compensation, **YOU MUST REPORT IT TO YOUR SUPERVISOR IMMEDIATELY** and follow Cameron Creek Charter procedures to access immediate medical attention. Failure to do so may result in denial of coverage. Cameron Creek Charter has medical providers that work closely with our staff in these circumstances. You must use these providers or risk being responsible for payments for treatment.

LIABILITY PROTECTION

Cameron Creek Charter currently provides liability insurance protection for eligible employees while they are acting or working within the scope of their duties for Cameron Creek Charter. Directors and/or Trustees of Cameron Creek Charter are not considered to be employees unless they also serve in some other capacity under Cameron Creek Charter direction. Nor is any broker, factor, commission salesman, contractor, or other Cameron Creek Charter representative considered to be an employee.

Cameron Creek Charter also currently maintains non-ownership automobile liability insurance to protect against claims and lawsuits arising from non- Cameron Creek Charter owned vehicles utilized by employees while acting on behalf of Cameron Creek Charter. This coverage is in excess over personal liability coverage which the employee carries and should not be considered as a substitute for adequate personal liability insurance. All employees who utilize personal vehicles on behalf of Cameron Creek Charter are required to consult their personal insurance representative and to maintain adequate liability limits.

This brief summary is not intended to be a full description of coverage. Cameron Creek Charter reserves the right to change this policy at any time at its sole discretion.

HEALTH CARE PLAN

Cameron Creek Charter currently will make available to its eligible full-time employees medical insurance through a cost-shared arrangement with contributions by Cameron Creek Charter and the employee. An outline of benefits, conditions, limitations and exclusions is set forth in a group insurance benefit plan summary that is furnished to all new eligible employees. Full-time employees (30 hours or more per week) are eligible to participate after their 90 day orientation period.

DENTAL INSURANCE

Cameron Creek Charter will make available to its eligible full-time employees, dental insurance through a cost-shared arrangement with contributions by Cameron Creek Charter and the employee.

SEPARATION FROM CAMERON CREEK CHARTER

TERMINATION AND RESIGNATIONS

Termination: Terminations are treated in a confidential and professional manner. Cameron Creek Charter strives to ensure thorough, consistent, and even-handed termination procedures. Again, we remind you that you are an employee at will and Cameron Creek Charter reserves the right to terminate you at any time, with or without cause or notice.

Layoff: In the event Cameron Creek Charter experiences a decrease in the number of students or other operational or financial changes, Cameron Creek Charter reserves the right to reduce the workforce through involuntary layoffs. These adjustments may be implemented within a specific department or may be implemented Cameron Creek Charter -wide at the sole and exclusive discretion of the President Board/School Principal.

Resignation: If you are thinking of resigning, talk it over with your supervisor. If you must resign, we require that you write a letter to your supervisor, giving notice of your resignation at least one (1) month in advance if you are in a supervisory position or are dealing directly with clients and at least two (2) weeks in advance if you are not in such a position. Failure to give the requested notice of resignation will result in forfeiture of payment for unused but accrued personal leave time. When issuing your resignation, you may not use accrued leave time to count for the one month or two week required notice.

Whether you are terminated or you resign, Cameron Creek Charter normally conducts an exit interview with you on or before the day your employment ends. At this time, you will have an opportunity to express your opinion about Cameron Creek Charter. The interviewer will explain to you the applicable terms of separation, including COBRA insurance continuation and conversion rights and retirement benefits.

All files, records, lists, books, products and other materials, including this Personnel Manual, which are owned or used by Cameron Creek Charter in connection with its business shall at all times remain the property of Cameron Creek Charter. Upon the termination of employment for any reason, you shall immediately surrender and deliver to Cameron Creek Charter all such materials.

You will receive your final paycheck on or before the next regularly scheduled pay day and you will receive payment for any accrued leave to which you are entitled on or before the first pay day in the first full pay period following your exit date.

WORK ENVIRONMENT

HEALTH AND SAFETY

It is the policy of Cameron Creek Charter to provide a safe and healthy work environment for its employees, clients and visitors. The responsibility for maintaining a safe and healthy environment is shared by both Cameron Creek Charter and its employees. All employees are expected to exercise safety awareness while on the job, and are required to report all work hazards, related injuries or illnesses immediately to their supervisor.

REPORTING ON-THE-JOB INJURIES, ACCIDENTS & EMERGENCIES

Should you become injured on the job, (even a small cut or scratch) you must report the incident to your supervisor immediately (within 24 hours), whether or not it involves lost work time. Failure to report an on-the job injury could result in your loss of Workers' Compensation Insurance coverage for related medical expenses. Should your injury require medical treatment, your supervisor will arrange for medical attention from a group identified by Cameron Creek Charter. You may be required to have a post-accident drug test. There are specific procedures to assist you in receiving the care you may need and you must follow these procedures. Do not go to your personal physician as this may also result in loss of Workers' Compensation coverage. In the event that you cannot contact your immediate supervisor, contact the Human Resource Department or the supervisor of another program.

KEYS

Keys will be issued by authorized personnel. Each key shall be the responsibility of the employee to whom the key is issued. Keys are not to be duplicated at any time by employees. Any such conduct will result in disciplinary action, up to and including termination. Any damage to locksets, doors, door closures, etc., should be immediately reported to the principal for repair. In the event of damage or need for replacement, please return the keys to the principal. Keys will be replaced and reissued. Keys issued to employees are not to be loaned to or switched among other employees. Keys are to be returned to the principal upon request or upon termination. The replacement costs may be deducted from your paycheck to the extent allowed by applicable state and federal laws.

ID BADGES

Every employee will be given an ID badge which is to be worn during all working hours. The badge serves to identify the employee by name and serves as an important security measure. Badges are to be worn above waist level. If lost, report the loss to your supervisor immediately. A replacement badge will be made at a cost to the employee as set by Cameron Creek Charter. Severely damaged badges will be replaced at no cost to the employee.

VISITORS

Any visitor to Cameron Creek Charter shall report directly to the Administration Building to check in and, if appropriate, receive an identification badge. Persons authorized to be on Cameron Creek Charter property will be furnished a visitors' badge which is to be worn during his or her time on campus. No loitering or unauthorized visiting will be allowed. No visitors are allowed in areas other than the office without permission from management. All visitors on campus during non-business hours must have pre-authorization from appropriate personnel. Receiving personal visitors is discouraged. An arrangement for staff to meet personal visitors during work time is allowed only with the approval of the immediate supervisor and should be scheduled for breaks, mealtimes or when coverage can be arranged.

CAMERON CREEK CHARTER

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

Cameron Creek Charter will implement a non-discriminate on the basis of race, color, human resource procedure, which will be fully compliant with the North Carolina state laws and No Child Left Behind.

- Cameron Creek Charter (CCC) will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry or athletic performance in the provision of employment and services.
- CCC sill practice non-sectarian employment and services.
- CCC will require background checks of its employees as required by the application laws to ensure the safety of the school and all students.

All administrators and teachers of Cameron Creek Charter will possess the necessary knowledge, skills, and personal characteristic required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

Position	Licensure Requirement	Job Qualifications
Principal	Master's degree from an accredited college or university with major course work in education or related field; and possession of a North Carolina Standard Professional 2 – Professional Educator's Principal's License. Experience/Training Five (5) years of responsible teaching experience including two (2) years of administrative experience.	<ul style="list-style-type: none"> • Knowledge of: • Principles, theory and practices of educational programs. • Pertinent Federal, State and Local laws, codes and regulations regarding school administration. • Organizational and management practices as applied to the analysis and evaluation of programs, policies and operational needs. • *Principles and practices, rules and regulations pertaining to student discipline. • Principles of supervision, training and performance evaluation. • Public relations programs and techniques relating to school activities. • advanced principles and procedures of record keeping. • Ability to:

		<ul style="list-style-type: none"> • Administer school operations, activities and programs ensuing compliance with established guidelines. • Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals. • Interpret and apply applicable Federal, State and Local policies, procedures, laws and regulations. • Learn, interpret and apply school system policies, rules and regulations. • Direct and supervise professional staff in performing administrative functions. • Manage the school's educational and extracurricular programs, activities and operations. • Plan and implement an effective student discipline program. • Gain cooperation through discussion and persuasion. • Prepare and administer a school budget. • Communicate effectively, both orally and in writing.
<p>Assistant Principal</p>	<p>Master's degree from an accredited college or university with major course work in education or related field; and possession of a North Carolina Standard Professional 2 – Professional Educator's Principal's License.</p> <p>Five (5) or more years of responsible teaching experience.</p>	<ul style="list-style-type: none"> • Knowledge of: • Principles, theory and practice of educational programs including current research-based initiatives. Principles, theory and practice of school law and legal issues including Federal and Local Laws, policies and regulations regarding school

		<p>administration.</p> <ul style="list-style-type: none">• Operational and management practices as applied to the analysis and evaluation of educational programs, instructional design and strategies.• Principles and theories of student achievement and assessment, including EOC and EOG results and related instructional modifications.• Principles and practices of budget preparation and the administration of school resources.• Principles and practices of organizational leadership inclusive of skills for school culture change, conflict resolution, coaching and interpersonal consultation/collaboration.• Principles of supervision, training and performance evaluation, including in-depth knowledge of the NC teacher appraisal system, with an emphasis on instructional monitoring,• Marketing and media/public relations programs and techniques related to school activities.• Advanced principles and procedures of record keeping and related technology. <p>• Ability to:</p> <ul style="list-style-type: none">• Participate in the administration of school operations, activities and programs ensuing compliance with established guidelines.• Analyze problems, identify alternative solutions, project
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		<p>consequences of proposed actions and implement recommendations in support and State goals.</p> <ul style="list-style-type: none"> • Interpret, analyze and implement school system policies, rules and regulations. • Interpret and apply applicable Federal, State and Local policies, procedures, law and regulations. • Plan and implement an effective student discipline, safe schools program. • Maintain the security of confidential matters. • Assist in the preparation and administration of school budget. • Communicate effectively, both orally and in writing. • Establish and maintain cooperative working relationships with those contacted in the course of work, including use of coaching and collaboration models.
<p>Registrar/Data Manager</p>	<p>Bachelor’s Degree in Statistics, Business, Education, Research, Evaluation, or Assessment,</p> <p>Five (5) years teaching and/or administrative experience with an emphasis on research and evaluation and the disaggregation of data to inform instruction.</p>	<p>Ability To:</p> <ul style="list-style-type: none"> • Enroll new students and obtain and maintain a variety of student records such as grades, transcripts, immunization records, cumulative folders and all general student data. • Coordinate student check-out procedures to include initiating drop slip forms and recording transfers. • Maintain accurate permanent student records and test scores; provide information to counselors as requested. • Prepare a variety of complex

		<p>reports including school and State-mandated reports related to assigned activities. Maintain current class lists, and grad lists for enrollment verification.</p> <ul style="list-style-type: none">• Coordinate special files and billings with other local school departments.• Communicate by phone and facsimile with other schools or outside agencies regarding student records.• Assist administration in coordination of student recognition and related duties.• Prepare, record and report student grades.• Process information requested by armed services U.S. Immigration Services and law enforcement agencies.• Develop, update and maintain forms for use in the Registrar's office; order and maintain supplies for the office.• Operate a computer and other office equipment as assigned; assist others in the proper use of office machines as needed.• Coordinate student data management system as it relates to job requirements.• Assist in distribution, collection and coordination of testing materials.• Administer first aid as necessary; contact parents or emergency personnel as needed; administer prescription medication to students according to physician instructions.
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		<ul style="list-style-type: none">• Perform various general secretarial and clerical duties; assist office staff as needed.• Perform related duties as assigned for emergency procedures.• Performs other related duties as assigned. • Knowledge of: • Curriculum and graduation requirements.• Operation of a computer and assigned software.• Modern office practices, procedures and equipment.• Applicable sections of State Policy Laws and other applicable laws.• Basic statistical and record-keeping techniques.• Data entry and report generation.• Basic first aid techniques.• Correct English usage, grammar, spelling, punctuation and vocabulary. • Ability To: • Prepare responsible and comprehensive work in maintaining accurate student records and registering and dropping students according to established procedures.• Interpret, apply and explain provisions of Federal, State and school regulations related to admissions and records.• Maintain records and prepare reports.• Communicate effectively both orally and in writing. • Enroll new students and
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		<p>obtain and maintain a variety of student records such as grades, transcripts, immunization records, cumulative folders and all general student data.</p> <ul style="list-style-type: none">• Coordinate student check-out procedures to include initiating drop slip forms and recording transfers.• Maintain accurate permanent student records and test scores; provide information to counselors as requested.• Prepare a variety of complex reports including school and State-mandated reports related to assigned activities.• Maintain current class lists, and grad lists for enrollment verification.• Coordinate special files and billings with other local school departments. Communicate by phone and facsimile with other schools or outside agencies regarding student records.• Assist administration in coordination of student recognition and related duties.• Prepare, record and report student grades.• Process information requested by armed services U.S. Immigration Services and law enforcement agencies.• Develop, update and maintain forms for use in the Registrar's office; order and maintain supplies for the office. Operate a computer and other office equipment as assigned; assist others in the proper use of office machines
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		<p>as needed.</p> <ul style="list-style-type: none"> • Coordinate student data management system as it relates to job requirements. • Assist in distribution, collection and coordination of testing materials. Administer first aid as necessary; contact parents or emergency personnel as needed; administer prescription medication to students according to physician instructions. • Perform various general secretarial and clerical duties; assist office staff as needed. • Perform related duties as assigned for emergency procedures. <p>Performs other related duties as assigned.</p>
<p>Director of EC Services</p>	<p>Master's Degree from an accredited college or university with major course work in education, curriculum, exceptional child education.</p> <p>Three (3) years of teaching experience in exceptional children programs, including one (1) years of lead responsibility.</p>	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Principles, methods and practices of assigned exceptional children programs • Principles and practices of education for Autism and other exceptional areas. • Exceptional children educational curriculum development. • Federal, State and local laws, rules, policies and procedures related to the education of exceptional children. • Principles of supervision, training and performance evaluation. • Basic budgeting procedures and techniques.

		<p>Ability to:</p> <ul style="list-style-type: none"> • Evaluate and supervise exceptional children programs and activities. • Respond to sensitive requests and inquiries from school system and department staff. • Analyze problems; identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals. • Interpret and apply Federal, State, local and school system policies, procedures, laws and regulations. • Assist in the preparation of budget information. • Monitor budget expenditures in assigned area. • Communicate clearly and concisely, both orally and in writing. • Establish and maintain cooperative working relationships with those contacted in the course of work.
<p>Dean of Students</p>	<p>Valid North Carolina Standard Professional 1 or 2 – Professional Educator’s License or relevant bachelor degree and work experience appropriate for the assignment.</p>	<ul style="list-style-type: none"> • Upholds the school’s student conduct code. • Monitors attendance • Develops and/or updates administrative procedures to comply with legal mandates. • Helps update and distribute student/parent and teacher handbooks. • Upholds board policies and follows administrative

		<p>procedures.</p> <ul style="list-style-type: none">• Maintains visibility. Promotes a favorable image of the school• Builds community partnerships that enhance school programs and services.• Investigates student attendance and conduct concerns.• Helps parents and students understand attendance and behavioral requirements.• Prepares a warning letter outlining the consequences of continued truancy and/or misconduct.• Counsels students to acknowledge and manage responsible personal conduct.• Helps resolve problems that impede student learning and/or participation in school activities.• Investigates hardship, neglect, and suspected child abuse cases.• Initiates referrals to community resources (e.g., court systems, law enforcement, health care facilities, child welfare services, etc.). <ul style="list-style-type: none">• Serves as the primary contact for county authorities.• Supports a full range of educational options.• Participates in parent conferences and IEP meetings as requested.• Helps supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs,
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		<p>etc.).</p> <ul style="list-style-type: none"> • Prepares and maintains accurate records. • Submits reports on time. • Maintains school records for the maximum period mandated by law and/or board policy. • Helps supervise the collection, entry, and verification of educational management information and student data (e.g., NCWISE, etc.) as directed.
<p>Administrative Assistant</p>	<p>High School Education supplemented with Secretarial Coursework. Five (5) years secretarial experience in a school setting.</p>	<p>Ability to:</p> <ul style="list-style-type: none"> • Communicate clearly, concisely, verbally and in written form. • Competence in utilizing the software packages used by the school (Word, Excel, Access and PowerPoint). • Establish and maintain respectful cooperative working relationships. • Provide leadership to co-workers and staff.
<p>Maintenance/Custodian</p>	<p>High School Diploma or General Education Degree (GED).</p> <p>Some custodial and maintenance experience in a school setting.</p>	<ul style="list-style-type: none"> • Knowledge of basic methods, materials and equipment used in custodial work. • Knowledge of tools, equipment and supplies used in custodial and building maintenance services. • Knowledge of safe work practices. • Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedures manuals (e.g., MSDS sheets, etc.). • Ability to clean and care for

		<p>assigned areas and equipment.</p> <ul style="list-style-type: none"> • Ability to understand and follow oral and written directions. • Ability to establish and maintain effective relationship with those contacted in the course of work.
<p>Teachers</p>	<p>Valid or eligible for North Carolina Standard Professional 1 or 2 – Professional Educator’s licensure in Elementary Education (K-6), must be highly qualified.</p>	<ul style="list-style-type: none"> • Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible. • Observe and evaluate students' performance, behavior, social development, and physical health. • Prepare materials and classrooms for class activities. • Adapt teaching methods and instructional materials to meet students' varying needs and interests. • Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. • Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations. • Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students. • Assign and grade class work and homework. • Read books to entire classes or small groups.

		<ul style="list-style-type: none">• Prepare, administer, and grade tests and assignments in order to evaluate students' progress.• Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.• Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.• Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.• Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.• Guide and counsel students with adjustment and/or academic problems, or special academic interests.• Prepare and implement remedial programs for students requiring extra help.• Prepare objectives and outlines for courses of study, following curriculum guidelines or • requirements of states and schools.• Provide a variety of materials and resources for children to explore, manipulate and use, both in learning activities and in imaginative play.• Enforce administration
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		<p>policies and rules governing students.</p> <ul style="list-style-type: none">• Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.• Meet with other professionals to discuss individual students' needs and progress.• Use computers, audiovisual aids, and other equipment and materials to supplement presentations.• Prepare for assigned classes, and show written evidence of preparation upon request of immediate supervisors.• Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs.• Prepare reports on students and activities as required by administration.• Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.• Organize and lead activities designed to promote physical, mental and social development, such as games, arts and crafts, music, and storytelling.• Attend professional meetings, educational conferences, and teacher training workshops in order to maintain and improve professional competence.• Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning
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		<p>from those activities.</p> <ul style="list-style-type: none"> • Organize and label materials, and display students' work. • Attend staff meetings, and serve on committees as required. • Administer standardized ability and achievement tests, and interpret results to determine student strengths and areas of need. • Supervise, evaluate, and plan assignments for teacher assistants and volunteers. • Involve parent volunteers and older students in children's activities, in order to facilitate involvement in focused, complex play. • Perform administrative duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading. • Select, store, order, issue, and inventory classroom equipment, materials, and supplies. • Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms. • Sponsor extracurricular activities such as clubs, student organizations, and academic contests.
<p>Teacher Assistant</p>	<p>Possess an associate's degree or two (2) years of study at a college or university including at least 48 hours of college credit.</p> <p>Valid or eligible for paraprofessional highly qualified status.</p>	<ul style="list-style-type: none"> • Discuss assigned duties with classroom teachers in order to coordinate instructional efforts. • Prepare lesson materials,

		<p>bulletin board displays, exhibits, equipment, and demonstrations.</p> <ul style="list-style-type: none">• Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods.• Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers.• Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips.• Conduct demonstrations to teach such skills as sports, dancing, and handicrafts.• Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students.• Distribute tests and homework assignments, and collect them when they are completed.• Enforce administration policies and rules governing students.• Grade homework and tests, and compute and record results, using answer sheets or electronic marking devices.• Instruct and monitor students in• the use and care of equipment and materials, in order to prevent injuries and damage.• Observe students' performance, and record relevant data to assess
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		<p>progress.</p> <ul style="list-style-type: none">• Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills.• Organize and supervise games and other recreational activities to promote physical, mental, and social development.• Participate in teacher-parent conferences regarding students' progress or problems.• Plan, prepare, and develop various teaching aids such as bibliographies, charts, and graphs.• Prepare lesson outlines and plans in assigned subject areas, and submit outlines to teachers for review.• Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities.• Take class attendance, and maintain attendance records.• Assist in bus loading and unloading.• Assist librarians in school libraries.• Attend staff meetings, and serve on committees as required.• Carry out therapeutic regimens such as behavior modification and personal development programs, under the supervision of special education instructors, psychologists, or speech-language pathologists.• Collect money from students
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		<p>for school-related projects.</p> <ul style="list-style-type: none"> • Laminate teaching materials to increase their durability under repeated use. • Maintain computers in classrooms and laboratories, and assist students with hardware and software use. • Monitor classroom viewing of live or recorded courses transmitted by communication satellites. • Operate and maintain audiovisual equipment. • Provide disabled students with assistive devices, supportive technology, and assistance accessing facilities such as restrooms. <p>Requisition and stock teaching materials and supplies. Type, file, and duplicate materials. Use computers, audiovisual aids, and other equipment and materials to supplement presentations.</p>
<p>Bus Drivers</p>	<p>Possess, or have the ability to obtain before receiving a bus route, a valid Class B commercial driver's license and a valid school bus driver certification issued by the NCDMV.</p> <p>First aid certification preferred.</p> <p>High School Diploma or GEG</p> <p>At least six (6) months driving experience as a licensed operator of a motor vehicle.</p> <p>No previous bus driving experience required.</p> <p>Must be at least 21 years of age.</p>	<ul style="list-style-type: none"> • Considerable knowledge of safe and efficient practices and procedures used in the operation of a school bus. • Considerable knowledge of traffic laws and school bus regulations. • Considerable knowledge of safety regulations and standards for school buses. • General knowledge of Transportation Department Operating Instructions. • Ability to physically inspect the bus according to Transportation Department Operating Instructions.

		<ul style="list-style-type: none">• Possess an acceptable driving record as outlined by North Carolina Department of Motor Vehicles as legal requirements for issuance of a school bus driver certification• Must meet requirements regarding health conditions.• Must not have conditions of a criminal nature which would cause disqualification.• As the sole adult on a bus, a bus driver must be proficient in the English Language in order to communicate quickly and effectively in situations relating to the safety of students.• Ability to detect and report observable mechanical defects or failures on the school bus.• Ability to maintain discipline of students assigned to ride the school bus.• Ability to maintain a clean school bus.• Ability to complete required reports.• Ability to understand and follow oral and written instructions.• Ability to exercise independent judgment and initiative in applying standards to a variety of work situations.• Ability to exercise tact and courtesy in contact with parents/guardians or students and with school personnel.• Ability to establish and maintain effective working relationships as necessitated by work assignments.
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Teacher Licensure Plan

General Policies

1. The state of North Carolina requires that all teachers who have an initial licensure must have the following qualifications in order to apply for a lateral entry license. Before the teacher can participate in our initial licensure process they must have the following credentials.
 - Attain a bachelor's degree from a Regionally Accredited College or University. Additionally, all teachers qualifying for a lateral entry license in Elementary Education or Exceptional Children requires prior to employment, the Praxis II subject assessment along with the bachelor's degree. English as a Second Language requires a degree in English and/or 24 semester hours In English or Linguistics, or a passing score on the Praxis II subject assessment.
 - Have 24 semester hours of course work in the core area.
 - A passing score on the Praxis II subject assessment test for the area of license.
 - OR
 - 2.5 Grade Point Average
 - Five Years of experience relevant to employing LEA, and
 - Passing scores on Praxis I, or a total SAT score of 1100 or total ACT score of 24 plus.
2. Prior to each academic year, and as required by the SBE, the school will report the number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the school.
3. The school will not employ, or accept voluntary services from, any individual whose certificate or license has been suspended or revoked by the SBE or any other licensing board or agency on the grounds of unethical or immoral behavior, including improper sexual or physical conduct with children or students.
4. The school will not employ any Exceptional Children's teacher who doesn't hold a North Carolina certification.
5. Additionally, all special area teachers will be encouraged to hold a current North Carolina teaching certificate. All special area teachers will demonstrate exemplary experience working with children in their field of expertise. Special Area Teachers will include the following positions: Physical Education, Art Education, Music Education, Spanish Education, Computer Technology, and Librarian.
6. Criminal background checks will be required for all personnel.

Renewal Program

The school will submit a plan to the SBE for permission to administer a Licensure Renewal Program. The Principal or his or her licensed designee, who will serve as the licensure officer, will administer the program to serve those holding an initial license or continuing license.

Initial Licensure Program

Upon approval of the Licensure Renewal Program, the School will submit an Initial Licensure Program plan to the SBE for this program.

The Principal or his or her licensed designee will act as coordinator and eligibility verifier for this program.

The Principal or his or her designee will conduct orientation for holders of an initial license (during the two week intensive orientation), including a description of available services, training opportunities, and the process for achieving a continuing license. Additionally, the teachers will attend individual conferences twice a year to determine:

1. Licensure status
 2. Initial Licensed Teacher Status
 3. Renewal Credits
 4. Alternative Regional License status
 5. Expiration of licensure
 6. Goals related to licensure and continued education/courses
- The School will comply with the mentor selection guidelines identified by the SBE. Mentors will be assigned based on their strengths in classroom management, differentiated instruction, and content and curriculum knowledge.
 - The school will use the North Carolina Mentor Teacher's Handbook as a guide for mentoring teachers. The school is committed to sending teachers to mentor training whenever possible.
 - All teachers will be observed a minimum of four times each year in accordance with the Excellent Schools Act and SB 1126, using the instruments adopted by the SBE for such purposes.
 - New teachers will submit an individualized growth plan at the beginning of each year. The plan will include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills to assist the beginning teacher in meeting licensure requirements. The focus will be on INTASC standards. The process will start with an assessment of the teacher's knowledge and performance as related to the key indicators of the INTASC standards. Throughout the year, individual conferences will be held to reflect on the progress of the teacher. The plan will be updated on a yearly basis. A copy of the plan will be included in the teacher's ILP cumulative folder.
 - A cumulative file will be maintained for each teacher. The file will contain the teacher's Individual Growth Plan, Formative and Summative Observation Data, Mentor Information, Copy of Alternative Regional License requirements, Copy of teaching license, record of courses taken, and record of renewal credits.
 - The timely transfer of the cumulative file to successive employing local education agencies, charter schools, or non-public institutions will be provided to other charter schools and LEAs.

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

Cameron Creek Charter will provide an environment that will meet the needs of all students in Mecklenburg County, grades K-5, by demonstrating that it is possible to achieve academic success with a diverse student population. Students perform better academically in schools that are socio-economically balanced. Cameron Creek Charter will concentrate its focus on low income and high risk students and provide a strong educational opportunity for all families in the area.

Cameron Creek Charter believes that every child should be treated as academically gifted and can reach their full potential when challenged to perform their best in a socio-economic diverse environment. This belief supports each child academically, socially, and emotionally. All families will have the opportunity to apply for admission without discrimination based on ethnicity, national origin, gender, or disability. Students are admitted based on space availability. Cameron Creek Charter will employ a public lottery that gives all applicants an equal chance of being admitted if more students apply for admission to the school than can be admitted.

MARKETING PLAN (GS 115C.238.29F(g)(1-7))

At Cameron Creek Charter, we will carry our focus of superior education from inside school walls out into the community and beyond. Marketing communications is vital to our mission as we strive to give at-risk children the opportunity to learn and grow regardless of ethnic background, income level or environment. This means careful attention to segments that may not otherwise have access to programs such as ours. This includes, but is not limited to, direct communications with local community outreach programs; press materials submitted on a regular basis to local Hispanic print, radio and television stations; information posted at local ethnic churches and synagogues; school performances and workshops at state-funded daycares; flyers and brochures available at lower income summer camps and preschools; among other communications that would encompass children in hard to reach places. Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students.

Goals and Objectives

- To successfully introduce Cameron Creek Charter to families, educators, and the educational community in Mecklenburg County focusing on the greater Charlotte area.
- To increase awareness of the superior elementary and middle school education for at-risk students but available to all students.
- To recruit a highly qualified staff who have knowledge of working with the at-risk population.

Marketing Elements

Web site Development

Families will have immediate online access to the Cameron Creek Charter's mission and vision. The website will host a place for both students and parents to find anything and everything they need to know about Cameron Creek Charter - from a comprehensive activity calendar, grade level program details, homework specifics, teacher bios and contact information, admissions information, downloadable forms, open house dates, etc. The website will be an

information gateway to Cameron Creek Charter and will offer up-to-date information and program details for both parents and students, 24 hours a day, seven days a week.

Public Relations

Open House dates are imperative to the Cameron Creek Charter's success. To ensure potential students and their families are aligned with the Cameron Creek Charter's philosophy, parents will be encouraged to attend a 60-minute Open House. We feel strongly that parents and caregivers should understand who we are and what our mission is prior to sending a child to Cameron Creek Charter.

A follow-up survey will be offered at the close of every scheduled Open House to identify: (1) how the parent heard about Cameron Creek Charter; (2) what is the best way to communicate with him/her; (3) what the parent likes/dislikes about the program based on the Open House. This will ensure we are communicating properly and offering the best possible information with the time we have.

Media

Articles about the public interest features will be offered to the media for publication. Cameron Creek Charter will use media vehicles with broad reach-such as *Charlotte Observer*, *Charlotte Parent*, *La Noticia* and local news and radio broadcast; will be used to reach a diverse audience.

Printed Literature and Direct Mail

A flexible, multi-use informational package will be designed to deliver audience specific information and the needs and characteristics of at-risk children and to introduce Cameron Creek Charter

The Cameron Creek Charter will share their mission outside of the school by reaching all local children and parents by way of brochures, workshops, seminars, website links and public relations opportunities. There will be distribution of brochures and flyers at local businesses, physician's offices, preschools and daycares, libraries, churches and other applicable locations. A special enrollment inquiry mailing will be mailed to various sections of the Charlotte Metro area. In addition, acquiring booths and tables at education job fairs to locate and interview the area's finest teachers and staff.

Partnership Marketing

The Cameron Creek Charter will work in close partnerships with agencies, organizations, restaurants, and educators in the greater Charlotte area. Cameron Creek Charter will host school spirit nights, which will encompass both students and nonstudents. We will participate in local and regional children's community events including holiday parades and applicable festivities throughout the year. We will also reach out to community centers, daycare centers, before and after school programs, Head start, and Smart Start programs seeking at-risk school-aged children. These relationships are imperative to our marketing plan to successfully identify and recruit a diverse population of at-risk children.

Communicating with prospective families and students is very important. We are enthusiastic about the prospect of sharing the Cameron Creek Charter spirit and vision.

Timeline for Proposed Marketing Activities Dates	Activities
March – July, 2013	Public Relations – Open house will be strategically held throughout Charlotte. They will be held at local libraries, churches, and community organizations. These sessions will allow for the communication of the Cameron Creek Charter mission and key program components. Parents will have the opportunity to meet staff, board members and have questions or concerns answered.
February, 2013	Web site Development- Cameron Creek Charter will include general information for parents and students. Families will be able to print out and complete an enrollment form.
March – July, 2013	Media- Newspaper, television, and radio advertisements will be utilized to help market the school to families. We will research and employ the most cost effective options and strategies in order to best market the school using this media outlet.
March – July, 2013	Printed Literature and Direct Mail- Flyers and pamphlets will be distributed and posted at strategic locations. Community organizations, churches, local businesses, physician’s offices, preschools and daycares will serve as some of these locations.
March – July 2013	Partnership Marketing – Posters for the purposes of marketing Cameron Creek Charter and providing relevant information will be placed at local businesses, community centers, daycares, before and after school programs and organizations. These posters will be placed in and around grocery stores, banks, local carry-outs, barber shops, beauty salons and laundromats.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 20% per year based on the previous year's enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

**PROJECTED ENROLLMENT
2013-14 through 2017-2018**

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY COME

List LEA #1 – Charlotte/ Mecklenburg County

List LEA #2 – _____

List LEA #3 – _____

GRADES		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA2	LEA3	LEA 1	LEA2	LEA3	LEA 1	LEA 2	LEA 3
Kindergarten	K	<u>40</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
First	1	<u>40</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Second	2	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Third	3	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Fourth	4	<u>40</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Fifth	5	<u>40</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____	<u>50</u>	_____	_____
Sixth	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

PROJECTED ENROLLMENT 2013-14 through 2017-2018 (continued)

		2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
		LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Seventh	7	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eighth	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ninth	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	LEA Totals	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
	Overall Total Enrollment	<u>260</u>			<u>300</u>			<u>300</u>			<u>300</u>			<u>300</u>		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	<u>\$1,236,305.04</u>	<u>\$ 1,568,538.00</u>	<u>\$1,611,201.60</u>	<u>\$ 1,655,068.80</u>	<u>\$1,700,206.20</u>
--Local Per Pupil Funds	<u>\$ 606,444.80</u>	<u>\$ 699,744.00</u>	<u>\$ 699,744.00</u>	<u>\$ 699,744.00</u>	<u>\$ 699,744.00</u>
--Federal Funds	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Grants*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Foundations*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Private Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
--Other Funds*	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
TOTAL INCOME	<u>\$1,842,749.84</u>	<u>\$2,268,282.00</u>	<u>\$2,310,945.60</u>	<u>\$ 2,354,812.80</u>	<u>\$2,399,950.20</u>
<p>*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.</p>					

Budget (continued): Revenue Projections 2013-14 through 2017-2018

**SHOW CALCULATIONS
FOR FIGURING STATE
AND LOCAL DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
(OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data)

The formula for figuring these allotments can be found in the Resource Guide.

2013-2014

ADM = 260

Calculations based on the following:

State ADM = Resource Manual

EC/Headcount = Based on 20% of ADM)

Local ADM = From Resource Manual

$\$4360.65 \times 260 = \$1,046,556.00$ State ADM

$\$3649.02 \times 52 = \$ 189,749.04$ EC/Headcount

\$1,236,305.04 Total State

Operating Income

$\$2332.48 \times 260 = \$ 606,444.80$ Local ADM

\$1,842,749.84 Total EC/Headcount, State & Local ADM Income

2014-2015

ADM = 300

Calculations based on the following:

State ADM = 3% increase based on previous years trends

EC/Headcount = 1% increase based on previous years trends. (20% of ADM)

Local ADM = 0% increase based on previous years trends

$\$4491.46 \times 300 = \$1,347,438.00$ State ADM

$\$3685.51 \times 60 = \$ 221,100.00$ EC/Headcount

$\$1,568,538.00$ Total State Operating Income

$\$2332.48 \times 300 = \$ 699,744.00$ Local ADM

$\$2,268,282.00$ Total EC/Headcount, State & Local ADM Income

2015-2016

ADM = 300

Calculations based on the following:

State ADM = 3% increase based on previous years trends

EC/Headcount = 1% increase based on previous years trends. (20% of ADM)

Local ADM = 0% increase based on previous years trends

$\$4626.20 \times 300 = \$1,387,860.00$ State ADM

$\$3722.36 \times 60 = \$ 223,341.60$ EC/Headcount

$\$1,611,201.60$ Total State Operating Income

$\$2332.48 \times 300 = \$ 699,744.00$ Local ADM

$\$2,310,945.60$ Total EC/Headcount, State & Local ADM Income

2016-2017

ADM = 300

Calculations based on the following:

State ADM = 3% increase based on previous years trends

EC/Headcount = 1% increase based on previous years trends. (20% of ADM)

Local ADM = 0% increase based on previous years trends

$\$4764.98 \times 300 = \$1,429,494.00$ State ADM

$\$3759.58 \times 60 = \$ 225,574.48$ EC/Headcount

$\$1,655,068.80$ Total State Operating Income

$\$2332.48 \times 300 = \$ 699,744.00$ Local ADM

$\$2,354,812.80$ Total EC/Headcount, State & Local ADM Income

2016-2017

ADM = 300

Calculations based on the following:

State ADM = 3% increase based on previous years trends

EC/Headcount = 1% increase based on previous years trends. (20% of ADM)

Local ADM = 0% increase based on previous years trends

$\$4907.92 \times 300 = \$1,472,376.00$ State ADM

$\$3797.17 \times 60 = \$ 227,830.20$ EC/Headcount

$\$1,700,206.20$ Total State Operating Income

$\$2332.48 \times 300 = \$ 699,744.00$ Local ADM

$\$2,399,950.20$ Total EC/Headcount, State & Local ADM Income

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

MAY BE AMENDED AS THE NEEDS OF THE SCHOOL DICTATES.

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>PERSONNEL</i>					
<i>Total # of staff 23</i>	#23 <u>\$916,600.00</u>	<u>\$947,890.00</u>	<u>\$979,974.70</u>	<u>\$1,009,373.94</u>	<u>\$1,039,655.20</u>
--Administrator(s)	#3 <u>\$190,000.00</u>	<u>\$195,700.00</u>	<u>\$201,571.00</u>	<u>\$207,618.13</u>	<u>\$213,846.67</u>
--Clerical	#2 <u>\$70,000.00</u>	<u>\$72,100.00</u>	<u>\$74,263.00</u>	<u>\$76,490.89</u>	<u>\$78,785.62</u>
--Teachers	#12 <u>\$480,000.00</u>	<u>\$494,400.00</u>	<u>\$509,232.00</u>	<u>\$524,508.96</u>	<u>\$540,244.23</u>
--Librarians			\$ _____		
--Guidance	#1 <u>\$35,000.00</u>	<u>\$36,050.00</u>	<u>\$37,131.50</u>	<u>\$38,245.44</u>	<u>\$39,392.80</u>
--Teacher Assistants	#2 <u>\$50,000.00</u>	<u>\$51,500.00</u>	<u>\$53,045.00</u>	<u>\$54,636.35</u>	<u>\$56,275.44</u>
--Custodian		\$ _____	\$ _____		
--Maintenance	#1 <u>\$24,000.00</u>	<u>\$24,720.00</u>	<u>\$25,461.60</u>	<u>\$26,225.44</u>	<u>\$27,012.20</u>
--Food Service		<u>\$35,020.00</u>	<u>\$36,070.60</u>	<u>\$37,152.72</u>	<u>\$38,267.29</u>
--Bus Driver	#2 <u>\$34,000.00</u>				
--Other		<u>\$38,400.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>	<u>\$43,200.00</u>
Acadia Northstar	<u>\$33,600.00</u>				
<i>EMPLOYEE BENEFITS</i>	<u>\$260,590.00</u>	<u>\$305,897.70</u>	<u>\$331,057.33</u>	<u>\$344,899.00</u>	<u>\$355,246.01</u>
<i>STAFF DEVELOPMENT</i>	<u>\$30,000.00</u>	<u>\$40,000.00</u>	<u>\$70,000.00</u>	<u>\$70,000.00</u>	<u>\$55,000.00</u>
<i>MATERIALS AND SUPPLIES</i>	<u>\$30,000.00</u>	<u>\$40,000.00</u>	<u>\$50,000.00</u>	<u>\$55,000.00</u>	<u>\$60,000.00</u>
<i>OFFICE SUPPLIES</i>	<u>\$30,000.00</u>	<u>\$40,000.00</u>	<u>\$35,000.00</u>	<u>\$37,500.00</u>	<u>40,000.00</u>
<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$100,000.00</u>	<u>\$45,000.00</u>	<u>\$75,000.00</u>	<u>\$45,000.00</u>	<u>\$45,000.00</u>
<i>OFFICE EQUIPMENT</i>	<u>\$20,000.00</u>	<u>\$10,000.00</u>	<u>\$20,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<i>TESTING MATERIALS</i>	<u>\$10,000.00</u>	<u>\$ 12,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>
<i>INSURANCE</i>	<u>\$15,000.00</u>	<u>\$15,450.00</u>	<u>\$16,000.00</u>	<u>\$16,500.00</u>	<u>\$17,000.00</u>
<i>UTILITIES</i>	<u>\$20,000.00</u>	<u>\$20,600.00</u>	<u>\$21,250.00</u>	<u>\$22,000.00</u>	<u>\$22,000.00</u>
<i>RENT</i>	<u>\$200,000.00</u>	<u>\$300,000.00</u>	<u>\$375,000.00</u>	<u>\$375,000.00</u>	<u>\$375,00.00</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$10,000.00</u>	<u>\$13,000.00</u>	<u>\$15,000.00</u>	<u>\$20,000.00</u>	<u>\$20,000.00</u>
<i>TRANSPORTATION</i>	<u>\$80,000.00</u>	<u>\$120,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>	<u>\$140,000.00</u>
<i>MARKETING</i>	<u>\$10,000.00</u>	<u>\$10,300.00</u>	<u>\$11,000.00</u>	<u>\$11,500.00</u>	<u>\$12,000.00</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$87,000.00</u>	<u>\$95,000.00</u>	<u>\$103,000.00</u>	<u>\$106,000.00</u>	<u>\$109,000.00</u>
<i>PROFESSIONAL DEVELOPMENT</i>					
TOTALS	<u>\$1,818,590.00</u>	<u>\$2,044,137.70</u>	<u>\$2,275,282.03</u>	<u>\$2,277,272.94</u>	<u>\$2,310,401.21</u>

BUDGET NARRATIVE: Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$ <u>0</u>

ADDITIONAL NOTES:

SCHOOL AUDITS: PROGRAM AUDITS: GS 115C-238.29B(b)(6)

PROGRAM AUDITS GS 115C-238.29B(b)(6)

Cameron Creek Charter will conduct periodic self-evaluations ensuring that we are maintaining quality decision making, policy making, communication, and curriculum. The School Leadership Team will be responsible for measuring the overall effectiveness of our programs. The team will be responsible for bringing in resources to help analyze the overall effectiveness and implementing any necessary improvements.

Cameron Creek Charter will also conduct bi-annual satisfaction surveys to all staff, parents, and students. The surveys will include items that are vital to our mission such as safety, academic growth, and climate and environment impact. This data will be gathered and used by the School Leadership Team. The Leadership team will prepare reports to present to the Cameron Creek Charter Board of Directors.

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

At the end of each fiscal year Cameron Creek Charter will contract with a licensed North Carolina CPA to conduct an annual audit of Cameron Creek Charter's financial practices and records. In accordance with GS 115C-238.29F(f), Cameron Creek Charter will: (1) comply with the financial audits, audit procedures, and audit requirements adopted by the State Board of Education for charter schools; (2) Comply with the reporting requirements established by the State Board of education in the Uniform Education Reporting System; and (3) report at least annually to the State Board of Education the information required.

Cameron Creek Charter expects to retain (Subject to Board of Directors final approval) the firm of Rives and Associates, LLP to conduct our annual financial audit.

Name: Rives and Associates, LLP (Aaron Patel, CPA)
Mailing Address: 1023 West Morehead Street
Charlotte, NC 28208-5304
Telephone Number: (704) 372-0963
Fax Number: (704) 372-0963

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Safety

The safety of students and staff is a top priority of Cameron Creek Charter. The safety component of the Student – Parent Handbook will meet the health and safety requirement mandated by the Mecklenburg County School system as listed below:

1. Students Missing/Hiding/Runaway/Abduction/Hostage/Unwanted Intruder

- Notify the main office who contacts 911
- School Principal or designee implements a search of the school grounds and buildings
- Main office will notify the parent(s) listed on the student's Emergency Information Sheet
- School Principal will contact the teacher to get an accurate description of the student/abductor
- Teachers will be notified either through another employee or the P.A. system to remove students from areas deemed dangerous
- Work with law enforcement to determine additional steps

2. Student Possession of Weapon on School Grounds

- Identify the student and his/her location in the building or on the school grounds
- Notify Law Enforcement (911)
- Alert the School Principal or appropriate designee
- Student is asked to accompany a school employee to the Main office
- Ask student to surrender any weapons
- Call student's parent(s) and follow any disciplinary procedures

3. Emergency Closing of Schools

Based on information provided by staff, law enforcement, emergency services personnel, etc., the School Director or designee of Cameron Creek Charter will determine any work schedule and/or operational changes necessary due to inclement weather or other impending circumstances.

- The School Principal or appropriate designee of Cameron Creek Charter shall be authorized to close school if prevailing or potential hazards threaten the safety of students and employees.
- The School Principal shall use an automated phone system to contact partners in case of school closings or delays.

- The School Principal or his/her designee shall make public announcements and releases to news media in a timely fashion.
- When the School Principal or designee determines that the school opening should be delayed, the day for students will begin one or two hours later than the normal school schedule. School will be dismissed at the normal time.

When the School Principal or designee decides, in the best interest of the safety of students and staff, that school should be closed early, an emergency media announcement will also be made to area media stations, requesting that they announce the early closing immediately.

The School Principal or designee shall maintain sufficient staff at the school to handle supervision of children and emergencies until each student has been safely delivered to their home or caregiver.

Immunization of Students

Cameron Creek Charter will assure full compliance with all federal and state immunization requirements.

1. Upon enrollment, each parent/guardian must submit a copy of the student's Immunization Record and Birth Certificate.
 - If a student is not in compliance, a checklist of necessary immunizations will be given to the parent. The family will be referred to the Mecklenburg County Health Department.
 - Students lacking proper immunizations or a complete waiver within thirty (30) days of enrollment will be denied admittance until proof of immunization or a waiver is submitted.
 - All students participating in athletics must have a completed physical signed by a licensed health provider on file at the school.

2. Medicines and Medication of Students

Cameron Creek Charter requires the administration of any drugs or other medication provided for students to be under the supervision and direction of a person duly licensed to prescribe or administer such drugs or medication. This precaution does not preclude the administration of first aid by the school in the event of injury or accident.

If under exceptional circumstances a child is required to take oral medication during school hours, and the parent cannot be at school to administer the medication, only a person designated by the School Principal will administer the medication in compliance with the following:

- Written instructions signed by the parent to include the student's name, medication name, dosage, time to be administered, storing instructions, and parent's telephone number
- The responsibility of the School Principal or designee is to ensure the medication is stored in a secure location, maintain records of administration, have all release forms signed, and administer the medication.
- Cameron Creek Charter maintains the right to refuse or administer any medication(s).

ACCIDENTS:

All school personnel are to respond immediately and appropriately to student injuries and illnesses. School Principal and Teacher judgment is imperative in determining the services needed in such cases.

An Emergency Information Card shall be on file in the Main office for each student enrolled.

Cameron Creek Charter staff will be trained to provide CPR (Cardiopulmonary Resuscitation) and will be knowledgeable in simple first-aid procedures.

If emergency medical assistance is required, the Administrative Assistant will attempt to contact both the parents and the family physician, in addition to the ambulance service. If a student is injured or ill, his/her parents must come to the Main office to meet the student at the time he/she is to be excused.

Upon treatment by appropriate medical personnel, the School Principal or designee must fill out a Student Accident Report.

Fire and Safety Regulations

1. Cameron Creek Charter will maintain compliance with all applicable federal, state and municipal fire and safety regulations, and submit all inspections from authorities as required by law.
 - Fire lanes and exits must be clear at all times as well as hallways, landings, and stairs.
 - Any combustible materials necessary to the curriculum as well as those necessary for cleaning purposes must be properly stored in an orderly manner.
 - Any violations should be reported to the School Principal immediately.
2. It shall be the duty of the School Principal to inspect each of the buildings in his charge at least twice a month during regular school hours. This inspection shall be for the purpose of keeping the building safe from the accumulation of trash and other fire hazards.
3. The School Principal shall cooperate in every way with the authorized building inspector, electrical inspector, county fire marshal or other designated person making the inspections required.
4. The School Director shall conduct fire drills each month in accordance with legally mandated guidelines.

Food Inspections

Cameron Creek Charter shall adhere to all rules, regulations, and policies set forth by the Mecklenburg County Health Department concerning food handling, inspections, and storage as well as preparation.

Hazardous Chemicals

Cameron Creek Charter will maintain compliance with all applicable federal, state, and municipal laws, regulations, and inspections regarding hazardous material and chemicals. The school will avoid the use of HM/C wherever possible. All HM/C shall be stored in designated areas only – no exceptions. Any violations of the above guidelines for HM/C shall be reported to the School Director immediately.

Blood-borne Pathogens

The purpose of this policy is to limit occupational exposure of employees to blood and other potentially infectious body fluids and materials that may transmit blood-borne pathogens and lead to disease or death.

Education regarding the risks of blood-borne pathogens will be provided to employees on an annual basis. Opportunities for interactive questions and answers will be available.

All blood and body substances are considered by medial authorities to be potentially infectious and are to be handled to prevent infectious agents. For this purpose, personal protective equipment, including latex glove, non-allergenic gloves, and a resuscitation mask, will be kept in each classroom and in the main office.

Any staff or student diagnosed with blood-borne diseases will be allowed to continue at school unless it is determined by a physician that the staff member or student is too ill or presents a health risk to others.

Diabetes care plans

Local school boards are required by the State of North Carolina to implement Senate Bill 911-G.S.115C-47 Care for School Children with Diabetes. Charlotte Learning Academy will implement and abide by all rules set forth in Senate Bill 911-G.S.115C-47. This new legislation mandates the adoption of guidelines for the development and implementation of diabetes care plans. The guidelines were developed by the State Board of Education, with input from the NC Diabetes Advisory Council and American Diabetes Association. The following procedures were adopted regarding the management of children with diabetes in the school setting:

- A parental request form to initiate an Individual Diabetes Care Plan.
- Parent/guardian responsibilities for the Individual Diabetes Care Plan.

The Individual Diabetes Care Plan – which includes the emergency action plan for conditions of low blood sugar (hypoglycemia) and high blood sugar (hyperglycemia), as well as information on the individual's blood sugar monitoring, insulin and oral medications, and food/exercise requirements.

- A Quick Reference Plan for Students with Diabetes.
- School responsibilities for the Individual Diabetes Care Plan.

Information and training will be made available to teachers and other school personnel in order to appropriately support and assist students with disabilities.

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

Comprehensive General Liability	\$1,000,000.00 per occurrence
Officers and Directors/Errors and Omissions	\$1,000,000.00 per claim
Property Insurance	Appraised value of the building and contents
Motor Vehicle Liability	\$1,000,000.00 per occurrence
Bonding	
Minimum amount:	\$250,000.00
Maximum amount:	The amount of funds received by the school in the previous fiscal year from state and local sources
Other	Boiler and Machinery – Replacement cost of the building Worker’s Compensation – As specified by Chapter 97 of the North Carolina General Statutes Umbrella Policy - \$5,000,000.00

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

The Cameron Creek Charter transportation plan is closely aligned with the school’s size and environment. Its students may be recruited and accepted from anywhere throughout the Charlotte-Mecklenburg area. At this time we cannot commit to door to door service, but selecting an accessible location will help reduce transportation costs. We hope that many of our students will be able to walk or car pool to school. However, for those parents of children who are at risk or who are from low income families that are unable to take part in the car pool program, it is important to provide a means by which these children can attend Cameron Creek Charter. The following options may include parent volunteers being sought to pick up and drop off children whose parents cannot take part in car pools. These children will arrive at school in the same manner as other children and will not be singled out. Also, public transportation can be used for older students. Finally, Cameron Creek Charter can use point-to-point transportation between the school and strategic cluster bus stops (through a school owned bus or under contract) as permitted by GS 115C-238.29F(h). We do not anticipate providing transportation to students who live within one and one-half miles of the school, or to students who reside in counties other than Mecklenburg County.

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

Name of the facility (if known): _____

Address: _____

City/State/Zip: _____

Description of the Facility:

Total square feet: _____
Number of Classrooms: _____
Number of Restrooms: _____
Other Rooms: _____
 Auditorium: _____
 Gymnasium: _____
 Music Room: _____
 Art Room: _____
 Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: _____
- (b) Type of Lease: _____
- (c) Rent: \$ _____ per month

Name of Landlord: _____

Address: _____

City/State/Zip: _____

Phone: _____

Fax: _____

Document inspections for the following:

- (a) Fire: _____
- (b) Safety: _____
- (c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.

Cameron Creek Charter will hire a full-time Maintenance/Custodial staff for the school.

Describe the method of finding a facility if one is not readily available at this time including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

Cameron Creek Charter has not yet finalized the facility location. The ideal space for Cameron Creek Charter is a free standing facility made to be occupied by a 400-500 student population. The estimated square footage is 49,000 square feet. The facility will be in compliance with all necessary health and safety requirements. Cameron Creek Charter's priority is to obtain a facility immediately upon approval. In assessing sites, we will make decisions that take into account cost and physical location. Our physical space will be based on the decision to execute academic achievement within the direction of a sound educational model. If a facility is not readily available, there are several potential options available to us.

Cameron Creek Charter is working in close connection with commercial real estate agencies to identify immediate and future long term space in the Charlotte-Mecklenburg area.

Cameron Creek Charter's contingency plan involves the use of Friendship Missionary Baptist Church, 3400 Beatties Ford Road Charlotte, NC 28216 as well as University Park Baptist Church, 6029 Beatties Ford Road Charlotte, NC 28216. We are in communications with Friendship Missionary Baptist Church and University Park Baptist Church to utilize their vacant facility in case we cannot immediately secure our own facility.

VI. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

Please attach to this application a return receipt, or other documentation, verifying the applicant's timely submission of a copy of this application to the LEA.

VII. APPENDICES (OPTIONAL)

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

VIII. SIGNATURE PAGE

The foregoing application is submitted on behalf of Cameron Creek Charter. The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Sylvia Cole

Position: Founder, Chairman of the Board of Directors

Signature: _____

Date:

Sworn to and subscribed before me this

_____ day of _____, 20_____.

Notary Public

Official Seal

My commission expires: _____, 20_____.

CAMERON CREEK CHARTER