

CHARTER SCHOOL APPLICATION

Springs Academy Charter School

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

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

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CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A **complete** application package must be received in the Office of Charter Schools by 12 noon on April 13, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Springs Academy Charter School
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Springs Academy Charter School
 HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS: Yes No X

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: Sharon Bell
 TITLE/RELATIONSHIP TO NONPROFIT: Springs Academy Board Member/Barium Springs Staff
 MAILING ADDRESS: PO Box 1
 PRIMARY TELEPHONE: 704-873-1011 ALTERNATE TELEPHONE: 704-872-4157
 E-MAIL ADDRESS: sbell@bariumsprings.org

Location Proposed Charter School (LEA): Iredell Statesville Schools

Conversion:

No: X

Yes: If so, Public or Private: ___

If a private school, give the name of the school being converted:

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

Description of Targeted Population:

The targeted population for Springs Academy Charter School will include students with behavioral and emotional issues that have struggled both academically, behaviorally, and socially in school settings often as a result of childhood trauma. We anticipate that most students will have involvement with Juvenile Justice, Child Welfare, and Mental Health. We also anticipate that up to 50% of the student body will include students with special needs.

Proposed Grades Served: K,01,02,03,04,05,06,07,08,09,10,11,12
 Proposed Total Enrollment: 38

Projected School Opening Year 2013 Month August

| School Year | Grade Levels | Total Projected Student Enrollment | Year Round |
|-------------|---|------------------------------------|------------|
| First | 03, 04,05,06,07,08,09,10,11,12 | 38 | N |
| Second | 03, 04,05,06,07,08,09,10,11,12 | 52 | N |
| Third | K, 01, 02, 03, 04,05,06,07,08,09,10,11,12 | 62 | N |
| Fourth | K, 01, 02, 03, 04,05,06,07,08,09,10,11,12 | 64 | N |
| Fifth | K, 01, 02, 03, 04,05,06,07,08,09,10,11,12 | 70 | N |

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

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

See Above

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

MISSION:

The mission of the proposed charter school is as follows:

The mission of Springs Academy Charter School to provide a safe, supportive and challenging educational environment that allows each student to achieve success.

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.

In preparing for the submission, meetings were held with LEA representatives, current charter schools, and current parents and students. Data regarding the effects of childhood trauma, delinquency, mental health issues, and family disruption on school success was also researched. Meetings with Iredell Statesville Schools and Mooresville Graded Schools took place in January and February 2012. Surveys of parents and students involved with juvenile justice, social service and mental health were surveyed about school needs in March 2012.

Thirty surveys were distributed and completed by families in the community including those receiving mental health and juvenile justice related services and having behavioral or emotional issues impacting their school performance. They were asked to identify the priorities for a school serving this population. Responses included: Education/Academics, Therapeutic/Counseling Services and Social/Emotional Skill Development. This group also identified providing an equal focus on therapy needs and academic needs, Small class size, and Hands on learning opportunities as key to student success. Eighty-seven percent of respondents indicated they would be interested in their child attending a school designed to meet their behavioral and emotional needs.

Twenty-five children and adolescents (grades K-12) described their desire for a specialized educational environment in which they could feel: Safe, Happy, In Charge, Excited, Determined, Proud, Smart, Confident, In Control, Friendly, Important, and Successful. They also identified being most successful in school: By writing it; By doing it; By hearing it, By reading it; When teachers work one on one with me I can understand the topic better; When staff help me cope with things outside of school and try to understand why I am angry then I can focus on my school work; When I am expected to be in compliance with rules first; When the teachers use examples that happen in the real world; When I can have a quiet place to work; When teacher show me instead of telling me; Pictures + Practice = Success!

Many children involved with social services, juvenile justice and mental health systems have experienced trauma. Many children may experience school related challenges while dealing with current or past trauma. Trauma may impact school performance and experiences such as: academic achievement, classroom behavior, and relationships. Specifically children dealing with the effects of trauma find it difficult to take on another person perspective, organizing narrative material, comprehension of cause and effect data, and reduced motivation among others. Trauma comes in many forms of abuse, neglect, life

threatening car accidents to any serious life event that overrides the child's ability to cope with the experience. Every year it is estimated that 5,000,000 new children are added to this list of significantly traumatized children. Of these children, up to 50% will develop long-term debilitating after-effects of the trauma, including learning problems in school. Some of the most serious effects of trauma come from child abuse, or betrayal by adults who a child must rely upon for basic needs and even survival.

SEE ATTACHMENT #1 Survey Results
SEE ATTACHMENT #2 RESEARCH FINDINGS

GOALS FOR THE PROPOSED CHARTER SCHOOL:

A 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 and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

GOAL 1: Students will utilize available supports to build resiliency skills to minimize the negative effects of past or future traumatic experiences.

Supports such as individual/family/group therapy for those with mental health and substance abuse issues will be provided in collaboration with Barium Springs. Therapists will be available daily during school hours for both scheduled and crisis appointments. Therapists will also be available at the school outside of school hours to meet the needs of parents and families. Trauma Focused Cognitive Behavioral Therapy (TF-CBT) will be one of the approaches used. TF-CBT addresses the negative impacts of abuse and other traumatic events by integrating several therapeutic approaches and by treating both the child and the non-abusing parent. Therapists and school staff will also train staff in the use of Cognitive Behavioral Intervention for Trauma in Schools (CBITS). CBITS is a school-based group and individual intervention designed for Middle School Students to reduce symptoms of posttraumatic stress disorder (PTSD), depression, and behavioral problems; improve peer and parent support; and enhance coping skills among students exposed to traumatic life events, such as community and school violence, physical abuse, domestic violence, accidents, and natural disasters.

Measurable objective 1: By June 2014, 80% of students participating in at least 16 weeks of TFCBT/CBITS will show significant improvement as measured by Child Behavior Checklist in one or more of the following areas: avoidance behaviors, problem behaviors, disassociation, anxiety, depression, interpersonal trust, social competence, or personal safety skills. 2: By June 2014, 70% of students participating in at least 16 weeks of TFCBT/CBITS therapy will show either academic improvement as measured by GPA or other academic assessment or a decrease in behavioral issues at school as measured by incident reports.

GOAL 2: Staff will utilize high quality, evidenced based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs will provide each student with the opportunities for success.

A key component of the education experience at Springs Academy Charter School will be the implementation of Response to Intervention (RTI) framework. This framework promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs.

Measurable Objectives: 1.) By June 2015, 90% of students will show progress between the Fall and Spring MAP test assessment. 2.) By June 2015, There will be a 75% success rate for the long range

academic goals established for each student by the end of the school year as measured by on-going assessment and observations. 3.)By June 2015, 100% of K-2 students reading below grade level when assessed using the STAR assessment will make progress by the end of the academic year.

GOAL 3:To provide an environment where every student is engaged in learning.

Student engagement is the extent to which all learners (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers, and parents that support learning. Engaged students have a higher attendance rate and the first step in school success is being present.

Measureable Objectives 1: January 2015, 75% of students will participate in extracurricular activities as evidenced by their regular attendance and participation. 2: 85% of students will show improved engagement as measured by the Motivation and Engagement Scale (MES) from the beginning of their first year until the end of their first year at Springs Academy Charter School. 3.) The average monthly attendance at Springs Academy will be 87%.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

We believe that the purpose, mission and goals of Springs Academy Charter School allow us to address all six of the legislated purposes for a charter school in North Carolina.

- (1) Improve Student Learning: Springs Academy is committed to providing a school environment that will strive to improve student learning and increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure.
- (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: The school will prioritize the integration of mental health counseling focused on the effects of trauma in students.
- (3) Encourage the use of different and innovative teaching methods: The school will jointly focus on academics and behavioral and emotional supports. This will be done by using the RTI framework for both academics and behaviors. Evidenced based will then be used to support the implementation of the plans. Teaching staff will be trained in academic areas as well as behavioral areas such as Teaching Family Model, Trauma Informed Care, etc.
- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site: Staff including teachers will be trained in the RTI model, Trauma Informed Care, and Student Engagement.
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system: Parents currently do not have a choice in the surrounding school districts to choose a school focused on serving this at risk population and utilizing this combination of modalities.

- (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: Response to Intervention requires the use of evidenced based approaches and requires an evaluation of the effectiveness of what is being provided to the student and is not based on rules or procedural requirements.

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

The targeted population for Springs Academy Charter School will include students with behavioral and emotional issues that have struggled both academically, behaviorally, and socially in school settings often as a result of childhood trauma.

Staff will provide a trauma informed approach to educating students. Treatment for trauma related mental health needs will be integrated into the school environment. Priority will also be placed on student engagement. Student engagement has been shown to decline as students progress through the upper elementary grades and middle school and Student engagement measures have been shown to correlate positively with achievement and negatively with the likelihood of dropping out of school. Another key component of the education experience at Springs Academy Charter School will be the implementation of Response to Intervention (RTI) framework. This framework promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. Academics will include the North Carolina Standard Course of Study however staff will utilize curriculum and strategies focused on providing students hands on opportunities to learn.

Behavioral modification techniques including the use of the Teaching Family Model will help teachers, staff, and students understand the cause of behaviors in the classroom, effective consequences for behaviors and replacement skills for negative behaviors. Keeping students challenged academically as well as providing them the supports needed to be ready to learn and excited to learn will allow each child the opportunity to achieve success in school.

IV.GOVERNANCE

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation will jeopardize the application review.

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

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Springs Academy
Mailing Address: PO Box 1
City/State/Zip: Barium Springs NC 28010
Street Address:
Phone:
Fax:

Name of registered agent and address:

FEDERAL TAX ID:

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

See Tax Exempt Status Letter Download

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:

- 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.

See Proposed EMO management agreement Download

- What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.
-
- Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students

-
- 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. An organizational chart showing the lines of authority should be included.
-

- 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.
-

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.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download
 - Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads
 - The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law. (G.S.143.318.9 et seq)
See Proposed By-laws Download
 - A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of incorporation Download
 - A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.
-

The School Board will be the governing body for Springs Academy Charter School. The Board will be responsible for hiring and all other personnel decisions related to Springs Academy Charter School. The School Board will be responsible for the fiscal oversight of the school, providing strategic direction, ensuring compliance with the charter, and overseeing the implementation of the school mission. Additionally, the Board will be responsible for ensuring compliance with all funding and oversight entities, ensuring the mission is carried out, and that the school is on track for meeting the goals and outcomes.

The Board will establish ad-hoc and standing committees as needed to assist with completing all roles and responsibilities. Ad-hoc and standing committees will be chaired by Board Members but may include staff, parents and community members in addition Board Members.

The Board will assess parent satisfaction at least annually through a parent satisfaction survey. Incentives will be used to encourage as many parents to complete the survey as possible. These results will be used to shape school goals and priorities.

At least every three years the school will review and update its strategic objectives, goals and plans. Parents, Staff and Community Members will be provided opportunities to participate in this process.

The Board will review data related to student outcomes at least two times a year. Data may include information received from the state reporting systems such as End of Grade Testing Results, AYP results, etc. Data may also include results of School wide initiative such as MAP testing and progress and Student Achievement.

As needed the School Board will hire consultants and evaluators to provide a more thorough and objective review of the schools operations.

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

The Board will engage the staff, advisory councils and families in the process of developing new school policies. Depending on the policy being developed, the board may request an ad-hoc committee of staff/parents/others be formed to draft a policy, may assign the initial stages of development to the advisory council or may ask staff to research and propose policy.

All policies will be voted on in scheduled meetings of the board and there will be an opportunity for public comment and feedback before the vote. All Board Members will consider the needs of the students as well as any external requirements while drafting and approving all policies.

- *Portray how the board will involve parents and community members in governing the school.*
-

Provisions are made in the bylaws for parents and community members to serve on the board and advisory council. Parents and Community Members will be made aware of open board and advisory council positions through the use of news articles, website, memos, personal communications from existing school board members.

All meetings of the School Board will be subject to the Open Meetings Law. All Board Meetings will be scheduled in advance and there will be an opportunity for public comment. Through the use of time for public comment, community members and parents will have an opportunity to shape the governance of school even if they are not currently on the school board.

Board Members will be expected to be actively engaged in school activities, including but not limited to Open House, Awards Ceremonies, Fundraising Initiatives, etc. This will provide parents more access to the School Board as well as providing them with the needed perspectives to make effect board decisions.

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

We believe that the success of Springs Academy Charter School is based on the ability to meet our measurable objectives. It is through these goals and measurable objectives that we will have a positive impact on the students served. Goals and objectives will be regularly reviewed and updated if needed. Corrective Actions will be implemented when school, students, staff are not meeting the established benchmarks.

Springs Academy Charter School will use the NC required assessments, MAP Testing, informal assessments/observations, formal classroom assessments to ensure students are on track for progress. We believe that for there to be academic progress in these areas, students also need to be fully engaged and any mental health needs attended to. Goals and objectives have been established to ensure these supports are in place and being fully utilized by staff and students.

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

There will be a conflict of interest statement in the bylaws and in the School Policy Manual. These policies will be reviewed and signed by Board Members annually. The policy manually will fully address the conflict of interest policy. These will include the following at a minimum:

At least annually, the School Board will review and update the conflict of interest policy and related disclosures. Please also see Policy Manual.

School Board Members will not be permitted to vote on matters which there may be a conflict of interest. Their abstention on these votes will be noted in the minutes.

Multiple quotes will be sought on purchases, renovations or services costing in excess of \$2000.

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

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

Admissions Policy

Eligibility:

Springs Academy is a tuition free public school. Admission is open to any North Carolina resident meeting the age requirements for admission, unless demand exceeds the number of spaces available under the Charter. Applicants will not be discriminated against because of race, ethnicity, national origin, gender or disability. The local board may refuse to admit any student who is suspended or has been expelled from a School due to actions that would lead to suspension or expulsion from a public School under G.S. 115C-391 until the period of suspension or expulsion has expired. (G.S. 115C-238.29B(b)(11)).

Application Process for New Students:

Applications will be available on the school website or by contacting the school. Applications will be accepted until the annual deadline. Incomplete applications will not be included in enrollment or lottery.

Returning Students:

Returning students are not required to reapply each year. However, Parents/Guardians of returning students must submit a Returning Student Commitment Form by the annual deadline.

Enrollment Priorities:

Springs Academy will provide priority enrollment to siblings of students admitted in previous enrollment periods.

Lottery:

If the number of applications exceeds the available slots, a lottery will be scheduled. The lottery date and time will be communicated to all applicants. The lottery will be conducted in a manner that allows all applicants equal access to the available slots. The lottery is open to the public.

If multiple birth siblings have applied and a lottery is scheduled, the last name will be entered into the lottery and if that name is pulled in the lottery, both siblings will be admitted.

All names will be entered into the lottery for the class/grade they are applying for. All names will be pulled during the lottery. When all open slots are filled the remaining names will be placed on a waiting list. Placement on the waiting list will be based on the order the names were pulled.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendix. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

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

Provide a detailed description of the overall instructional program, including the following:

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

Springs Academy Charter School will provide a combination of innovative and evidenced based approaches. The goal will be to offer an array of teaching methods and interventions that meet the social/emotional and academic needs of students that are affected by a history of abuse, exposure to violence, family dysfunction, and likely involvement with mental health, child welfare and juvenile justice.

A core piece of the model will be to implement the Response to Intervention Framework. Students will have on-going assessments both formal and informal to assist in the development of plans with goals for academic progress. The plan will be regularly reviewed and assessments will help to determine if students are progressing. If the interventions in the plan are not resulting and progress, plans can be modified and additional interventions added. The framework identifies three tiers that help to identify and structure the level of intervention and support provided. Because we are targeting an at risk population many with special needs already identified, we anticipate that we will serve more students in Tiers II and III than most schools.

SEE ATTACHMENT # 3 RTI MODEL

In addition to this framework educational curriculums and interventions that are hands-on and multisensory will be prioritized. Many students from backgrounds described above have identified learning needs and often have attention deficits. Hands-on multisensory approaches help keep students involved and engaged throughout the lessons.

The proposed programming also includes an equal focus on meeting the non-academic needs of students. These interventions focus on student engagement, behavior management, social skill

development and treatment for mental health needs. The use of trauma informed therapy approaches, implementation of the Teaching Family Model and the focus of teacher-student engagement although not specifically geared toward the academic needs of students will be key to being able to keep students enrolled in school, attending school and involved in school and more prepared to learn.

Maslow's Hierarchy of Needs showed us that before any individual can find success, achievement, fulfillment, or personal growth they must first have their basic life needs, psychological needs, and interpersonal needs met. This is very similar to our goal with children that have been abused, neglected or that have experienced other trauma.

SEE ATTACHMENT #4 THEORY FOUNDATION

- *Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.*
-

Class Structure and Teaching Approach: Multi-age classrooms will be utilized at Springs Academy. This will allow for students to be grouped together by developmental level and academic level. This approach allows us to serve a smaller overall population of students with small class ratios. A multi-age classroom also provides tremendous opportunity for students to develop necessary social and leadership skills. Springs Academy will implement the Response to Intervention approach. This will include regular observation and assessment of students. Plans will be developed to support students in the lowest level tier as possible. Ongoing observation and assessments will be conducted to see if interventions are working and supporting the student to make progress toward the established goals. Interventions that do not work, will be revised until the desired outcomes are achieved.

Curriculum and Courses of Study: Springs Academy Charter School will follow the NC Standard Course of Study but will utilize additional evidenced based curricula and educational theories to support our work with high risk students. For example in Language Arts, we plan to implement The Orton Gillingham approach in K-5 and the Wilson Reading Program in grades 6-12 to support the development of strong reading and comprehension skills for all students including at risk students. Both methods utilize a multisensory approach to reading and language skill development.

Daily Schedule: Each full day of school will begin by having breakfast available for students which will prepare them to learn. There will also be an opportunity for journaling. Journaling will support both their reading, writing and comprehension skill development but also their social and emotional skill development. There will also be a time for Community. This will be a school wide review of daily schedule, reminders of rules, class updates, etc. Community Time will allow students strengthen peer and adult relationships, participate in rule discussion/review, and be prepared for the academic day.

The students will then transition into academics. Each subject will last about 45 minutes. There will be an opportunity for small group activities which may include academic interventions, group therapy sessions, or other small group work. Lunch will be served at school or students may choose to bring lunch from home. Following lunch academics will continue. There will also be an opportunity for experiential learning each day and recreational therapy/physical education.

Pillars of School Culture and Instructional Methodology: We believe that every student has the potential to learn and the potential to succeed in school. We believe this is best accomplished by individualizing each students' experience as much as possible. Teachers will be required to not only plan and carry out individualized curricula to students but also to conduct on-going evaluation of its effectiveness.

Many high risk students require hands-on activities, experiential learning and multisensory approaches. Many of the curricula, including those referenced above will utilize multi-sensory methods. Teachers will implement hands-on activities as a method to facilitate learning. Experiential learning will be provided daily and will focus on both academic skills and social/emotional skill development. These activities will also be critical meeting student engagement goals.

A supportive and nurturing school environment is also critical to student success. For some students it is critical to feel safe/secure before trying new things to challenge themselves academically. Support services will be available each day and will be individualized to the students needs.

SEE ATTACHMENT #5 CURRICULUM AND COURSE OF STUDY
SEE ATTACHMENT #6 SAMPLE SCHEDULE

- *Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.*
-

Academic Goals for Springs Academy Charter School:

- 1.) 90% of students in grades 3-12 will show progress on their Measures of Academic Progress (MAP) assessment from Fall to Spring.
- 2.) 100% of K-2 students at or below grade level in math/reading when assessed using the STAR assessment will make progress by the end of the academic year.
- 3.) There will be a 75% success rate for the long range goals established for each student by the end of the school year as measured by on-going assessment and observations.
- 4.) There will be an average monthly attendance of 85%.
- 5.) 80% of students in grades 5-12 transferring to Springs Academy will have an increase in overall GPA at the end of the first semester at Springs Academy compared to the previous academic year.

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

Entrance requirements include: student meeting age requirements, having required immunizations, evidence of guardianship if not residing with parents, if entering 2nd grade or higher- students will have evidence of successful completion of the previous grade completed, and completion of all admission applications/documentations.

Springs Academy Charter School does intend to offer High School. We will offer both a general education and an occupational educational track. Both tracks will require 22 credits for High School Graduation.

SEE ATTACHMENT #5 GRADUATION REQUIREMENTS

- *The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.*
-

The proposed calendar provides for 185 days of instruction. Holidays and Workdays have been planned to minimize disruptions to the grading periods, and schedule. Half days may be included to allow time for staff development.

2013-2014 Springs Academy Charter School Proposed School Calendar

August 2013 (TOTAL DAYS OF SCHOOL: 5 Days)
 20-23 Teacher Workdays
 26 First Day of School
 September 2013 (TOTAL DAYS OF SCHOOL: 20 Days)
 2 Holiday LABOR DAY
 October 2013 (TOTAL DAYS OF SCHOOL: 22 Days)
 21 TEACHER Workday
 31 End of 1st Grading Period
 November 2013 (TOTAL DAYS OF SCHOOL: 16 Days)
 1 Teacher Workday
 11 Holiday--- Veterans Day
 27-29 Holiday--- Thanksgiving
 December 2013 (TOTAL DAYS OF SCHOOL: 15 Days)
 23-31 Holiday--- Winter Break
 January 2014 (TOTAL DAYS OF SCHOOL: 18 Days)
 1-3 Holiday--- New Years
 20 Holiday--- Martin Luther King Jr
 24 End of 2nd Grading Period
 27 Teacher Workday
 February 2014 (TOTAL DAYS OF SCHOOL: 19 Days)
 17 Teacher Workday
 March 2014 (TOTAL DAYS OF SCHOOL: 20 Days)
 14 Teacher Workday
 April 2014 (TOTAL DAYS OF SCHOOL: 16 Days)
 3 End of 3rd Grading Period
 4 Teacher Workday
 18-25 Holiday--- Spring Break
 May 2014 (TOTAL DAYS OF SCHOOL: 21 Days)
 26 Holiday--- Memorial Day
 June 2014 (TOTAL DAYS OF SCHOOL: 13 Days)
 18 LAST DAY OF SCHOOL END OF SCHOOL and End of 4th Grading Period

- *A concise description of any evaluation tool or test, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*

In addition to state and federally mandated tests, Springs Academy Charter School will utilize Measures of Academic Progress (MAP) testing in grade 3-12. Test results are used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, place new students into appropriate instructional programs and groups. MAP Test are aligned to state and federal testing standards.

Student test results are maintained for previous tests, so teachers and parents can monitor the growth of individual students over time. Students are tested in three main subject areas:

Reading
 Language Usage
 Mathematics

Grade K-2 will utilize STAR Math and Reading Tests. These tests will help teachers know if students are developing the skills necessary in these key academic areas. These assessments are aligned with the NC Standard Course of Study and the data from the assessments can be used in lesson planning.

SEE ATTACHMENT # 5 CURRICULUM AND CORE STUDY

- *Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.*
-

All staff will be trained in Response to Intervention Framework and in any evidenced based curricula that they will be involved in implementing. All staff will be trained in working with children that have experienced trauma and how the teacher and school environment can support them in learning to cope with their past trauma. Staff will also be trained in the keys to student engagement. Staff will be trained in each of the assessment tools they will be responsible for administering, reviewing and planning from.

Springs Academy will use a combination of on-site and off-site training. Over time, we hope to train staff to train certain topics internally.

Additional training in crisis response and understanding/responding to behaviors will also be required.

- *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.*
-

The RTI process requires ongoing assessment and observation. Based on the assessments and observations staff will implement evidenced based teaching strategies to meet the goals established based on the assessment and observation. Staff will monitor the progress being made based on the interventions. If the interventions are not working, staff will work together along with families and students to identify further supports and services that can be implemented to help them meet the goals.

Additional supports available to students will include access to behavioral and mental health services if appropriate, individualized instruction, and opportunities for additional academic support after school by teachers/ volunteer mentors. Further evaluation, psychological testing, or occupation/physical therapies will also be coordinated as needed.

Informal, Formal and Formative Assessments will continue to be implemented to monitor and track progress.

SEE ATTACHMENT # 3 RTI MODEL

- *Details in how the proposed charter plans to involve parents and community members within the school.*
-

All parents will participate in an orientation prior to the first day of school in the student's first year of attendance. Open House and Curriculum Night will be scheduled each year during the month of August. Parents will receive information on the goals, priorities and initiatives for the school year relating to curriculum and other school activities. Parenting programs such as Parenting Wisely or Strengthening Families will be scheduled throughout the year and will be provided in the school

setting. These programs will provide parents with discipline and parenting support and guidance. For families in need of family therapy, a therapist will be available in the school setting with hours available during the afternoons and evenings.

Recreation and Physical Education will take place at the YMCA which is located on the same campus as Springs Academy. The school will be located on the campus of Barium Springs. The school will collaborate with Barium Springs regarding the use of volunteers. Barium Springs will screen volunteers and work with the school to identify potential volunteer opportunities. Anticipated volunteer opportunities include facility improvements such as landscaping, painting, decorating, and cleaning; academic supports such as tutoring, reading buddies, and preparing educational activities; supplemental activities such as concerts, extra curricular, and recreation activities.

- *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*
-

As described already the school will utilize a Response to Intervention method for identifying the individual needs of students in the school. This will be utilized for all populations regardless of the presenting issues. This process will be facilitated by all staff and monitored by the Exceptional Children's Coordinator and Principal.

The RTI process requires ongoing assessment and observation. Based on the assessments and observations staff will implement evidenced based teaching strategies to meet the goals established based on the assessment and observation. Staff will monitor the progress being made based on the interventions. If the interventions are not working, staff will work together along with families and students to identify further supports and services that can be implemented to help them meet the goals. This approach can be used for gifted students, at-risk students, English language learners and students with other needs.

- *Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.*
-

Extra Curricular Activities will be developed based on the interests of the students and annual goals of the school. Anticipated activities include:

ECO Club: Will provide opportunities to interested students related to environmental issues and causes. Activities may include recycling programs, gardening, recommending school policies and practices regarding conservation, recycling, etc.

Yearbook: Will provide opportunities for students interested in photography, writing, and printing. Students will be responsible for taking and collecting photographs at school events as well as working with staff on the layout and design on the yearbook.

Outdoor Adventures: Students will participate in outdoor recreation and teambuilding activities such as hiking, ropes courses. Activities will promote physical activity as well as social skill development.

Healthy Living Club: Participants will have opportunities to participate in exercise activities at the local YMCA such as swimming, running, weightlifting, etc. Participants will also learn about healthy eating by discussing topics with a nutritionist and helping to plan menus.

Therapeutic Groups: Group Therapy sessions will be organized with a licensed therapist. Group types and and topics will be based on student needs and interests but may include substance abuse groups, anger management groups, etc.

Life Skills Groups: Interested High School Students will participate in extracurricular activities that will help prepare them for life after high school. Specific discussions and topics will vary based on students needs but may include applying for a job, applying for financial aid for college, completing college applications, etc.

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.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

Springs Academy Charter School will employ on Exceptional Children's Coordinator. This position will be responsible for ensuring that all students identified with special needs will receive the necessary services mandated under all applicable federal legislation including the Individuals with Disabilities Education Act and all applicable state legislation. The Exceptional Children's Coordinator will be responsible for ensuring that all Individualized Education Plans are written and updated as required and that the school is providing the interventions to provide for the greatest likelihood of success. Services and interventions will be provided as much as possible during the course of regular classroom instruction/activities. However, students may receive individual instruction when needed. Some services such as Testing and Educational/Physical/Occupational Therapies will be provided through contracted providers and agencies. The Exceptional Children's Coordinator will be responsible for updating the service plan, ensuring parent/family involvement in the development of the plan and for evaluating the effectiveness of the interventions.

Springs Academy Charter School will fully implement the Response to Interventions model. Use of RTI will help to ensure that children who need exceptional children's services get them quicker and those that can support without an IEP can do so and receive good outcomes as well.

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

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Grievance Process:

Parents or Guardians will be provided a copy of the grievance policy prior to the first day of school as part of the school handbook.

Parents are encouraged to share concerns with decisions made by school staff and board. Parents should schedule meetings with Teachers and school administrative staff in advance to avoid disruption of school activities.

Concerns regarding classroom decisions should be directed to the teacher most able to respond to the concern. If concerns are not addressed to the parent's satisfaction or if the concern is regarding an administrative decision, the parent may discuss the concern with the Principal. If the parent is unsatisfied with the response at this level, the parent may write a letter to the School Board President, detailing the decisions made, the reason for concern and requesting reconsideration of the decision by the school board. The school board will review the request for reconsideration at the next scheduled board meeting or at a specially called meeting if necessary.

The decision of the board will be final and will be communicated to the parent within 48 hours.

See Student handbooks and other policies governing student conduct and discipline Download

TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

See Time Line Download

PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- *Provide a detailed description of the existing private school's financial status.*

- *Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).*

- *Depict and analyze the current enrollment trends of the school over the past three academic years.*

- *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.*

- *Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.*

VI. BUSINESS PLAN

PROJECTED STAFF:

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

| Position Name | Job Description |
|----------------------|---|
| --Administrator(S) | The Principal will be responsible for all day to day operational of the school. This includes the supervision of all staff, students, and curriculum implementation. The Principal will enforce policies/procedures. An Exceptional Children's Coordinator will be employed and will be licensed/credentialed to supervise/administer services to children with special needs. The EC Coordinator will ensure that all students with special needs receive services outlined under state and federal law. |
| --Clerical | One support staff will be employed to manage student records, coordinate the student lunch program, provide administrative support to classroom and administrative staff and serve as the receptionist for parents and visitors to the school. |
| --Teachers | Teachers will be employed to lead the implementation of approved curriculums through lesson planning and instruction. Teachers will be responsible for the preparing students for assessments, administering assessments, and providing any remedial education needed. Teachers will maintain ongoing communication with parents as well. Teachers will be responsible for classroom management and student behaviors. |
| --Librarians | N/A |
| --Guidance | The School will not employ Guidance Counselors, however, through a relationship with Barium Springs, will have Licensed Clinicians to provide therapy and related support services to students. Services will be accessible in the school building and will be available during and after school hours. |
| --Teacher Assistants | Teacher Assistants will support the work of the Teachers. Teacher Assistants will work with students one on one and in groups. They will carry out the curriculum and lesson plans developed by the teachers. Teacher Assistants will also aide in the managing of classroom behaviors. |
| --Custodian | N/A Custodian Services will be provided through contracted cleaning services and under the lease arrangements with Barium Springs. |
| --Maintenance | N/A Maintenance Services will be provided through Barium Springs Maintenance staff and under the lease arrangements with Barium Springs. |
| --Food Service | A Food Services Specialist will be employed to plan menus, prepare meals and to serve students each day. This position will be responsible for the completing and submitting all Food Program Reports as well. |
| --Bus Driver | N/A |
| --Other | N/A |

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

All applications will be submitted to the Human Resources Department for Barium Springs. The HR Director will screen all resumes received to determine which applicants meet the minimum standards for

the position. All applicants that meet the minimum requirements will be forwarded to the Principal at Springs Academy. The Principal will review the information and identify the applicants to prioritize for further screening and possible interviews. The Administrative Coordinator will conduct a phone screening and will set up interviews with the Principal and/or other identified staff. Applicants will participate in at least two interviews one of which must include an observation of school activities related to the position applied for. This will provide an opportunity to see if the philosophy and mission of the school may be a good match for the applicant.

Once hired, the supervisor will work with the new employee will further review the philosophy and mission of the school and develop a supervision and training plan for the first 90 days of employment. At the completion of the initial 90 days, each new staff will be evaluated. The evaluation will consist of the same elements from the job description as well as items relating mission, vision and philosophy. Feedback will be sought from co-workers, school board, advisory council members, parents/students, and data collected related to the individual's performance such as assessment scores, attendance, etc.

The development and supervision plan will be updated based on the results of the evaluation. Staff that are not determined to be a good fit either because of performance issues or issues with implementing and carrying out the mission and philosophies of the school may be terminated at this time. Termination will require the review and approval of the School Board.

Evaluations will take place annually of the anniversary of hire and will follow the same process. Pay increases will be based upon the outcomes of annual evaluations. A new development and supervision plan will be updated upon the completion of the annual evaluation.

Supervision plans will describe the frequency supervision will occur, the methods in how it will be provided and will focus on developing key areas of the individual staff development needs. Supervisors may also work with the employee to identify school or board mentors that may provide additional support to the employee regarding the development areas. Ongoing training opportunities will be provided internally and staff will have opportunities to participate in additional training off-site. Priority training topics include topics related to Response to Interventions, training on Assessments such as MAP Testing, Working with traumatized students, and Student Engagement.

Each departing staff regardless of the reason leaving the school, will be asked to complete an exit questionnaire. This will provide the school feedback on how to improve as an employer, how to further develop supervision/mentoring, and provide a better experience for employees. Data collected will be reported at least annually by the School Board.

The School Board will be responsible for the hiring, evaluating and if necessary the termination of the Principal.

Also include the following information for the proposed charter school:

- *Process to advertise for and employ members of the school*

All positions will be posted internally and externally. Internal postings will be sent via email to all Charter School staff and will be posted near employee mailboxes. External postings will be advertised on career related websites such as Career Builder. Recent college graduates will also be recruited by posting applicable positions with colleges/universities and through participation in job fairs. Positions will also be advertised with Charter School advocacy/resource agencies, education networks/resource networks, etc.

Additional recruiting measures may be utilized to broaden the demographic make-up of staff, to bring

specific skills/knowledge to the school, etc.

- *Procedures for grievance and/or termination*
-

Employee Grievance Processes will be fully outlined in the Employee Handbook/Policy Manual. However, employees will be expected to address their concerns with the person with whom they have a concern, except if that involves harassment or other related concerns. If this is not addressed satisfactorily, the employee may then address the concern with their supervisor. If the concern is not addressed to their satisfaction after the review by the Principal, the employee may submit a written grievance to the School Board. The School Board will review the grievance at the next scheduled Board Meeting. The Board will review applicable information, conduct interviews as needed and will make a final decision in a timely manner. The President of the Board will notify the staff filing the grievance of any decisions made.

The Process for Termination will be included in the Employee Handbook/Policy Manual. Terminations may be carried out by the Principal with approval of the School Board in the following situations:

The staff has received two or more written warnings on the same issue or three or more on different issues.

The staff has violated one or more policies or code of conduct rules in which it is stated termination may occur immediately if violated.

The staff has failed to satisfactorily complete their evaluation period.

The staff has failed to maintain satisfactory performance or make required improvements within the time period.

In the event that it is the Principal that needs to be terminated this will be determined by the full board at a Scheduled School Board Meeting. The Principal will be notified upon the decision of the School Board.

- *Sample employment policies to be implemented by the proposed charter school*
-

Welcome

Welcome to Springs Academy Charter School. The Board, families and staff welcome you as a staff member. Springs Academy provides a free public education and operates a charter school under the North Carolina Department of Public Instruction.

Vision

It is the vision of Springs Academy Charter School that every student regardless of life experience will reach their full potential academically, socially, emotionally, and civically.

Mission:

The mission of Springs Academy Charter School to provide a safe, supportive and challenging educational environment that allows each student to achieve success.

Goals:

The goals of Springs Academy Charter School are:

Students will utilize available supports to build resiliency and skills to minimize the negative effects of past or future traumatic experiences.

Staff will utilize high quality; evidenced based instruction and intervention that are matched to students' academic, social-emotional, and behavioral needs will provide each student with the opportunities for success.
Students will be actively engaged in learning.

See Attached Manual

- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*

The school will not utilize an Education Management Organization. When it creates efficiency or other benefits and is approved by both the Charter School and Barium Springs Boards, they may share support functions related to Human Resources, Finance/Accounting, Information Technology, etc

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

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

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

Springs Academy Charter School will prioritize hiring certified teachers when at all possible. At a minimum, the school will meet public charter school legislation which requires state certification by at least 75 percent of teachers in elementary schools and 50 percent in middle and high schools. Public charter school teachers will follow NCLB requirements for highly-qualified staff, which include a bachelors degree and demonstrated subject-matter competence.

Springs Academy will seek opportunities to promote job opportunities at university job fairs focusing on education graduates. Springs Academy will also work with local colleges and universities to provide student teaching and other internship opportunities.

See Qualification Required for Individual Positions Download

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

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

As of March 2012 the demographics reported on the Iredell Schools Website show that 14% of their Student Body is Black/African American, 70% is White/Caucasian, 10% is Hispanic, 3% is Asian and 3% is identified as other.

The proposed Charter School will be located on the campus of Barium Springs in Iredell County NC. We anticipate that although not a requirement, many of the students that enroll in the school will be receiving services at Barium Springs. We anticipate that of all the services at Barium Springs, most referrals for the school will come from Residential/Group Homes and Foster Care. The demographics as of March 2012 at Barium Springs for these services in and around Iredell County was 26% Black/African Americans, 65% White/Caucasian, 5% Hispanic, and 4% Other.

Although we have identified already that we anticipate most students residing at Barium Springs, we will also market the school to specific populations and communities to ensure that our population is diverse and reflective of the Iredell Statesville demographic composition and to ensure a broader access to services at Springs Academy. We will provide marketing materials and other opportunities to learn about the school to families served by community agencies such as Mi Familia. Mi Familia is a local agency committed to serving the Hispanic Community in Iredell County through services such as mentoring, tutoring and counseling programs. Mi Familia is also located on the campus of Barium Springs.

Demographic information will be tracked and reported at least annually to the School Board and Advisory Council. The School Board, and Advisory Council will utilize this information to identify new marketing priorities.

The school will also work to employ a group of staff that is reflective of the demographic makeup of the community and local school systems. Data of employee will also be tracked and reviewed at least annually.

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. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

Marketing efforts will be the responsibility of the School Board, Advisory Councils and School Staff. Marketing efforts will be ongoing throughout the school year. The school will utilize opportunities to publicize school events and accomplishments through local media outlets such as newspaper, radio and television.

Marketing materials will be developed and will include information such as school mission, outcomes, curriculum, extracurricular opportunities, and supports unique to the charter school. Marketing materials and enrollment forms will be produced in languages spoken throughout the Iredell County community. All publications will include photos and other visuals that are reflective of the communities we are looking to serve including those of different race, ethnicities and abilities.

We will run advertisements in local newspapers and through social media outlets. We will also utilize relationships with local organizations serving the targeted population in the community such as Mi Familia, Boys and Girls Club, YMCA, etc. We will participate in local community events such as Pumpkin Fest, Arbor Day Celebrations, etc. to provide information about the school. We will also provide marketing information to community providers serving the same populations as the targeted population.

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?

We reviewed the current population and projected population residing in the Barium Springs group home facilities. While there is no requirement that every child attend or that Springs Academy will only admit clients from these facilities, we anticipate that most students will come from these facilities.

While we will strive to make the school break even or approach a break-even point, Barium Springs will be prepared to utilize endowment dollars to support the deficit as the school is being established in the first several years. We believe the dollars that Barium Springs will subsidize in the initial year equates the current subsidy provided by Barium Springs to subsidize educational related costs for far fewer children. The subsidy will be covered by the operating fundraising dollars and the endowment. As requested by the Springs Academy Charter School Board, Barium Springs will also lend support in writing foundation/state/federal and other grants.

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.

Spending priorities for Springs Academy Charter School are aligned with the vision, mission and goals of the school. The largest portion of the budget will be spent on personnel and personnel related costs. Staff Development will be a top priority and training topics will be focused on the key concepts identified in the vision, mission and goals such as Response to Intervention Framework, Student Engagement and Trauma informed classroom practices and awareness.

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH
STUDENTS WILL PROBABLY
COME

List LEA #1 - 490

List LEA #2 - 491

List LEA #3 - 000

| Grade | 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 |
| Kindergarten | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 5 | 0 | 0 |
| Grade 01 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 |
| Grade 02 | 0 | 0 | 0 | 4 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 |
| Grade 03 | 3 | 0 | 0 | 3 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 |
| Grade 04 | 3 | 0 | 0 | 4 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 |
| Grade 05 | 4 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 |
| Grade 06 | 6 | 1 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 4 | 1 | 0 | 4 | 1 | 0 |
| Grade 07 | 5 | 0 | 0 | 6 | 1 | 0 | 4 | 1 | 0 | 5 | 0 | 0 | 6 | 0 | 0 |
| Grade 08 | 5 | 0 | 0 | 4 | 1 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 6 | 0 | 0 |
| Grade 09 | 4 | 1 | 0 | 5 | 0 | 0 | 6 | 0 | 0 | 6 | 0 | 0 | 5 | 1 | 0 |
| Grade 10 | 4 | 0 | 0 | 5 | 0 | 0 | 5 | 1 | 0 | 6 | 0 | 0 | 6 | 0 | 0 |
| Grade 11 | 1 | 0 | 0 | 4 | 0 | 0 | 5 | 0 | 0 | 5 | 0 | 0 | 6 | 0 | 0 |
| Grade 12 | 1 | 0 | 0 | 2 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 5 | 0 | 0 |
| LEA Totals | 36 | 2 | 0 | 50 | 2 | 0 | 60 | 2 | 0 | 63 | 1 | 0 | 68 | 2 | 0 |
| Overall Total Enrollment | 38 | | | 52 | | | 62 | | | 64 | | | 70 | | |

Budget: Revenue Projections 2013-14 through 2017-2018

| INCOME: | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|------------------------|-----------|-----------|-----------|-----------|-----------|
| REVENUE PROJECTIONS | | | | | |
| -State ADM Funds | \$160,835 | \$232,318 | \$276,994 | \$285,929 | \$312,735 |
| -Local Per Pupil Funds | \$50,844 | \$69,576 | \$82,596 | \$85,632 | \$93,660 |
| -Federal Funds | \$69,331 | \$87,576 | \$102,173 | \$102,173 | \$102,173 |
| -Grants* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Foundations* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Private Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| -Other Funds* | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL INCOME | \$281,010 | \$389,470 | \$461,763 | \$473,734 | \$508,568 |

*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.

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.

Year 1:

State ADM: 38 Students X \$4467.65 = \$160835
Local Per Pupil Funds: 38 Students X \$1338 = \$50844
EC Funds: 19 Students X \$3649.02 = \$69331

Year 2:

State ADM 52 Students X \$4467.65 = \$232318
Local Per Pupil Funds: 52 Students X \$1338 = \$69576
EC Funds: 24 Students X \$3649.02 = \$80278

Year 3:

State ADM: 62 Students X \$4467.65 = \$276994
Local Per Pupil Funds: 62 X \$1338 = \$82956
EC Funds: 28 Students X \$3649.02 = \$102173

Year 4

State ADM: 64 Students X \$4467.65 = \$285929
Local Per Pupil Funds: 64 X \$1338 = \$85632
EC Funds: 28 Students X \$3649.02 = \$102173

Year 5

State ADM: 70 Students X \$4467.00 = \$312735
Local Per Pupil Funds: 70 X \$1338 = \$93660
EC Funds: 28 Students X \$3649.02 = \$102173

In addition we expect to be eligible for additional funds such as Title I, IDEA, School Food Program, PRC 36, etc. This will help to cover the gaps. Barium Springs upon approval annually, will provide fiscal support of school operations that do not have other sources of funding.

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

| BUDGET EXPENDITURE PROJECTIONS | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Personnel Total # Of Staff | 5.5 | 7 | 8.5 | 8.5 | 9 |
| And Projected Costs | \$226,000 | \$278,000 | \$335,500 | \$355,500 | \$368,500 |
| --Administrator(S) | 1 | 1.5 | 2 | 2 | 2 |
| --Clerical | .5 | .5 | .5 | .5 | 1 |
| --Teachers | 3 | 3 | 3.5 | 4 | 4 |
| --Librarians | 0 | 0 | 0 | 0 | 0 |
| --Guidance | 0 | 0 | 0 | 0 | 0 |
| --Teacher Assistants | 1 | 2 | 2.5 | 2 | 2 |
| --Custodian | 0 | 0 | 0 | 0 | 0 |
| --Maintenance | 0 | 0 | 0 | 0 | 0 |
| --Food Service | 0 | 0 | 0 | 0 | 0 |
| --Bus Driver | 0 | 0 | 0 | 0 | 0 |
| --Other | 0 | 0 | 0 | 0 | 0 |
| Employee Benefits | \$67,009 | \$83,584 | \$96,730 | \$96,730 | \$109,419 |
| Staff Development | \$2,000 | \$3,000 | \$4,000 | \$4,000 | \$6,000 |
| Materials And Supplies | \$2,000 | \$2,500 | \$2,500 | \$2,500 | \$2,500 |
| Office Supplies | \$2,000 | \$2,000 | \$3,000 | \$3,500 | \$3,500 |
| Instructional Equipment | \$2,000 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| Office Equipment | \$0 | \$0 | \$1,000 | \$1,000 | \$1,000 |
| Testing Materials | \$3,500 | \$4,500 | \$4,500 | \$4,500 | \$6,000 |
| Insurance | \$8,000 | \$8,000 | \$10,000 | \$10,000 | \$10,000 |
| Utilities | \$0 | \$0 | \$0 | \$0 | \$0 |
| Rent | \$23,500 | \$23,500 | \$23,500 | \$23,500 | \$23,500 |
| Maintenance & Repair | \$0 | \$0 | \$0 | \$0 | \$0 |
| Transportation | \$500 | \$500 | \$500 | \$500 | \$500 |
| Marketing | \$1,000 | \$2,000 | \$3,000 | \$3,000 | \$1,500 |
| Food/Cafeteria Supplies | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Development | \$1,000 | \$2,000 | \$3,000 | \$4,000 | \$4,000 |

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| BUDGET EXPENDITURE PROJECTIONS | | | | | |
| TOTALS | 5.50 \$338,509 | 7.00 \$412,584 | 8.50 \$490,230 | 8.50 \$511,730 | 9.00 \$539,419 |

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

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.

Personnel: We will seek additional funds to assist in bringing the EC director on sooner. The Other Personnel includes substitute coverage. Benefits include medical, retirement, and social security.

Rent assumes rate of \$3.14 per square foot per month. Rent includes utilities, maintenance, and property insurance.

Staff Development and Professional development projections include trainings for preservice, inservices, ongoing professional development and related costs.

Insurance expenses are for items listed on civil liability and insurance page.

Transportation expenses are for field trips, or times when students require transportation.

Although therapy is referenced in the proposal, it is not included in the Springs Academy Budget. This will be an integral part of the program, but it will be provided by Barium Springs. Barium Springs will bill appropriate insurance or other funding streams for these services.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

| | |
|--------------------------------|-----------------|
| <i>Cash on Hand</i> | <u>\$\$0.00</u> |
| <i>Certificates of Deposit</i> | <u>\$\$0.00</u> |
| <i>Bonds</i> | <u>\$\$0.00</u> |
| <i>Real Estate</i> | <u>\$\$0.00</u> |
| <i>Capital Equipment</i> | <u>\$\$0.00</u> |
| <i>Motor Vehicles</i> | <u>\$\$0.00</u> |
| <i>Other Assets</i> | <u>\$\$0.00</u> |
| TOTAL | <u>\$\$0.00</u> |

ADDITIONAL NOTES:

NA. Barium Springs may assist with covering gaps. In addition Springs Academy Charter may consider having a line of credit.

See Financial Statements Download

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

Springs Academy Charter School will establish an ongoing Continuous Quality Improvement/Quality Management Team. This will include members of staff, school board, advisory board, parents and students. They will review approved outcome goals, NC testing results, survey results, and other information established by the team. Meetings will occur at least bi monthly and will be set at the beginning of each academic year.

School staff will be responsible for tracking data and preparing reports for review at the meetings. Any items that are not on track will be identified and prioritized for discussion at the meeting. The purpose of the discussion will be to review and understand the data as well as to determine appropriate strategies for corrective action. The team will review the status of previously approved corrective

actions and their impact on data since implementation. The Team will also review success and make recommendations to school administrative staff and school board for commendations.

At least annually the School Board will audit the following programmatic areas of the school: Curriculum/Instruction, Student Achievement, Student Engagement and Parent/Student Satisfaction. At the discretion of the school board the School may contract with outside entities to conduct additional program audits.

See Program Audit Download

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

Springs Academy Charter School will comply with the financial auditing requirements established by the State Board of Education and the NC Local Government Commission.

We intend to retain Potts, Combs, Rhyne and Teague P.A.
PO Box 1189
Statesville, NC 28687
704-878-9541

Potts, Combs, Rhyne and Teague P.A. will complete the contracting process required by the NC Local Government Commission.

See Letter from Auditor Download

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

| | |
|---|------------------------------|
| Comprehensive General Liability | \$2,000,000 |
| Officers and Directors/Errors and Omissions | \$1,000,000 |
| Property Insurance | \$500,000 |
| Motor Vehicle Liability | \$1,000,000 |
| Bonding | \$500,000 |
| Minimum amount: | \$250,000 |
| Maximum amount: | \$500,000 |
| Other | Sexual Abuse and Molestation |

If you, as an applicant, have already received quote from an insurance organization, please provide a copy within the appendices.

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

We anticipate that in the first several years of operation that most of the students will reside within walking distance to the school or will have access to transportation by parents or foster parents. The school will also have minivans accessible to transport students to/from field trips as well as on a case by case base to/from school.

As enrollment grows to include students from a wider geographic area, the school will plan for transportation including the purchase and use of appropriate school buses and employment of bus drivers. Prior to the availability of transportation staff will provide support to parents by providing opportunities for parents to network and coordinate transportation with other parents living or working near them.

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 structural 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.

The facility is located on the campus in Barium Springs. We believe the facility will fully meet the requirements to serve as a Charter School in 2013-2014 and in fact was an approved school location for Iredell Statesville Schools during the 2005/06-2008/09 school years.

The facility includes multiple classrooms, offices, and conference rooms. The facility is also equipped with a commercial kitchen for meals to either be prepared in or served from. The kitchen is attached to a dining room equipped with tables and chairs for family style eating.

Classrooms range in size from 250 square feet to 350 square feet. Classrooms are already equipped with desks and chairs. Offices are located throughout the school building which will allow administrative staff and support staff to be available in crisis situations and to be actively involved with students throughout the school day.

There is one locked time out room meeting all applicable rules and regulations for the isolation of students who are presenting a risk to themselves or others. Although this room is used only as a last resort, it does provide the opportunity to serve students that are often thought to have behaviors too extreme to be served in a traditional school setting. All school personnel will be trained on the proper use of this room.

The total square footage available in this space is 15500. We anticipate using approximately half of this space in the first year.

Outdoor recreation areas are available directly behind the school, including a soccer and a baseball field. By

the start of the 2013/2014 school year a therapeutic park will be built on the campus of Barium Springs. The park will be located within a short walk from the school and will include additional recreation spaces. A small basketball court is also available in close proximity to the school. Gymnasium space is available at the YMCA, also located on the campus of Barium Springs. More detail is provided below regarding the space available at the YMCA.

A staff resource room will also be available for staff planning and preparing of materials. Resources and materials will also be stored here for easy access for all staff.

Two additional classrooms in King (138 Barium Springs Dr. Statesville, NC 28677) and Sullivan (153 Barium Springs Dr. Statesville NC 28677) can be used for children who require a locked environment and/or proximity to additional Barium Springs Behavioral staff. These classrooms are 465 square feet each. And each facility includes two bathrooms.

Depending upon the space needed by Springs Academy Charter, Barium Springs may share the space and offer additional services out of the same building. Barium Springs may also make more space available based on the needs of the Charter School. Lease rates will be based upon the actual square footage used by the Charter School.

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): Springs Academy
 Address: 163 Barium Springs Drive
 City/State/Zip: Statesville NC 28677
 Description of the Facility:

Total square feet: 15,500
 Number of Classrooms: 5
 Number of Restrooms: 5

Other Rooms: Additional classrooms, bathrooms, and additional recreation/academic space may be made available on the Campus of Barium Springs as the school grows or as needed for educational or programming purposes.

The additional locations include the Woodson Building(183 Barium Springs Dr. Statesville, NC 28677). This building has an additional 1,830 square feet available and includes two classroom and two bathrooms.

Requests for additional space should be made by the Charter School Board to the Barium Springs Board of Regents.

Auditorium: Springs Academy Charter School will have access the training and meetings spaces on the campus of Barium Springs. Little Joes can be used for staff development, student performances, family events, graduations and other school activities and events. The building has 6490 square feet. Springs Academy will be able to schedule the use of the building as any other program offered on the campus.

Gymnasium: There is not a gymnasium located inside the school facility. However, there is a YMCA located on the same campus as the proposed site of Springs Academy. The YMCA will be available at scheduled times during the school day and after school hours for recreation, physical education and other activities. The YMCA includes basketball areas, open gym space, workout equipment, and outdoor pool.

Music Room: There is a separate music room, music supplies and materials will be stored in the staff resource area when not in use. Staff responsible for providing music instruction will bring the materials needed each day to the classroom.

Art Room: Although there will not be a separate art room, art supplies and materials will be stored in the staff resource area when not in use. Staff responsible for

providing art instruction will bring the materials needed each day to the classroom.

Laboratory: Science laboratory assignments and instructions will occur in the classrooms shown on the attached plan. A computer lab will be setup and available daily for web based learning, computer skill classes, etc.

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: 99 yrs, rate reviewed annually based on actual Barium Springs facility use rate and the amt of space
(b) Type of Lease: Gross/Full Service Lease
(c) Rent: \$ 2093 per month

Name of Landlord: Barium Springs Home for Children
Address: PO Box 1
City/State/Zip: Barium Springs NC 28010
Phone: 704-872-4157 Fax: 704-832-2250

Document inspections for the following:

- (a) Fire: See Fire Inspection Download
(b) Safety: See Safety Inspection Download
(c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

The budgeted facility costs which will be paid to Barium Springs include costs for ongoing maintenance and repairs to the school facilities. Maintenance needs identified by school personnel can be submitted electronically to the facilities staff of Barium Springs. Maintenance items will be prioritized based on the risk to the safety of children, staff and visitors. The status of outstanding Maintenance Requests and the length of time from report to completion for resolved items will be reviewed at least quarterly. In addition to ongoing repairs, larger maintenance items such as paint, carpeting, and proposed renovations will be reviewed and considered jointly by the Charter School and Barium Springs at least annually during the last quarter of the academic year.

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?

NA

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following requirements:

- Safety

The health and safety of students, staff, and visitors will be a priority for the school board. The school will follow at a minimum all applicable health and safety rules and requirements.

Procedures will be established regarding visitors access to the school and the background checks of all staff and volunteers. Procedures will also be developed around attendance of sick students and staff and preparing for and responding to emergencies.

- *Immunization of Students*

All students enrolled at Springs Academy Charter School will be required to submit documentation of Immunization Records. This information will be required prior to enrollment. Applications for enrollment will not be considered complete without this information.

Medical and religious exceptions may be requested in accordance with state law.

This information will be collected and tracked by the Administrative Coordinator/Specialist and will be maintained in the Student's file. Staff will be knowledgeable of the timing of recommended immunizations and will follow up with parents when new or repeat immunizations are due and will be responsible for ensuring the information is submitted.

Parents will receive educational information on the benefits and recommended timelines of immunizations. Annually, a health fair will be held at the YMCA located on the same campus as the Charter School. Parents and students will be invited to participate and information on vaccinations will also be provided at that time. Families failing to submit the required immunization records will be notified in advance of their enrollment being suspended.

- *Fire and Safety Regulations*

Springs Academy Charter School will meet all local and state codes for school facilities. Facilities will pass required inspections before use and will have annual/semi annual inspections on an ongoing basis.

In addition facilities will be inspected quarterly by school staff. The results of these inspections will be used to schedule, plan or budget for needed maintenance and repair.

Fire drills will be conducted at least one time per month and documentation will be maintained by the Administrative Coordinator/Specialist. Fire drills will take place at a variety of different times of the day and will be facilitated by different staff.

- *Food Inspections*

We will comply with all local and state requirements related to food inspections. Facilities, staff, equipment and processes will be available for inspection by the local health department, school lunch program and any other required oversight entities.

Staff will be trained in proper sanitation procedures, food preparation processes, etc. Job Descriptions for staff assigned the responsible to prepare/deliver food will include responsibilities regarding safety.

Internal processes will be developed and implemented to ensure proper food storage and preparation such as monitoring temperatures of refrigerators/freezers, cleaning/sanitation procedures, etc.

- *Hazardous Chemicals*

Springs Academy Charter School will follow all Occupational Safety and Health Administration requirements to provide a safe environment for staff, students and visitors.

Chemicals will be stored in locked closets, rooms, cabinets, etc and stored away from areas used by students. Material Safety Data Sheets will be maintained by the Administrative Specialist/Coordinator and will be available in the front office of the school.

Training will be provided annually to all staff regarding the storage, use and labeling of all chemicals. Protective equipment will be provided if there is a need to use a chemical that could result in injury.

- *Bloodborne Pathogens*

The Board will develop policies regarding risks and potential for exposure to Bloodborne Pathogens. Staff will receive a copy of this as part of their orientation and again each year while employed by the school.

Training and policies will address how to minimize and avoid risks of exposure to bloodborne pathogens. They will also address how to respond when exposure has occurred, documentation of exposures, and access to needed screenings and treatment.

The school will provide needed equipment such as masks, bags, receptacles, etc. to limit exposure and to ensure proper disposal of bloodborne pathogens.

- *Diabetes care plans*

Springs Academy Charter School is committed to providing all children the opportunity to attend school including those with physical health needs. Students under the care of a physician for Diabetes will receive all appropriate and required medical treatment necessary while at school.

Designated school staff will receive training in advance of providing diabetes care. In addition to the designated school staff, the school will be located on the Campus of Barium Springs and will have the ability to utilize resources of Barium Springs. Barium Springs employs nursing staff which are available 24 hours per day and may be accessed as needed to assess or treat students.

- *Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn*

All High School students will be informed of the Safe Haven Law which allows a parent of an infant less than seven days old to voluntarily take and leave the infant to certain locations or individuals without expressing intent to return.

Students will be provided with the locations in our communities where parents may lawfully be abandoned including: Health care provider on duty at a hospital, health department or non-profit community health center;

a law enforcement officer who is on duty or at a police station or sheriff's department; a social services worker who is on duty or at a local department of social services; or a certified emergency medical service worker who is on duty or at a fire or emergency medical services station.

Students will also be informed that a parent who does so is not in violation of the law so long as they followed the above requirements and there has been no gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable.

This information will be provided to students by appropriately trained staff and resources will be made available in areas utilized by High School Students.

- *Providing parents and guardians with information about:*
 - *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*

Information regarding illness and vaccines including Meningococcal meningitis and influenza will be provided annually to parents and students during open house and the first week of school. Information will also be available year round to parents in reception areas. Annually, a health fair will be held at the YMCA located on the same campus as the Charter School. Parents and students will be invited to participate and information on vaccinations will also be provided a that time.

- *Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases*

Information regarding disease and vaccines including cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent them will be provided annually to parents and students. This will include distribution of educational materials via mail and email. Information will also be available to parents in reception areas. Annually, a health fair will be held at the YMCA located on the same campus as the Charter School. Parents and students will be invited to participate and information on vaccinations will also be provided a that time.

Depending on the age and subjects enrolled, some students may also receive additional information in Health related classes.

VII.

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.

See Return receipt or other documentation Download

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.

See Appendix Download

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of Springs Academy Charter School. 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.

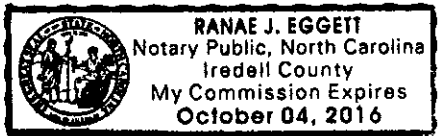
Print/Type Name: John Kappelmeier

Position: CEO/President

Signature: [Handwritten Signature]

Date: 4/12/12

Sworn to and subscribed before me this
12 day of April, 2012.



Ranae Eggett
Notary Public Official Seal

My commission expires: Oct 4, 2016.

Parent/Community Survey (30 Parent Surveys Completed by Parents of School Age Children with Behavioral/Emotional Issues)*

Each respondent was asked:

What should the top three priorities be in a school serving children with behavioral and emotional issues? Below are the responses in order from most response to least number of responses:

- Education/Academics
- Therapeutic/Counseling Services
- Social/Emotional Skill Development
- Student Achievement
- Recreation
- Parent/Guardian Involvement
- Discipline

What are the important elements of an educational environment designed to serve children with behavioral and emotional issues? Below are the responses in order from most to least responses:

- Providing an equal focus on therapy needs and academic needs
- Small class size
- Hands on learning opportunities
- Providing individualized support to allow children to be successful academically
- Plan lessons based on students interests
- Having more students like their child so they feel like they fit in.
- Regular review of the rules/expectations and related consequences
- Providing time for recreation .

Would your child benefit from being in a school that serves primarily children with behavioral and emotional issues and that provides equal emphasis on educational and therapeutic needs?

87% Yes

13% No/Not sure

* Information used to help with projections, and in developing/selecting mission, values, academic/curriculum and therapeutic components.

Youth Surveys (25 Youth Surveys completed by students between K-12 grade)**

Below are the words youth used to describe how they would like to feel when at school:

| | | | | | |
|------------|-------|-----------|------------|----------|------------|
| Safe | Fun | Happy | In Charge | Excited | Determined |
| Proud | Smart | Confident | In Control | Friendly | Important |
| Successful | | | | | |

Youth said the following when asked how they wanted to be treated at school:

| | | | | |
|---|----------------------|--------------------------------|--------|-------------|
| Respected (by Peers) | Respected (by Staff) | Positively | Fairly | Appreciated |
| Opportunity to be involved in decisions | | Talked to in a calm/soft voice | | |
| Not being bullied | Like they fit in | Supported by staff | | |

Ways that students feel they learn best

By writing it By doing it By hearing it By reading it

When teachers work one on one with me I can understand the topic better.

When staff help me cope with things outside of school and try to understand why I am angry then I can focus on my school work.

When I am expected to be in compliance with rules first.

When the teachers use examples that happen in the real world.

When I can have a quiet place to work.

I learn best when I can use computers.

When teacher show me instead of telling me.

Pictures + Practice = Success!

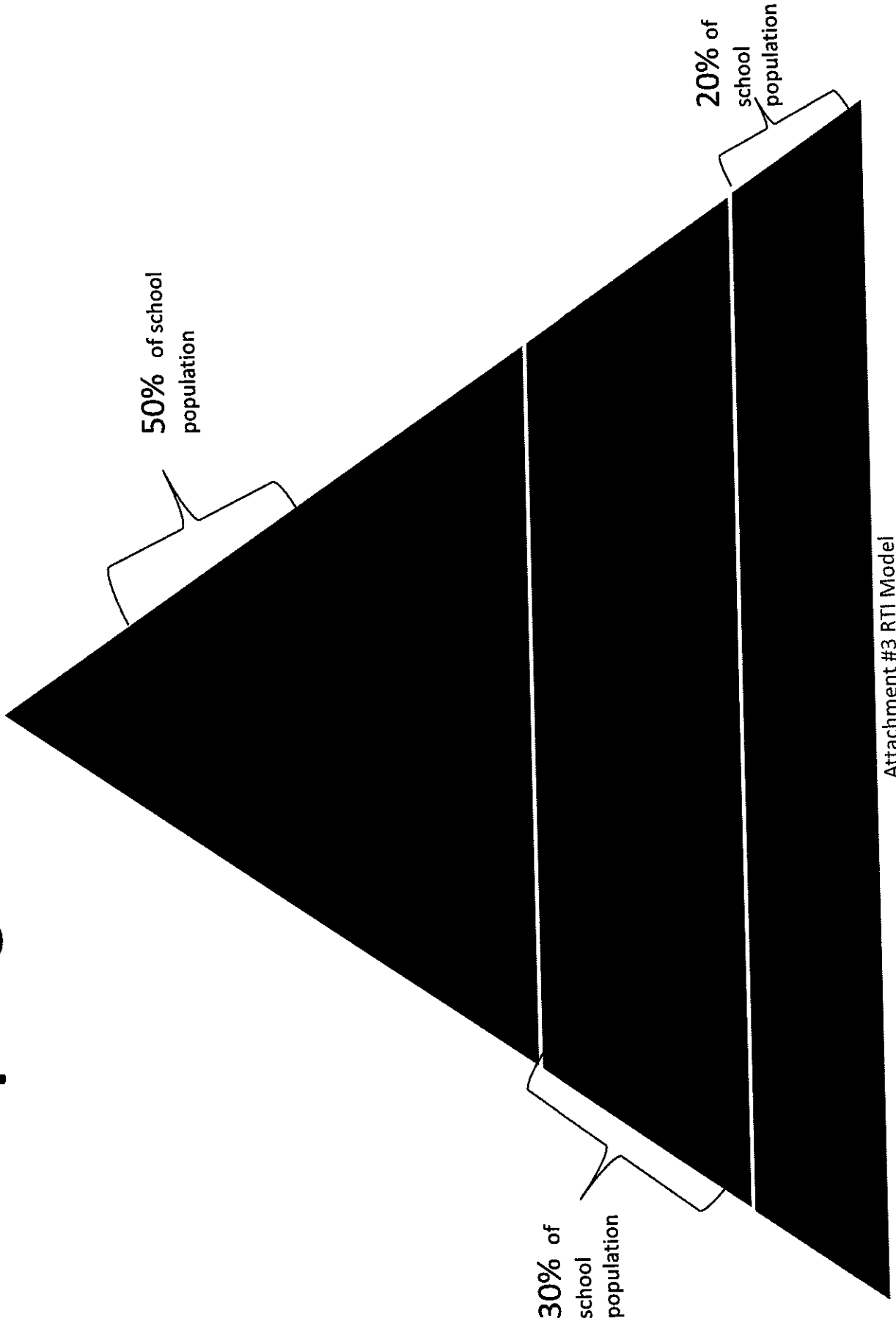
** Information used in developing/selecting mission, values, academic/curriculum and therapeutic components.

Attachment #2 Research Findings

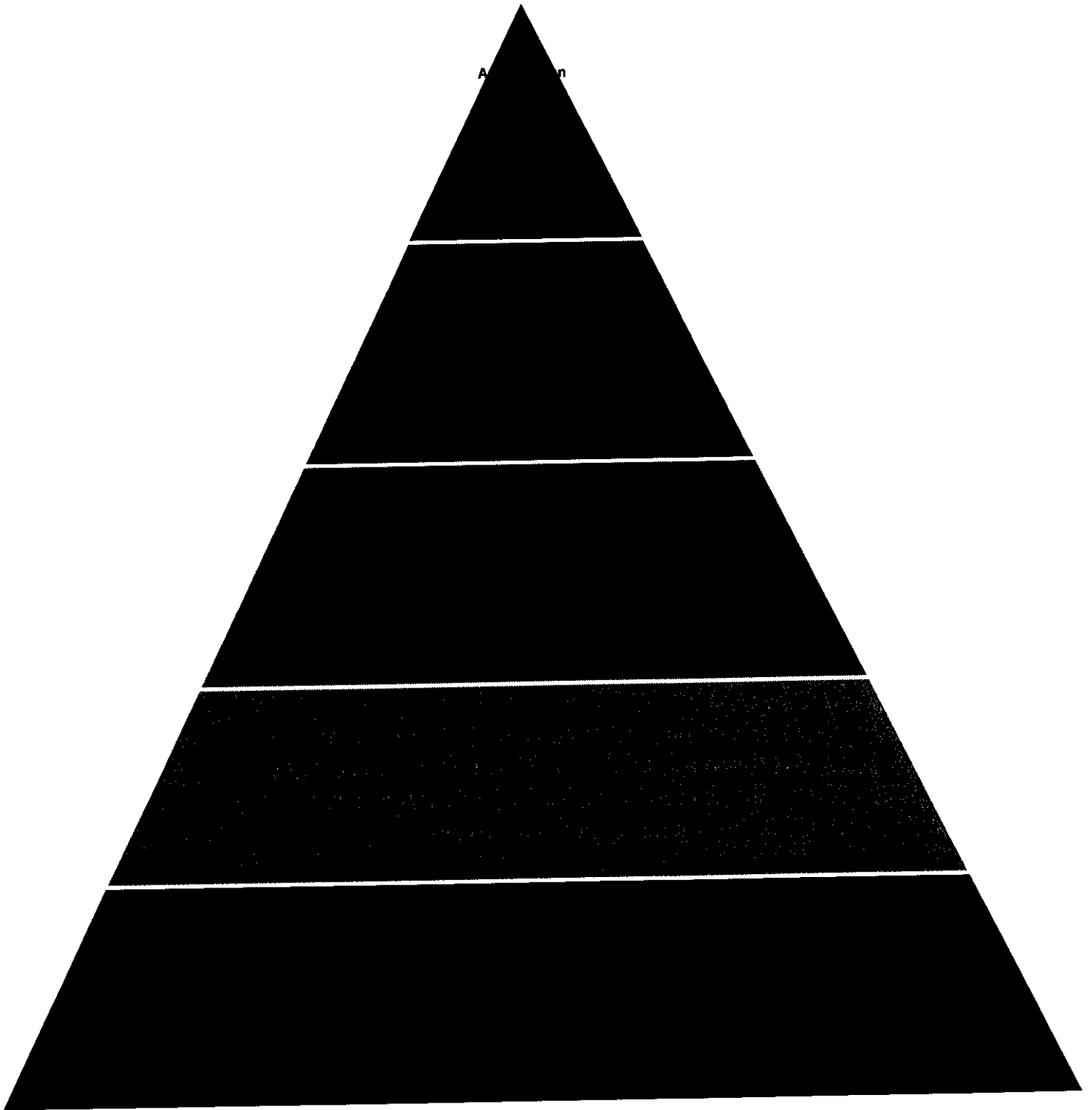
Data Supporting how Mental Health Services, Trauma Treatment, and Student Engagement have a Positive Impact on School Outcomes

| Outcomes/Findings | | Objective/Interventions | |
|--|---------------------------------|--|--|
| Name of Study/Researchers/Date | Design | Objective/Interventions | Outcomes/Findings |
| <p>Effects on School Outcomes in Low-Income Minority Youth: preliminary findings from a community-partnered study of a school-based trauma intervention</p> <p>Kataoka S, Jaycox LH, Wong M, Nadeem E, Langley A, Tang A, Stein BD</p> | <p>Randomized Control Trial</p> | <p>To examine academic outcomes of a community-partnered school mental health intervention for students exposed to community violence.</p> <p>Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</p> | <p>Students in the early intervention group were more likely than students in the delayed intervention group to have a passing grade (C or higher) in language arts (80% vs 61%) by spring semester.</p> <p>There was also a substantial difference in the number of students receiving a passing math grade (70% vs 55%).</p> |
| <p>Summer 2011</p> <p>A mental health intervention for schoolchildren exposed to violence: a randomized controlled trial.</p> | <p>Randomized Control Trial</p> | <p>To evaluate the effectiveness of a collaboratively designed school-based intervention for reducing children's symptoms of PTSD and depression that has resulted from exposure to violence. Cognitive Behavioral Intervention for Trauma in Schools (CBITS)</p> | <p>After 3 months of intervention students who were randomly assigned to the early intervention group had significantly lower scores on symptoms of PTSD (8.9 vs 15.5) depression (9.4 vs 12.7), and psychosocial dysfunction (12.5 vs 16.5).</p> |
| <p>Stein BD, Jaycox LH, Kataoka SH, Wong M, Tu W, Elliott MN, Fink A</p> <p>August 2003</p> <p>Innovations in Practice: Preliminary evidence for effective family engagement in treatment for child traumatic stress-trauma systems therapy approach to preventing dropout.</p> <p>Glenn N. Saxe, B. Heidi Ellis, Jason Fogler & Carryl P. Navalta</p> | <p>Randomized Control Trial</p> | <p>To obtain preliminary evidence for the extent to which a novel intervention embedded within a systems-oriented treatment model [trauma systems therapy (TST)] engages and retains traumatized children and their families in treatment.</p> <p>TST Groups received treatment in schools and similar locations; CAU groups was defined as Care as Usual or typical therapy services.</p> | <p>9 of 10 (90%) patients receiving TST were still enrolled in treatment compared with only 1 of 10 (10%) patients in the CAU group.</p> <p>TST patients indicate substantial reductions on the PTSD-R1 Criterion D subscale (i.e. arousal symptoms; $t = 2.65, p = .04$) and the Child Behavior Checklist aggressive behavior subscale ($t = 2.85, p = .03$; Achenbach, 2001). Improvement on the home safety subscale of the Child Assessment of Needs and Strengths-Trauma Exposure and Adaptation Version approached significance ($t = 2.00, p = .08$; Kisiel, Blaustein, Fogler, Ellis, & Saxe, 2009).</p> <p>Teacher involvement was central to children's experiences in the classroom and that teacher provision of both autonomy, support and optimal structure predicted children's motivation across the school year.</p> |
| <p>Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year.</p> <p>Skinner, Ellen A.; Belmont, Michael J.</p> <p>December 1993</p> | | <p>The target motivational outcome was student engagement versus disaffection with learning activities in the classroom.</p> | <p>Reciprocal effects of student motivation on teacher behavior were also found. Students who showed higher initial behavioral engagement received subsequently more of all 3 teacher behaviors.</p> <p>These findings suggest that students who are behaviorally disengaged receive teacher responses that should further undermine their motivation. The importance of the student-teacher relationship, especially interpersonal involvement, in optimizing student motivation is highlighted.</p> |

Springs Academy RTI Model



Springs Academy/Maslow's Hierarchy of Needs











Attachment #5 Curriculum/Standard Course of Study/ Testing

Course of Study, Curriculum/Supports, and Testing





| Grade | Course of Study | Curriculum/Supports | Testing and Assessments |
|---|---|---|---|
| Kindergarten-2nd Grade | North Carolina Standard Course of Study | Orton Gillingham Saxon Math Whole Language Approaches | STAR Reading and Math Assessments |
| 3rd Grade-5th Grade | North Carolina Standard Course of Study | Orton Gillingham Saxon Math Whole Language Approaches | EOG Reading and Math* EOG Science (5 th grade) MAP Testing |
| 6th Grade-8th Grade | North Carolina Standard Course of Study | Wilson Reading Program | EOG Reading and Math* EOG Science (8 th grade) MAP Testing |
| 9th Grade-12th Grade | North Carolina Standard Course of Study (Occupational and General Education Tracks) | Wilson Reading Program | EOC English II, Math I and Biology* MAP Testing |

*Alternate Tests may be available/required based on criteria.

Attachment #6 Sample Schedule

| Time | Activity | Staff |
|---------------|---|-----------------------------------|
| 8:30 - 9:00 |  Breakfast and Journal | All Staff |
| 9:00 - 9:15 | Community Meeting | Ms. Powell |
| 9:15 - 10:00 |  Language Arts | Ms. Marlow |
| 10:00 - 10:45 | Math  | Ms. Marlow |
| 10:45 - 11:30 |  Group | Ms. Powell / Ms. Breedlove |
| 10:45 - 11:30 | Group  | Ms. Shameka |
| 11:30 - 12:00 |  LUNCH | All Staff |
| 12:00 - 12:45 |  Science / Social Studies  | Ms. Hill |
| 12:45 - 1:30 | M & W: Computer | Ms. Marlow |

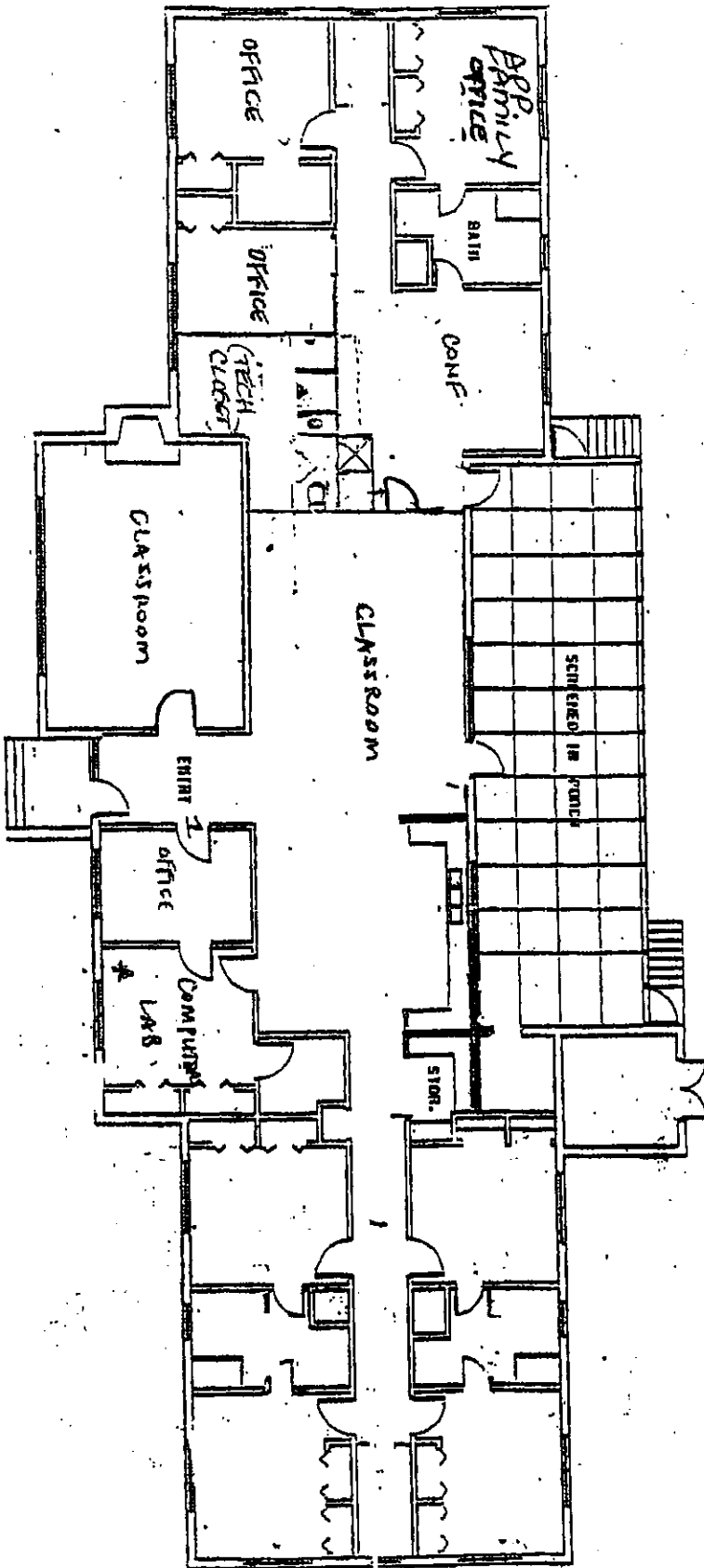
Attachment #6 Sample Schedule

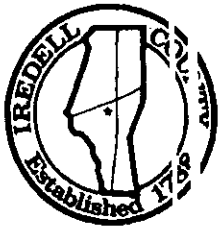
| | | |
|---------------------|---|-----------------------------------|
| | Lab  | |
| 12:45 - 1:30 | T & Th: Art, Music, and Experiential  Learning | Ms. Powell |
| 1:30 2:15 | Therapeutic Recreation and Physical  Education | Ms. Powell / Ms. Breedlove |
| 2:15 - 2:30 |  Prepare for Dismissal | Ms. Powell |

Springs Academy Charter School High School Graduation Requirements

| Subject | General Education Track | Occupational Track |
|--|---|--|
| English | 4 Credits I, II, III, IV or a designated combination of 4 courses | 4 Credits Occupational English I, II, III, IV |
| Mathematics | 4 Credits (Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans. A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education Policy and approved by Springs Academy. | 3 Credits Occupational Mathematics I, II, III |
| Science | 3 Credits A physical science course, Biology, Environmental Science | 2 Credits Life Skills Science I, II |
| Social Studies | 4 Credits Civics and Economics, World History, US History I and II | 2 Credits Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem Solving) |
| World Languages | Not required for high school graduation A two-credit minimum is required for admission to a university in the UNC system. | Not Required |
| Health and Physical Education | 1 Credit Health/Physical Education | 1 Credit Health/Physical Education |
| Electives or other Requirements | 6 Credits 2 elective credits of any combination from either: – Career and Technical Education – Arts Education – World Languages 4 elective credits – Career and Technical Education – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English) | 6 Credits of Occupational Preparation: Occupational Preparation I, II, III, IV Elective Credits/Completion of IEP objectives/Career Portfolio Required. Completion of 300 hours of school based training, 240 hours of community based training, and 360 hours of paid employment. |
| Career/Technical | | 4 Credits Career/Technical Education Electives |
| TOTAL CREDITS REQUIRED | 22 | 22 |

WOODSON





IREDELL COUNTY SCHOOL FIRE INSPECTION FORM



Name of School Spring Academy

Date April 10, 2012

HEATING EQUIPMENT

YES NO N/A

- 1. Boiler permit up-to-date
- 2. Oil and gas fired equipment vented properly
- 3. Furnace/Mechanical rooms free of combustibles
- 4. Improper portable heaters with exposed elements removed from school
- 5. All open flame type heaters removed from classrooms
- 6. All access doors on HVAC equipment in place
- 7. Heat producing lab equipment in good condition
- 8. All combustibles removed from close proximity to radiators
- 9. Water heaters equipped with relief valves
- 10. All tanks and lines in good condition with no leaks showing
- 11. Heating/Air conditioning equipment is equipped with clean filters

EXIT ACCESS

- 12. All exit doors in proper working condition
- 13. Fire doors installed correctly and work properly
- 14. Stairwells and accesses to exits free of obstructions
- 15. All emergency exits are illuminated

STORAGE

- 16. Combustible/flamable liquids in school properly stored
- 17. Combustible school supplies stored properly
- 18. Inside of school and areas adjacent to school free of trash buildup
- 19. All propane powered equipment or cylinders removed from school

KITCHEN/COOKING AREAS

- 20. Kitchen equipment with grills/deep fat fryers protected with fire protection system and has semi-annual certification
- 21. Kitchen vent hood systems free of grease
- 22. All cooking areas, including Home Economics, equipped with properly installed fire extinguishers

ELECTRICAL

- 23. Dropcords removed after temporary use (Not to replace permanent wiring)
- 24. All multi-plug adapters removed from school
- 25. All receptacles and switches have cover plate
- 26. All visible wiring in good condition without fraying
- 27. Proper access maintained to all breakers/fuse panels

UNPROTECTED OPENINGS

- 28. All ceiling tiles in place
- 29. Ceiling in good condition with no unobstructed openings
- 30. All combustible materials proper distance from ceiling

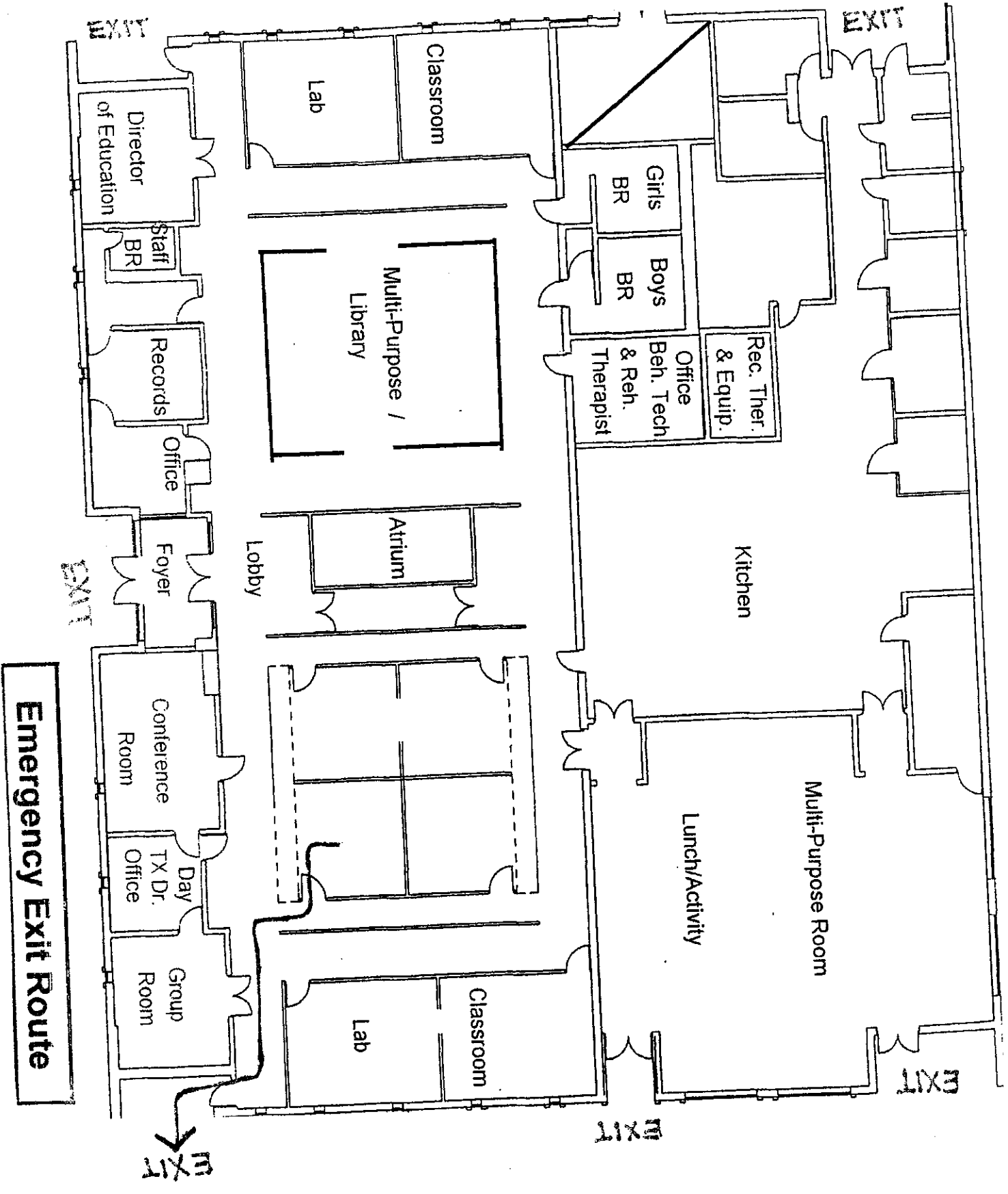
EMERGENCY

- 31. Fire drill records up-to-date
- 32. Fire Alarm system working and audible throughout school
- 33. P.A. system audible throughout school
- 34. Emergency lighting works properly throughout school
- 35. Emergency numbers posted by telephones
- 36. Fire extinguishers meet requirements of NFPA 10
- 37. Other: (Please explain) _____

SEE ATTACHED SHEET FOR ADDITIONAL COMMENTS

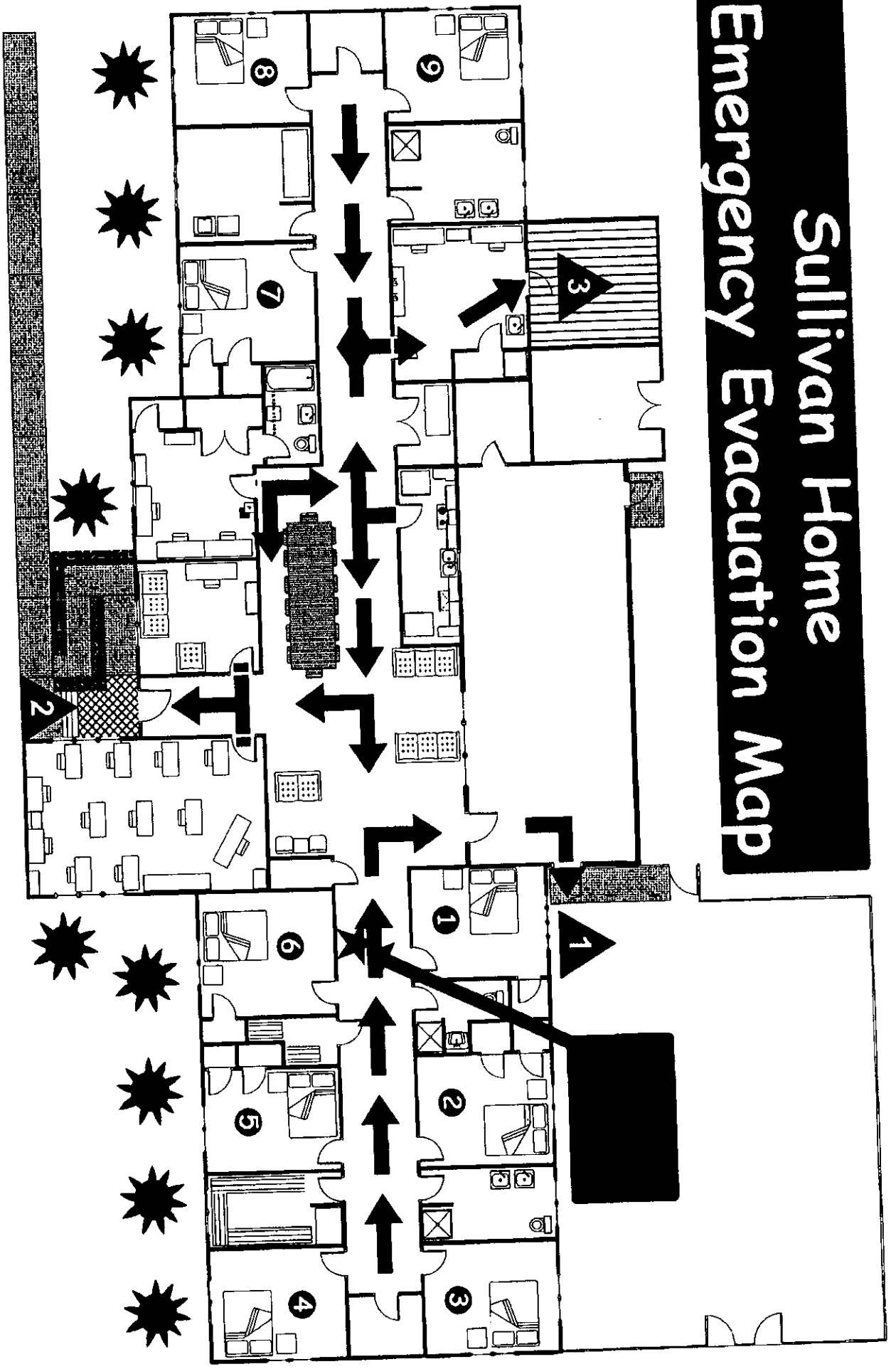
David S. H. Dept. of E. M. & S.

William K. [Signature]



Emergency Exit Route

Sullivan Home Emergency Evacuation Map



Score 94

Health Department 49

Inspection of School

Date of Insp/Chg: 06 / 23 / 2011

Current Facility ID 2049440082

Status Code: A

Old Facility ID _____

| | | | | |
|--|---|---|---|--|
| Water <input checked="" type="checkbox"/> Community | <input checked="" type="checkbox"/> Non-Transient Non-Community | Water sample taken today? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | <input checked="" type="checkbox"/> Inspection | <input type="checkbox"/> Name Change |
| <input checked="" type="checkbox"/> Transient Non-Community | <input checked="" type="checkbox"/> Non-Public Water Supply | | <input checked="" type="checkbox"/> Re-Inspection | <input type="checkbox"/> Verification of Closure |
| Wastewater System: <input checked="" type="checkbox"/> Community | <input checked="" type="checkbox"/> On-Site System | | <input checked="" type="checkbox"/> Visit | <input type="checkbox"/> Status Change |

Name of School: BARIUM SPRINGS SCHOOL- SPRINGS ACADEMY

Location Address: 128 BARIUM SPRINGS DR.

Mailing Addr. PO BOX 1

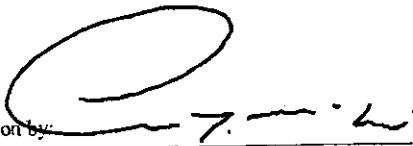
City: STATESVILLE State: NC Zip: 28677

City: BARIUM SPRINGS State: NC Zip: 28010

| | Score | Comments |
|---|----------------|---|
| 1. WATER SUPPLY: Approved water supply properly located, constructed, and operated, adequate for all requirements 130*; well house clean, no storage 15*; no cross connections 30* (.2405) | 175 | ** SEE COMMENT SHEET ATTACHED ** |
| 2. SANITARY SEWAGE DISPOSAL: Sewage collected, treated, and disposed of by an approved method 150*; system properly operated and maintained 55* (.2407) | 205 | |
| 3. DRINKING FOUNTAINS: Clean and in good repair 40#; adequate pressure, properly regulated 40# (.2406) | 80 | |
| 4. TOILET FACILITIES: Walls and ceilings clean, nonabsorbent, washable, and in good repair 30#; fixtures clean and in good repair 40#; floors impervious, kept clean 30# (.2408) | 100 | |
| 5. LAVATORY FACILITIES: Fixtures clean and in good repair 30#; soap and individual towels or approved hand-drying devices provided 40# (.2409) | 70 20 | |
| 6. FLOORS: WALLS: AND CEILINGS: Floors, walls, and ceilings clean and in good repair 30# (.2410) | 30 30 | |
| 7. STORAGE SPACES: Clean 20#; storage off floor 20# (.2411) | 40 10 | |
| 8. LIGHTING AND VENTILATION: Fixtures, grills, vents, blinds, drapes, etc., clean and in good repair 40# (.2412) | 40 | |
| 9. DRESSING ROOMS AND SHOWERS: Floors, walls, and ceilings clean, in good repair, washable, non-absorbent 30#; fixtures clean, in good repair 40#; facilities for storage of clothes provided, kept clean 20#; soap and towel 10* (.2413) | 100 | |
| 10. SOLID WASTE DISPOSAL: Impervious, cleanable containers with lids, approved type 20*; clean and in good repair 20#; empties as needed, properly disposed of 40# (.2414) | 80 | |
| 11. PREMISES: MISCELLANEOUS: Premises neat, clean 30#; no vector breeding or harborage 20#; pesticides and other toxic materials properly handled and stored 30* (.2415) | 80 | |
| TOTAL | 1000 60 | |

Additional Comment Sheet Attached

Yes No

Inspection by: 

EHS

2159 - McKenzie, Chris

INSTRUCTIONS Purpose: General Statute 130A-236 requires the Commission for Health Services to adopt rules governing the sanitation of public, private, and religious schools. This form has been developed to record the results of such inspections. **Preparation:** Local environmental health specialists shall complete the form every time they conduct an inspection. Prepare an original and two copies for: 1. Original to be left with principal. 2. Copy for the local health department. 3. Copy for the Environmental Health Services Section, Division of Environmental Health. **Disposition:** Please refer to Records Retention and Disposition Schedule 8.B.6., Inspection Records for County/District Health Departments which is published by the North Carolina Division of Archives & History. **Additional forms may be ordered from:** Division of Environmental Health, 1632 Mail Service Center, Raleigh, NC 27699-1632, (Courier 52-01-00)

DENR 1163 (Revised 7/05)

Environmental Health Services Section (Review 7/08)

N.C. Department of Environment and Natural Resources

Division of Environmental Health

COMMENT ADDENDUM

Name: BARIUM SPRINGS SCHOOL- SPRINGS ACADEMY

ID: 2049440082

Street: 128 BARIUM SPRINGS DR.

City: STATESVILLE

Time In: 12 : 06 am pm

Time Out: 12 : 41 am pm

Total Time: 35 minutes

✓
Spell

5 hand soap not provided in restroom.

6 observed water damaged ceiling tiles throughout building.
observed missing ceiling tiles in cafeteria.
observed holes in wall in hallways.
paint peeling in boys and girls restrooms.
baseboard damaged/missing in library.

7 observed storage on the floor in kitchen storage room.

✗

✗

✗

✗

✗

✗

✗

✗

N.C. Department of Environment and Natural Resources
Division of Environmental Health

COMMENT ADDENDUM

Name: BARIUM SPRINGS SCHOOL-

ID: 2049440082

Street: 128 BARIUM SPRINGS DR.

City: STATESVILLE

✓
Soell

General Comments:

✗

✗

✗

✗

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W. M. I. N. O. P. E. C. I. A.

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Room 554

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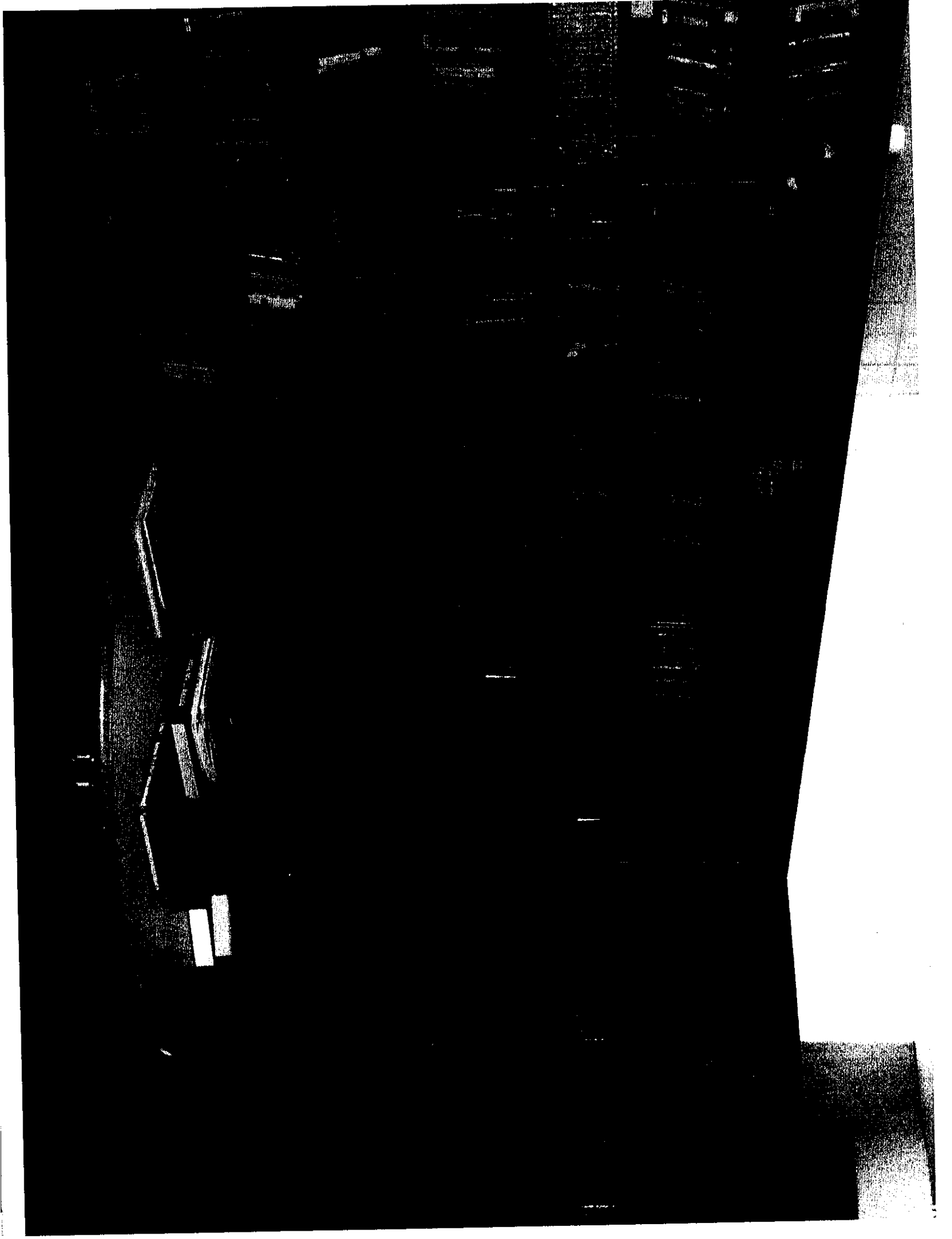
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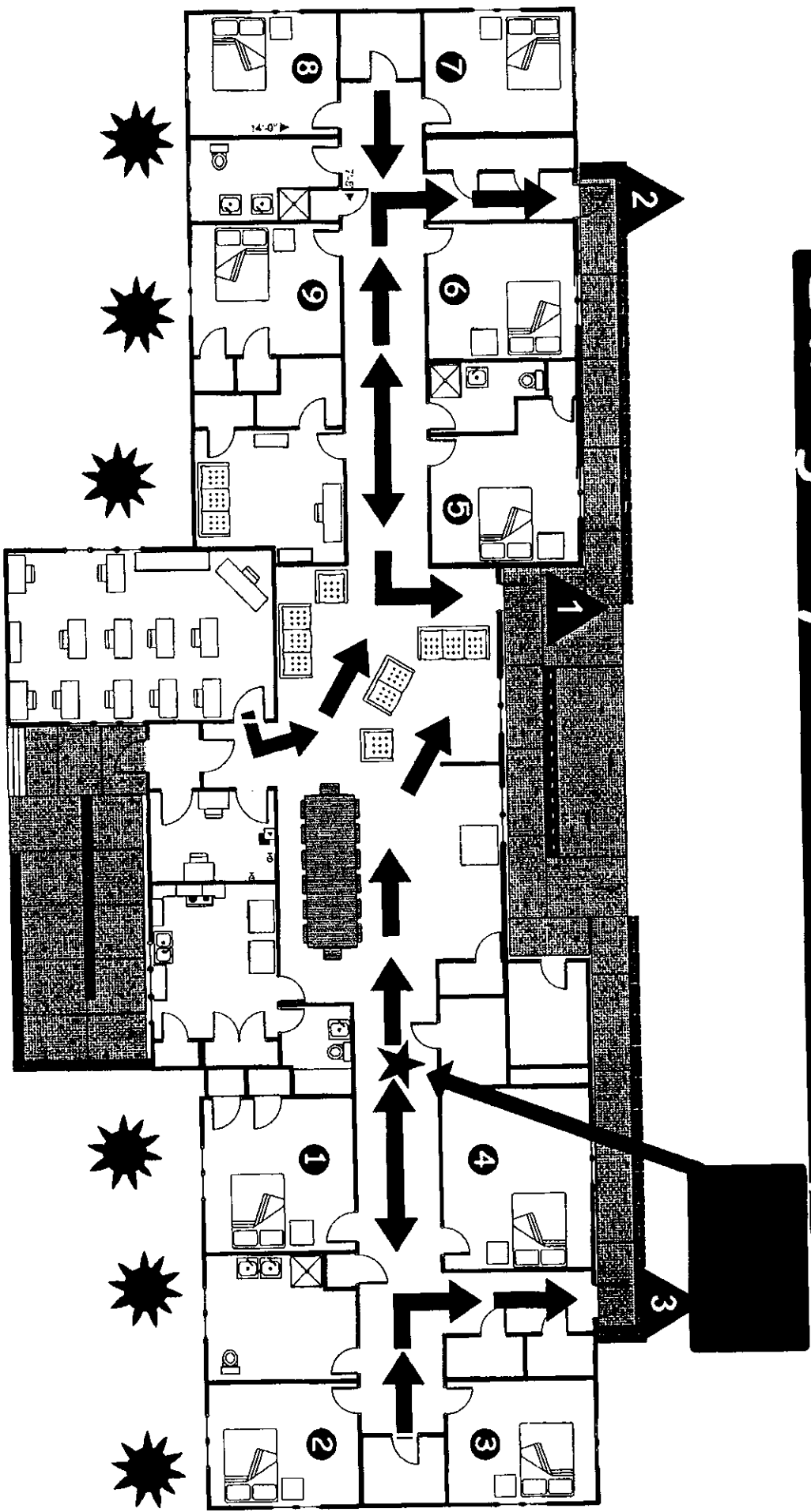
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King Home Emergency Evacuation Map



Springs Academy Charter School

Staff Handbook

DRAFT

Welcome

Welcome to Springs Academy Charter School. The Board, families and staff welcome you as a staff member. Springs Academy provides a free public education and operates a charter school under the North Carolina Department of Public Instruction.

Vision

It is the vision of Springs Academy Charter School that every student regardless of life experience will reach their full potential academically, socially, emotionally, and civically.

Mission:

The mission of Springs Academy Charter School to provide a safe, supportive and challenging educational environment that allows each student to achieve success.

Goals:

The goals of Springs Academy Charter School are:

- Students will utilize available supports to build resiliency and skills to minimize the negative effects of past or future traumatic experiences.
- Staff will utilize high quality; evidenced based instruction and intervention that are matched to students' academic, social-emotional, and behavioral needs will provide each student with the opportunities for success.
- Students will be actively engaged in learning.

2013-2014 Springs Academy Charter School Proposed School Calendar

| | |
|----------------|--|
| August 2013 | (TOTAL DAYS OF SCHOOL: 5 Days) |
| 19-23 | Teacher Workdays |
| 26 | First Day of School |
| September 2013 | (TOTAL DAYS OF SCHOOL: 20 Days) |
| 2 | Holiday—LABOR DAY |
| 27 | ½ Day, Dismissal at 11:30 --Professional Development Day for Staff |
| October 2013 | (TOTAL DAYS OF SCHOOL: 22 Days) |
| 21 | TEACHER Workday |
| 31 | End of 1 st Grading Period |
| November 2013 | (TOTAL DAYS OF SCHOOL: 16 Days) |
| 1 | Teacher Workday |
| 11 | Holiday--- Veterans Day |
| 27-29 | Holiday--- Thanksgiving |
| December 2013 | (TOTAL DAYS OF SCHOOL: 15 Days) |
| 23-31 | Holiday--- Winter Break |
| January 2014 | (TOTAL DAYS OF SCHOOL: 18 Days) |
| 1-3 | Holiday--- New Years |
| 20 | Holiday--- Martin Luther King Jr |
| 24 | End of 2 nd Grading Period |
| 27 | Teacher Workday |
| February 2014 | (TOTAL DAYS OF SCHOOL: 19 Days) |
| 17 | Teacher Workday |
| March 2014 | (TOTAL DAYS OF SCHOOL: 20 Days) |
| 3 | ½ Day, Dismissal at 11:30 --Professional Development Day for Staff |
| 14 | Teacher Workday |
| April 2014 | (TOTAL DAYS OF SCHOOL: 16 Days) |
| 3 | End of 3 rd Grading Period |
| 4 | Teacher Workday |
| 18-25 | Holiday--- Spring Break |
| May 2014 | (TOTAL DAYS OF SCHOOL: 21 Days) |
| 26 | Holiday--- Memorial Day |
| June 2014 | (TOTAL DAYS OF SCHOOL: 13 Days) |
| 18 | LAST DAY OF SCHOOL END OF SCHOOL and End of 4 th Grading Period |

Recruitment and Interview Process

Springs Academy is an Equal Opportunity Employer.

All open positions will be posted internally and externally. Internally open positions will be emailed to all staff. Externally positions will be advertised in various locations to ensure that a diverse pool of applicants.

All applications will be screened to determine if they meet the minimum qualifications for the position. Those with the most relevant experience will be screened by phone to collect additional information and will be provided with details about the position including responsibilities, salary, benefits, hours, etc. Screened applicants that are still being considered will be forwarded to the hiring supervisor or Board Chair for the Principal.

The hiring supervisor or Board Chair will identify the candidates that will be invited for interviews. A minimum of two interviews will be completed in advance of an offer being made. At least one interview must include interactions with school staff, students, board, parents or other key stakeholders. Stakeholders participating in these interviews will be provided an opportunity to give feedback on applicants.

Background and Reference Checks

Prior to a position being offered, the applicant must have the following completed and successfully pass:

- Reference Checks: A minimum of three professional reference checks must be completed.
- Criminal Background Checks
- Drug Screening

Hiring

An offer letter and job description will be provided to potential employees when making a job offer. The offer letter will include information on hourly rate/salary, benefits, and responsibilities. A signed offer letter and signed job description will be required to accept the position.

Evaluation Period

The first 90 days of employment will be considered an evaluation period. During the evaluation period the employee or the school may terminate employment for any reason.

At the completion of this period an evaluation will be completed. The evaluation process will be the same as the annual evaluation process. Continued employment will be contingent upon a successful evaluation.

Evaluation Process

At the completion of the first 90 days and annually on the employment anniversary date staff will receive a written evaluation. The evaluation will assess employees abilities and accomplishments in the following areas: Each job responsibilities, student outcomes (for identified positions), commitment to mission, values, vision of the school, interpersonal skills (communication, teamwork, etc), and professionalism (support of policies, decision making, appropriate use of time off, organization, self development, leadership skills, etc.).

Identified Peers, parents, students and administrative staff that have had ongoing interactions with the staff will be provided the opportunity to give written input. The supervision will also review additional details available for the evaluation period such as student assessments, school outcomes related to the staffs areas of responsibilities, school surveys, observations, etc.

All staff will be rated on the following scale:

- | | |
|---|----------------------|
| 4 | Exceeds Expectations |
| 3 | Meets Expectations |
| 2 | Improvement Needed |
| 1 | Poor/Unacceptable |

A successful evaluation will have a minimum overall average of 3.0. Annual pay increases will be based on a successful evaluation. Annually the School Board will set the criteria for pay increase amounts. This will be communicated to the staff upon approval and at the time of the annual evaluation.

Staff during their first 90 days earning less than a 3.0 may be terminated immediately. For annual evaluations, a development plan with a timeline should be put in place to improve the areas below criteria. Failure to meet criteria according to the timeline may result in termination.

Supervision

All teaching staff will have an individualized supervision which will include the methods, frequency and purpose of supervision. Mentoring and professional development opportunities should also be referenced in the plan. The plan will be developed at the time of employment and will be updated at each evaluation or any other time identified by the supervisor or employee.

Professional Development and Training

Pre-service training, in-service training and other professional development activities are required for all employees.

Pre-service training requirements include the following for all staff: First Aid, CPR, Medication Administration, CPI, Teaching Family Model Overview, Trauma Informed Care, Confidentiality/HIPAA, Crisis Response, and Response to Interventions overview.

Teachers, Assistant Teachers, Principal, and EC Coordinator will receive additional pre-service training in Teaching Family Model, CBITS, Student Engagement, System of Care/Child and Family Teams, and Response to Interventions.

Staff will be required to update the following trainings annually: First Aid, CPR, Medication Administration, and CPI.

All staff will be required to complete a minimum of 15 hours of continuing education/staff development each year.

Confidentiality

Staff will treat all information regarding students and families confidentially. Staff will not share any information with staff or collateral contacts except for the purpose of planning and addressing the needs of the student. Staff will ensure that parents have completed proper release documentation before talking with any external sources.

Student records will be stored under double lock system and will only be accessible to authorized staff.

Springs Academy Charter School will comply with all HIPAA regulations regarding health, mental health or other covered matters.

Dress Code

Staff will be dressed professionally and appropriately for the position held. Classroom staff should be dressed in professional clothing that allows them to comfortably interact with students including sitting on the floor, engaging in recreation activities, etc.

Staff should avoid wearing open toed shoes and high heels this will make it difficult to participate in recreation activities with students and/or respond to crisis situations. Low-rise pants and cropped tops are not considered professional or appropriate attire for any positions.

Staff may dress more casually on teacher workdays, field trips, and on Fridays. Jeans and tennis shoes will be permitted however, shirts with text that can be considered offensive are not appropriate at any time.

Staff Code of Conduct

Certain guidelines on personal, professional, and business behavior for all employees are essential in any organization. Because our image with the public is highly important to our success, Springs Academy employees are asked to conduct themselves in such a manner that their actions do not reflect negatively on either Springs Academy or other employees. Employees should maintain a reputation for honesty and trustworthiness, and be an example of good citizenship to the public at large and to the students of Springs Academy. Furthermore, outside activities should not affect an employee's ability to assume the full responsibilities of his or her job.

Springs Academy is committed to providing a safe, healthy and drug free environment for all employees. Employees who engage in improper conduct put the safety and security of all employees and students at risk. With this goal in mind, the agency has developed rules of good conduct. Employees' understanding of and compliance with these rules is a condition of continuous employment. A violation of the rules subjects an employee to disciplinary action up to and including discharge, depending upon the circumstances of each case.

These rules are only a partial list of examples of conduct that are unacceptable. These rules are minimal, and do not restrict disciplinary action from being taken on other matters not specifically listed herein.

Major Offenses: Listed below are examples of behavior which cannot be tolerated. Commission of these major offenses may result in immediate disciplinary termination.

- Possession, use, manufacture, distribution, dispensation or sale of narcotics, drugs, or other psychoactive or illegal substances.
- Possession or use of firearms or other dangerous weapons on Springs Academy program property.
- Theft.
- Insubordination or disobedience.
- Disclosure of confidential student records or information, or other such data.
- Falsification or destruction of school documents.
- Conflicts of interest, or outside employment which is not approved.
- Sleeping on the job.
- Violation of the Harassment Policy.

- Smoking or use of tobacco in any form in unauthorized areas.
- Falsifying time sheets or other records.
- Misuse of Springs Academy funds or property.
- Inappropriate relationships or actions with students.
- Presentation of false information to Springs Academy management or School Board.
- Any form of physical or corporal punishment toward students.
- Unsafe and/or discourteous treatment toward students, their families or visitors.

Listed below are other acts which cannot be tolerated: Commission of these acts may result in disciplinary action varying from oral warning to written warning to disciplinary termination, depending upon the nature of the offense.

- Un-excused absences or repeated tardiness in reporting to work, or other violation of the attendance rules.
- Failure to report immediately a personal injury sustained on school property, or refusing to follow first aid requirements.
- Abuse or destruction of school property or property leased by the school.
- Repeated disregard for housekeeping rules.
- Refusal to leave premises upon the request of an authorized representative of the school.
- Fighting, horseplay, or practical joking on the job, on school property, or in school vehicles.
- Engaging in immoral, obscene or disorderly conduct.
- Abuse or destruction of the property of another.
- Operation of a school vehicle in a careless or dangerous manner, or operating any vehicle on Springs Academy in a careless or dangerous manner.
- Disregard for safety requirements or violation of Springs Academy policy; or refusing to perform work properly or follow instructions.
- Gambling or betting on school property.
- Unauthorized use of the telephones or computers without permission.
- Coercing, bribing, enticing, or otherwise inducing employees to engage in any conduct which is prohibited by policy.
- Unreasonable refusal to work outside normal hours when requested by Principal or Board.

The above rules are merely examples of conduct which cannot be tolerated and do not in any way limit the ability of the school to discipline or discharge an employee, depending upon the circumstances. The above rules are not intended to restrict, in any way, the employment at will status of Springs Academy employees, pursuant to which employment is terminable by either the employee or Springs Academy at any time with or without reason. The governing body reserves the right to prohibit any interventions outlined in policy and procedures.

An employee aware of another employee's violation or possible violation of any of these or similar rules while on duty is responsible for reporting it to their supervisor immediately. Failure to do so will result in disciplinary action up to and including termination

Drug Free Workplace

Springs Academy is committed to creating and maintaining a Drug Free Workplace. It is a condition of employment that employees shall not:

- Use, manufacture, distribute, dispense, or possess controlled substances at any time.
- Use or be under the influence of alcohol while working, on-call or otherwise engaged in Springs Academy work.

- Report to work with the presence of illegal drugs or alcohol in the body.
- Use or be under the influence of medications while working if the medications have the potential to alter or adversely affect their judgment or motor skills or to induce sleepiness or otherwise detract from their safe job performance.
- All newly hired employees must pass a drug-screening test prior to beginning work.

Current employees may be asked to submit to a drug-screening test if reasonable suspicion exists to indicate that their health or ability to perform work may be impaired, if they are involved in an accident or near accident while on the job or sustain a work related injury or if there is reason to suspect they are under the influence of drugs or alcohol while on the job. If the employee refuses to be tested or tests positive, they will be subject to immediate termination. Factors which could establish cause for a current employee to submit to a drug screening test include, but are not limited to:

- Sudden changes in work performance;
- Repeated failure to follow instructions or operating procedures.
- Violation of agency safety policies.
- Discovery or presence of substances in any employee's possession or near the employee's work place.
- Odor of alcohol and/or residual odor peculiar to some chemical psychoactive substances.
- Unexplained and/or frequent absenteeism.
- Personality changes or disorientation.
- Involvement in any reportable work related accident.
- Return to work following any medical or unpaid leave of absence of over two weeks, excluding maternity leave.

Any employee who is required to submit to a drug-screening test may not be allowed to return to work until the results or the test are in and then only if the test is negative. The employee will not normally be paid during the time spent waiting for the test results unless the results are negative. If negative, payment may be made for scheduled hours actually missed. Once selected for a drug-screening test, if the employee refuses to be tested they will be subject to immediate termination.

Employees convicted of violating controlled substance laws will notify their supervisor within five (5) days of the event. If this policy was also violated, employment will be subject to immediate termination.

An employee who feels they have a drug or alcohol problem and has not yet been required to submit to a drug-screening test or violated this policy may wish contact an appropriate EAP resource.

All written reports and related information received by the agency, laboratories, employee assistance programs, and their agents will be held in the strictest confidence and kept in the employee's medical file.

An employee receiving treatment due to a drug or alcohol problem may be required to provide Springs Academy information regarding progress and status in the program, and to agree to certain terms and conditions (e.g., ongoing periodic drug testing) prior to return to work.

Employees or candidates who disagree with positive drug test results may request a second test at their own expense. The second test must be conducted on the original urine sample.

Employee Grievance Process

Springs Academy Charter School strives to provide a professional and supportive work environment for all staff. Staffs are expected to handle conflict in a positive pro-active manner. When an employee feels they have been treated unfairly, efforts will be made to resolve the conflict in a manner that results in a positive outcome for all parties within the parameters of Springs Academy policies and procedures.

Employees may address co-worker conflicts first with the individual(s) with whom there is a disagreement or conflict. This will be done in a positive, confidential, and timely manner. Employees unable to resolve conflicts in this manner will take the issue to their supervisor within 10 days.

If the conflict is with the supervisor, the employee should speak with the supervisor to attempt to resolve the matter. If unable to resolve the conflict with their supervisor, the employee may schedule a meeting with the second level supervisor. This chain will continue until meeting with the Principal.

When all appropriate methods of resolution have been exhausted and the employee does not feel the conflict has been resolved within the parameters of Springs Academy policies and procedures, the employee may file a written grievance with the school board. This grievance must be filed within 10 days of meeting with the Principal. The board chair will review the matter with the board at the next regularly or specially called meeting.

The board chair will communicate to the staff filing the grievance within 48 hours of a decision being reached by the board.

For matters relating to concerns of Harassment, please see the Harassment Policy.

Harassment Policy

Springs Academy is committed to a work environment in which all individuals are treated with respect and dignity. Each employee has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, Springs Academy Charter School expects that all relationships among agency employees, students, family members, and vendors will be business-like and free of bias, prejudice and harassment. The agency prohibits harassment, whether it occurs in the workplace or elsewhere in the course of employment responsibilities or working relationships.

Sexual Harassment: Sexual harassment constitutes discrimination and is illegal under federal, state, and local laws. Sexual harassment is defined as:

- Unwelcome sexual advances.
- Requests for sexual favors and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual.
- Conduct that has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, creating a hostile or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors. These behaviors may include, but are not limited to:

- Unwanted sexual advances or requests for sexual favors.
- Sexual jokes and innuendo.
- Verbal abuse of a sexual nature.
- Commentary about an individual's body, sexual prowess or sexual deficiencies.
- Leering, whistling or touching; insulting or obscene comments or gestures.
- Sexually suggestive objects or pictures displayed in the workplace; and other physical verbal or visual conduct of a sexual nature.

Harassment based on protected characteristic: Harassment on the basis of any other protected characteristic is also strictly prohibited.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, sex, national origin, age, disability, citizenship, or any other characteristic protected by law or that of the individual's relatives, friends or associates, and that:

- Has the purpose or effect of creating an intimidating, hostile or offensive work environment.
- Has the purpose or effect of unreasonably interfering with an individual's work performance; or otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to:

- Epithets, slurs or negative stereotyping.
- Threatening, intimidating or hostile acts.
- Denigrating jokes.
- Written or graphic material that denigrates or shows hostility or aversion toward an individual or group and that is placed on walls or elsewhere on the employer's premises or circulated in the workplace.

Springs Academy expects employees to report all perceived incidents or discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct are expected to report the matter to the Principal or any Board Member.

Springs Academy prohibits retaliation against any individual who reports in good faith discrimination or harassment or participates in an investigation of such reports.

Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, but is not limited to: training, referral to Employee Assistance Program and/or disciplinary action such as verbal or written warning, reassignment, and temporary suspension without pay or termination.

Any false and malicious complaints of harassment, discrimination or retaliation as opposed to complaints that are made in good faith, may result in appropriate disciplinary action.

Supervisory employees shall not date or engage in a romantic relationship with employees under their direct or indirect supervision, nor allow personal friendships or social relationships to influence their treatment of employees, or employment decisions.

Staff Disciplinary Actions

The purpose of employee corrective action is to encourage proper conduct, not to punish. All members of management are responsible to see that rules (both written and unwritten) are uniformly applied and enforced. It is the policy of Springs Academy that all employees perform their assigned jobs at or above satisfactory levels. Employee corrective action is to correct problem situations and provide a positive atmosphere in which the employee is expected to learn from past mistakes.

The following employee corrective actions are available to appropriate supervisors and to the Board.

- **Oral Warning-** Normally used for minor infractions of rules of conducts or work performance. The purpose of an oral warning is to make the employee aware that their conduct is not meeting specified requirements or expectations. The Principal should document a record of the oral warning.
- **Written Warning-** Normally used for more serious infractions of rules of conduct, repetition of minor infractions, or work performance deficiencies. Written Warnings will be issued by the Principal and reported to the School Board. A written warning must be discussed with the employee, signed by the Principal and placed in the employees' personnel file. Warnings for the Principal will be issued by the School Board.
- **Termination-** Normally three (3) written warnings on different subjects or two (2) written warnings on the same subject within a twelve (12) month period may subject an employee to termination. If the infractions are serious, two (2) written warnings may result in termination. The Principal will notify the School Board in advance of terminations. Termination information will be documented, signed and placed in the employees file. Termination of the Principal will be processed by the School Board.
- **Probation-** At Principal or Board discretion, an employee may be placed on probation for up to a 60-day probationary period because of work performance. The employee work performance will normally be reviewed at least bi-weekly during and at the end of the probationary period. If an employee satisfactorily completes the probationary period, he or she will be returned to regular employee status. However, if the employee fails to improve during the probationary period, he or she may receive further employee corrective action up to and including termination.

Nothing in this policy relating to employee corrective action is intended, nor should it be construed, as creating a contract of employment, which would alter the employment at will status of Springs Academy employees.

Reporting Abuse and Neglect

The welfare and safety of the student is a primary concern for all employees. All school employees are required to report any suspected child abuse and neglect. This policy and procedure shall comply with the current statutes on abuse and neglect for the state of North Carolina.

Suspected Abuse/Neglect by a Parent/Caregiver:

Any staff observing unusual marks on a child's body, conversations with parents/child, observations of child/parent that raises concern about a child's physical and emotional well being will be responsible for immediately documenting the incident.

Documentation on such incidents will be maintained confidentially by the staff member. Documentation must be detailed and descriptive and include time, place, and date and a report made to the Department of Social Services where it is believed the abuse/neglect occurred.

The Principal shall be notified of all suspicions of abuse/neglect by a parent/caregiver.

Depending on the circumstances of the allegations, the Principal may or may not contact the parent/guardian prior to the notification of DSS. School staff knowledgeable of community resources for families will make referrals when appropriate.

Should an investigation of the incident(s) take place, staff may be required to participate in interviews with DSS and copies of the documentation will be made for the investigators.

All allegations and substantiation of abuse and neglect will be confidential and shared only with the necessary staff.

Suspected Abuse/Neglect by Staff, Volunteer or Intern:

Any staff member suspecting that a co-worker/ volunteer/intern has abused or neglected a student must report the suspicion to the Principal or School Board Member immediately.

The individuals receiving and making the report will document all details of the report/concern.

The staff member/volunteer/intern will be placed on leave (paid or unpaid at the discretion of the School Board) while the situation is investigated. Suspicions of abuse and/or neglect by school personnel will be reported as required by law.

If the report is substantiated, the School Board will issue the appropriate disciplinary action as required by Policy.

Cultural Diversity

Springs Academy Charter School recognizes, respects, and responds to the cultural differences of its students and employees. Springs Academy will provide environments that are accepting of all people regardless of sex, age, race, national origin, sexual orientation, religion, disability or family situation. Students will be encouraged to learn about cultural diversity within the greater society.

Use of Information and Technology Resources

Springs Academy will provide information systems and telecommunications resources (IT resources) in all business purposes. This policy sets forth the acceptable use of these IT resources by authorized users. Springs Academy will provide resources appropriate for authorized users to effectively and efficiently perform their jobs. IT resources operated by Springs Academy and those provided to users are the property of Springs Academy, or if provided through contract with Barium Springs, operated by Barium Springs.

Acceptable use will always be legal, ethical, for the furtherance of Springs Academy mission, goals and reputation, reflective of agency values, and appropriate to the authorized user's agency role. IT resources are provided for school business purposes only. Authorized users do not have an express or implied right to privacy while using Springs Academy IT resources. Information created, transmitted, and maintained is property of Springs Academy. Springs Academy may, without notice, intercept, monitor, review, and download any communications, files, and work product created, transmitted or maintained by an authorized user using these resources. Notwithstanding, Springs Academy and authorized users will at all

times secure and protect confidential information and any information subject to statute or law created, transmitted and maintained on its IT resources.

Student Conduct and Discipline

The goal of an effective disciplinary system must be to ensure a safe school climate while not unnecessarily reducing the students' opportunity to learn.

Springs Academy Staff will:

- Regularly review disciplinary issues and make necessary changes to policy, staff expectations, school environment, and interventions utilized.
- Utilize Community Time to review policies, expectations, new rules and potential consequences.
- Communicate with parents regarding behavioral issues and concerns.
- Document problem behaviors in order to report accurately to parents.
- Provide consequences in a prompt and fair manner.
- Provide positive reinforcement for good behavior.
- Conduct Functional Behavioral Analysis to understand the behaviors being exhibited by students.
- Utilize approved disciplinary consequences in a manner that promotes both school safety and not unnecessarily reducing the students' opportunity to learn.

Parents/Guardians Will:

- Support school-wide discipline policies.
- Reward and praise students at home for appropriate behavior noted by teacher.
- Follow through with any problem behavior noted by teacher.
- Schedule parent teacher conferences to discuss concerns.

Students Will:

- Respect adults and fellow students.
- Be courteous, kind and respectful to all adults and your fellow students. Do not offend, embarrass, bully or belittle any individual or group. Respect each other's differences and cultures.
- Cooperate with others
- Show regard for your own safety and the safety of others
- Take pride in your work and try your best
- Share your successes with your family
- Tell someone if you have worries or concerns that are making you unhappy
- Be in the right place at the right time doing the right thing
- Follow all school policies.
- Aim to be a responsible member of the school community.
- Show respect for school property and the property of others. Be responsible for textbooks and any other school related items.
- Strive to take care of the school and its surroundings.

Approved Disciplinary Measures:

Skill Focus: Students will be required to complete tasks designed specifically to address learning more appropriate skills to change the behavior or discipline problem.

Restitution: Students will have to make amends or serve their school community. Specifics of the restitution will be based on a joint staff and student government decision.

Detention: Detention for infractions may be assigned by a teacher or administrator, and are usually held after school. Parents will be notified of the reason and date of the detention.

Saturday School: Saturday Academy may be assigned to students who are falling behind in completion of homework assignments, students who need to make up unexcused absences, or students with several detentions.

In School Suspension: In school suspension will be assigned by the Principal or their designee. This will be reserved for more serious infractions. Students will continue to complete class assignments and receive academic instruction.

Out of School Suspension: Out of School Suspension is reserved for the most serious infractions and will be assigned by the Principal. Students will need to complete class assignments. If a student with special needs is suspended, Springs Academy will continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations.

Expulsion: Expulsions will be utilized for repeated serious behavioral/conduct issues that jeopardize the safety of others. Parents and Students will be notified in writing if their continued behavior may warrant expulsion. Expulsions will require the approval of the school board.

In the event that a student is suspended or expelled, Springs Academy Charter School will notify local school officials in the school district to which the student would otherwise be assigned according to all applicable federal state laws and regulations.

Use of Restrictive Interventions

Physical restraints and isolation time-outs are the only approved restrictive interventions utilized at Springs Academy Charter School. The use of these restrictive interventions is limited to emergency situations in order to terminate a behavior or an action in which a student is in imminent danger of abuse or injury to self or other persons; or when substantial property damage is occurring. Springs Academy will use the Crisis Prevention Institute (CPI) as the certifying agent and supplier of training materials for the use of restrictive interventions including physical restraint and isolation time-out.

All staff providing care to students are trained and certified in CPI techniques annually including physical intervention techniques, verbal de-escalation techniques; safety techniques; monitoring the breathing, motor control, and responsiveness of student; escort; and the debriefing of student and staff immediately following the termination of a physical restraint.

In the event that a student becomes aggressive and a danger to himself and/or others and cannot be safely restrained using CPI techniques, law enforcement will be called for assistance in intervening with the student.

The use of Restrictive Interventions will be reported to parents in writing on the same day as the intervention. Parents will be notified of the precipitating events, response of staff, and follow up with student.

Definitions of restrictive intervention, physical restraint, and isolation time-out:

“Restrictive intervention” means an intervention procedure, which represents a significant risk of mental or physical harm to the student and, therefore, requires additional safeguards.

“Physical restraint” means the application or use of any manual method of restraint that restricts freedom of movement or placing a student in a therapeutic hold or any other manner that restricts his or her movement. Excluded from this definition are physical guidance, gentle physical prompting techniques, and escorting a student who is walking.

“Isolation time-out” means the removal of a student to a separate room from which exit is barred by staff, but not locked, and where there is continuous supervision by staff, for the purpose of modifying behavior.

Conflict of Interest Policy

Springs Academy will maintain professional and fair relationships with its entire staff, volunteers and Board of Directors which provides a framework for evaluating situations that may constitute a conflict and invests management with developing procedures that facilitate disclosure of information to prevent and manage potential and apparent conflicts of interest. No staff, parent, volunteer and/or Board Members shall prosper unfairly or be given preferential treatment because of their relationship with Springs Academy Charter School.

Employees and paid consultants shall avoid both the fact and the appearance of conflict of interest, financial and otherwise. No employee or paid consultant may have direct or indirect financial interest in the assets, leases, transactions or professional services of the charter school.

Governing body members do not accept honoraria from the organization except where permitted by law or Springs Academy Charter School Bylaws.

Board Members and volunteers who have a direct or indirect financial interest in the assets, leases, transactions or professional services of the charter school may not have a financial gain beyond the fair market value for those services or relationships.

The governing body members who are personnel or relatives of personnel will recuse themselves on matters where their objectivity would be compromised, e.g., promotions, salaries, specific benefit packages.

Employees, paid consultants, contractors, and Board Members shall receive no preferential treatment in applying for and receiving the admission to the Charter Schools or any services of the school. No employee, parents, volunteers or Board Member shall seek, accept or make financial compensation for referring students to other agencies or for referrals to Springs Academy.

The Board of Members of who are personnel or relatives of personnel should excuse themselves on matters where objectivity would be compromised (e.g., promotions, salaries, specific benefit packages).

Springs Academy Charter School Job Description

Job Title: Teacher Assistant **FLSA Status:** Exempt
Reports to: Principal **Salary Grade:**
Last Revision Date: DRAFT

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a High School Diploma/GED required.
Preference given to candidates with some college course work.

Experience: A minimum of two years experience with working with children/adolescents with behavioral and emotional issues.

Other Requirements:

- Requires knowledge and the ability to practically implement North Carolina Standard Course of Study.
- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have basic computer and math skills.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Carryout lesson plans under the direction of the teacher in accordance with school policies, curricula and North Carolina Standard Course of Study.
- Provides academic support to individual students and groups of students.
- Tracks data as requested by classroom teacher.
- Utilize classroom management techniques that are strength based, family/student centered, trauma informed, and consistent with Teaching Family Model Principles.
- Participates in meetings such as staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with students, teachers, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

ACKNOWLEDGEMENT:

I have read the above job description and understand the position requirements and job responsibilities. I have had the opportunity to ask questions and to seek clarification regarding the expectations. I understand that nothing in this or any other document is a contract for employment and that all employees are employed at-will.

Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School Job Description

| | | | |
|----------------------------|-----------|----------------------|--------|
| Job Title: | Teacher | FLSA Status: | Exempt |
| Reports to: | Principal | Salary Grade: | 7-8 |
| Last Revision Date: | DRAFT | | |

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a BA in Education with a current North Carolina Teaching License in applicable areas. Preference given to candidates with EC licensure in North Carolina.

Experience: Experience with working with students with behavioral and emotional issues.

Other Requirements:

- Requires knowledge and the ability to practically implement North Carolina Standard Course of Study.
- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have basic computer and math skills.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Prepare and carryout lesson plans in accordance with school policies, curricula and North Carolina Standard Course of Study.
- Provides instruction to students and assessment of students in required subject areas.
- Monitors and submits program data, outcomes, and successes as part of a comprehensive Continuous Quality Improvement plan.
- Utilize classroom management techniques that are strength based, family/student centered, trauma informed, and consistent with Teaching Family Model Principles.
- Participates in meetings such as staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with students, staff, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

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Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School Job Description

| | | | |
|----------------------------|--------------|----------------------|--------|
| Job Title: | Principal | FLSA Status: | Exempt |
| Reports to: | School Board | Salary Grade: | 9-11 |
| Last Revision Date: | DRAFT | | |

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a BA in Education or related field.

Experience: Minimum of 3 years supervision experience required. Experience with working with students with behavioral and emotional issues also required.

Other Requirements:

- Requires knowledge and the ability to practically implement North Carolina Standard Course of Study.
- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have basic computer and math skills.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Oversee and responsible for all day to day operations of the Charter School in accordance with school policy and applicable laws/regulations.
- Responsible for the hiring and supervision of all Charter School employees in accordance with applicable laws and school policies.
- Responsible for carrying out the mission, goals and priorities approved by the school board.
- Coordinate all recruiting, marketing and enrollment efforts.
- Responsible for fiscal oversight and management of the school.
- Lead Continuous Quality Improvement efforts for the school including testing, progress reports, etc.
- Utilize classroom management techniques that are strength based, family/student centered, trauma informed, and consistent with Teaching Family Model Principles.
- Participates in/ Facilitates/Leads/Plans meetings such as board meetings, staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with students, community partners, School Board, Advisory Councils, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

ACKNOWLEDGEMENT:

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Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School Job Description

| | | | |
|----------------------------|------------------------------------|----------------------|--------|
| Job Title: | Exceptional Children's Coordinator | FLSA Status: | Exempt |
| Reports to: | Principal | Salary Grade: | 8-9 |
| Last Revision Date: | DRAFT | | |

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a BA in Education with a current NC Certification in Special Education or Exceptional Children.
Experience: Minimum of one year experience providing special education services required. Supervision experience preferred.

Other Requirements:

- Requires knowledge and the ability to practically implement North Carolina Standard Course of Study.
- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have basic computer and math skills.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Responsible for ensuring the Schools compliance with all applicable federal and state regulations regarding the education of children with special need.
- Coordinate and oversee testing and assessment processes and outcomes.
- Responsible for identifying the need for EC services, arranging for needed services, evaluating the effectiveness of EC services, etc.
- Complete and oversee all Individualized Education Plans in accordance with all applicable federal and state regulations.
- Monitors and submits Exceptional Children's data, outcomes, and successes as part of a comprehensive Continuous Quality Improvement plan.
- Utilize classroom management techniques that are strength based, family/student centered, trauma informed, and consistent with Teaching Family Model Principles.
- Participates in meetings such as staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with youth, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

ACKNOWLEDGEMENT:

I have read the above job description and understand the position requirements and job responsibilities. I have had the opportunity to ask questions and to seek clarification regarding the expectations. I understand that nothing in this or any other document is a contract for employment and that all employees are employed at-will.

Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School Job Description

| | | | |
|----------------------------|----------------------------|----------------------|--------|
| Job Title: | Administrative Coordinator | FLSA Status: | Hourly |
| Reports to: | Principal | Salary Grade: | 5-6 |
| Last Revision Date: | DRAFT | | |

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a High School Diploma required, with some college course work preferred.

Experience: Minimum of 3 years office support experience provided. Experience working in a school setting preferred.

Other Requirements:

- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have computer and math skills required to complete all necessary data entry required by the state.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Prepare and carryout lesson plans in accordance with school policies, curriculums and North Carolina Standard Course of Study.
- Provides instruction to students and assessment of students in required subject areas.
- Monitors and submits program data, outcomes, and successes into state databases such as NC WISE and all school tracking systems as part of a comprehensive Continuous Quality Improvement plan.
- Utilize classroom management techniques that are strength based, family/student centered, trauma informed, and consistent with Teaching Family Model Principles.
- Participates in meetings such as staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with youth, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

ACKNOWLEDGEMENT:

I have read the above job description and understand the position requirements and job responsibilities. I have had the opportunity to ask questions and to seek clarification regarding the expectations. I understand that nothing in this or any other document is a contract for employment and that all employees are employed at-will.

Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School Job Description

Job Title: Food Services Specialist
Reports to: Administrative Coordinator
Last Revision Date: DRAFT

FLSA Status: Hourly
Salary Grade: 3-5

KNOWLEDGE AND SKILL REQUIREMENTS:

Education: Minimum of a High School Diploma/GED.

Experience: Minimum of 1 year experience working in Food Service Position.

Other Requirements:

- Requires knowledge and the ability to carry out the School Food Program requirements.
- Must be culturally sensitive to children and families and support cultural diversity throughout the school.
- Requires effective communication, decision making, interpersonal, leadership and professionalism skills and abilities.
- Must have basic computer and math skills.
- Must have a valid North Carolina's Driver's License.
- Must submit to and pass pre-employment drug screening, criminal, HCPR and driving checks.

PRIMARY RESPONSIBILITIES:

- Develop menu and prepare approved meals in accordance with school policy and all applicable School Food Program requirements.
- Order needed food and supplies within approved budgets.
- Follow all safety and sanitation regulations related to areas of responsibility and in accordance with federal, state and school requirements.
- Complete and submit all required record keeping in accordance with federal, state and school requirements.
- Be aware of all food/drink allergies and plan for alternatives as needed to ensure the health and safety of all students.
- Participates in meetings such as staff meetings, parent teacher conferences, IEP meetings, treatment planning meetings, etc.
- Maintains positive working relationships with students, staff, parents, school system, referral sources, other providers, etc.
- Other duties as assigned by supervisor.

ADDITIONAL RESPONSIBILITIES:

- Assist with agency planning and special events/projects.

ESSENTIAL FUNCTIONS:

Physical functions which are considered essential to the satisfactory performance of the job include the following: reading, typing, writing, using the telephone, driving, active participation in physical activities, therapeutically restraining children and adolescents in crisis situations.

ACKNOWLEDGEMENT:

I have read the above job description and understand the position requirements and job responsibilities. I have had the opportunity to ask questions and to seek clarification regarding the expectations. I understand that nothing in this or any other document is a contract for employment and that all employees are employed at-will.

Employee Signature

Date

Supervisor Signature

Date

Springs Academy Charter School

**Parent/Student Handbook
DRAFT**

Welcome

Welcome to Springs Academy Charter School. The Board and Staff welcome you and your family to our school. Springs Academy provides a free public education and operates a charter school under the North Carolina Department of Public Instruction.

Vision

It is the vision of Springs Academy Charter School that every student regardless of life experience will reach their full potential academically, socially, emotionally, and civically.

Mission:

The mission of Springs Academy Charter School to provide a safe, supportive and challenging educational environment that allows each student to achieve success.

Goals:

The goals of Springs Academy Charter School are:

- Students will utilize available supports to build resiliency and skills to minimize the negative effects of past or future traumatic experiences.
- Staff will utilize high quality; evidenced based instruction and intervention that are matched to students' academic, social-emotional, and behavioral needs will provide each student with the opportunities for success.
- Students will be actively engaged in learning.

2013-2014 Springs Academy Charter School Proposed School Calendar

| | |
|----------------|--|
| August 2013 | (TOTAL DAYS OF SCHOOL: 5 Days) |
| 19-23 | Teacher Workdays |
| 26 | First Day of School |
| September 2013 | (TOTAL DAYS OF SCHOOL: 20 Days) |
| 2 | Holiday—LABOR DAY |
| 27 | ½ Day, Dismissal at 11:30 --Professional Development Day for Staff |
| October 2013 | (TOTAL DAYS OF SCHOOL: 22 Days) |
| 21 | TEACHER Workday |
| 31 | End of 1 st Grading Period |
| November 2013 | (TOTAL DAYS OF SCHOOL: 16 Days) |
| 1 | Teacher Workday |
| 11 | Holiday--- Veterans Day |
| 27-29 | Holiday--- Thanksgiving |
| December 2013 | (TOTAL DAYS OF SCHOOL: 15 Days) |
| 23-31 | Holiday--- Winter Break |
| January 2014 | (TOTAL DAYS OF SCHOOL: 18 Days) |
| 1-3 | Holiday--- New Years |
| 20 | Holiday--- Martin Luther King Jr |
| 24 | End of 2 nd Grading Period |
| 27 | Teacher Workday |
| February 2014 | (TOTAL DAYS OF SCHOOL: 19 Days) |
| 17 | Teacher Workday |
| March 2014 | (TOTAL DAYS OF SCHOOL: 20 Days) |
| 3 | ½ Day, Dismissal at 11:30 --Professional Development Day for Staff |
| 14 | Teacher Workday |
| April 2014 | (TOTAL DAYS OF SCHOOL: 16 Days) |
| 3 | End of 3 rd Grading Period |
| 4 | Teacher Workday |
| 18-25 | Holiday--- Spring Break |
| May 2014 | (TOTAL DAYS OF SCHOOL: 21 Days) |
| 26 | Holiday--- Memorial Day |
| June 2014 | (TOTAL DAYS OF SCHOOL: 13 Days) |
| 18 | LAST DAY OF SCHOOL END OF SCHOOL and End of 4 th Grading Period |

ADMISSIONS

Eligibility:

Springs Academy is a tuition free public school. Admission is open to any North Carolina resident meeting the age requirements for admission, unless demand exceeds the number of spaces available under the Charter. Applicants will not be discriminated against because of race, ethnicity, national origin, gender or disability.

Application Process for New Students:

Applications will be available on the school website or by contacting the school. Applications will be accepted until the annual deadline. Incomplete applications will not be included in enrollment or lottery.

Returning Students:

Returning students are not required to reapply each year. However, Parents/Guardians of returning students must submit a Returning Student Commitment Form by the annual deadline.

Enrollment Priorities:

Springs Academy will provide priority enrollment to siblings of students admitted in previous enrollment periods.

Lottery:

If the number of applications exceeds the available slots, a lottery will be scheduled. The lottery date and time will be communicated to all applicants. The lottery will be conducted in a manner that allows all applicants equal access to the available slots. The lottery is open to the public.

If multiple birth siblings have applied and a lottery is scheduled, the last name will be entered into+ the lottery and if that name is pulled in the lottery, both siblings will be admitted.

All names will be entered into the lottery for the class/grade they are applying for. All names will be pulled during the lottery. When all open slots are filled the remaining names will be placed on a waiting list. Placement on the waiting list will be based on the order the names were pulled.

Child Health Requirements

Medical Reports:

We must have a completed medical examination form completed by the child's physician within thirty days of enrollment at the school. We will require a new physical exam upon entry into 6th grade.

Immunizations:

A copy of your child's immunization record is required prior to enrollment. Whenever your child receives a new immunization, please provide a copy of the immunization record to the office.

Failure to provide updated immunization and medical records may lead to suspended or terminated services.

Allergies:

All allergies must be documented on the child's application for care and in writing from your child's doctor. The doctor will need to clearly detail the allergy, including appropriate food or drink substitutes and information about how to treat your child in the event of an allergic reaction. Parents are also required to provide any medications needed for allergic reactions. Please see the medication policy on parental permission for allergy medication.

Exclusion of Sick Children:

It is our priority to provide a healthy and safe environment for all students, staff and visitors. Students with the following symptoms should not be sent to school and will be sent home if they begin to exhibit them.

- Temperature of 101 degrees or higher. Temperatures are taken auxiliary (under the arm with one degree added). You may not bring your child back to school the next day after being sent home with a fever. **Your child must be fever-free (without medications such as Tylenol or Motrin) for at least 24 hours.**
- More than 2 episodes of diarrhea or more excessive bowel movements than normal.
- Any type of rashes. A written note from your child's doctor stating that the rash is not contagious will be required BEFORE we will allow your child to return to care.
- "Pink-eye" or conjunctivitis, which is an eye infection. The eye is generally red with some burning and itching. There may also be some drainage from the eye. A note from the doctor is required before your child can return to the Center.
- The childhood diseases that may include but are not limited to—measles, mumps, rubella, chicken pox, fifth disease, and roseola, etc. A note from the doctor may be required in order for your child to return.
- Impetigo, ringworm, and similar infections, unless it is being treated and is completely covered. A note from the doctor indicating that the infection is being treated may also be required.
- Head lice - Children may not return to care the day after being sent home with lice. The child must undergo treatment and be completely nit-free before returning to the Center.
- A child may not be in care with any illness or infections requiring antibiotics until they have been on the antibiotic for at least 24 hours.

If a child becomes ill while in care we will notify someone listed on the emergency contact form. While we will attempt to make every child as comfortable as possible until you arrive, it is important that parents or other approved adult pick up the child as soon as possible.

Administering Medication:

Medication will only be administered when a parent/legal guardian correctly signs the Permission to Administer Medication form. These forms are available in your child's classroom. Each child will have their own form with their name and date of birth indicated at the top.

The School will not:

- Administer medication that is prescribed to another person.
- Administer medication that is not in its original container.
- Administer "home-made" or herbal remedies.

Attendance

Regular attendance is necessary for making necessary academic progress required for promotion. School attendance is a joint student and parent responsibility.

Each student is expected to arrive and be ready for the school no later than 8:15 AM and remain at school until the end of the school day at 2:45PM. Students may arrive as early as 7:45. Students wishing to eat Breakfast should arrive by 8AM. Students must be picked up by 3:00PM. To be counted present for the entire day, students must be present at school for at least 50% of the school day.

Absences, tardies and early dismissals may be excused for the following reasons.

- Doctors appointment
- Death of an immediate family member
- Illness
- Hospitalization of the student or family member
- Quarantine
- Discretion of the principal in advance

Documentation is required from the doctor/parent within 3 days of the absence. Failure to submit this documentation will result in the absence being recorded as an unexcused absence.

All work missed during absences must be made up.

Students with 3 or more unexcused absences in a quarter will be required to make up class time in Saturday School.

General Grievance Process

Parents or Guardians will be provided a copy of the grievance policy prior to the first day of school as part of the school handbook.

Parents are encouraged to share concerns with decisions made by school staff and board. Parents should schedule meetings with Teachers and school administrative staff in advance to avoid disruption of school activities.

Concerns regarding classroom decisions should be directed to the teacher most able to respond to the concern. If concerns are not addressed to the parent's satisfaction or if the concern is regarding an administrative decision, the parent may discuss the concern with the Principal. If the parent is unsatisfied with the response at this level, the parent may write a letter to the School Board President, detailing the decisions made and the reason for concern and requesting reconsideration of the decision by the school board. The school board will review the request for reconsideration at the next scheduled board meeting or at a specially called meeting if necessary.

The decision of the board will be final and will be communicated to the parent within 48 hours.

Inclement Weather

We make every effort to remain open on snowy days. However, if travel is dangerous for staff and families, we will be closed. Sometimes, we close early or delay opening to give staff and families the opportunity to travel safely. It is important that you watch television stations WSOC-TV (Channel 9) or WBTV (Channel 3). Information concerning the Center's schedule will be listed as **Springs Academy Charter School** on those TV stations. If you have internet access our closing and delay information will also be posted on our website: *****.

School Food Program

Our program participates in a federally funded food and meal program. Healthy, nourishing meals are served to all children enrolled in our program without regard to race, creed, color, family income, national origin, religion, or ethnic background. Our meal components go beyond the current guidelines issued by the Child and Adult Care Food Program. The food service staff plan menus that are low in sugar, fats, salts and include seasonal fresh fruits and vegetables. Menus are posted in the school and are available on the website.

Breakfast is served at 8AM and Lunch is served between 11AM-12:30PM.

We will have celebrations throughout the year. We rely on parent support with providing menu items for parties and celebrations. All food brought for children's parties must be purchased at the store. No homemade food is permitted.

Occasionally, children develop food allergies. If that is the case for your child, please bring a letter from your doctor describing the foods he should avoid. Provisions can be made for children with allergies or other related medical conditions.

Dress Code

All students will be required to wear an approved school uniform each day unless a free dress day has been approved by the Principal. Uniforms will consist of khaki pants or shorts, a black or white polo shirt and tennis shoes.

Student Conduct and Discipline

The goal of an effective disciplinary system must be to ensure a safe school climate while not unnecessarily reducing the students' opportunity to learn.

Springs Academy Staff will:

- Regularly review disciplinary issues and make necessary changes to policy, staff expectations, school environment, and interventions utilized.
- Utilize Community Time to review policies, expectations, new rules and potential consequences.
- Communicate with parents regarding behavioral issues and concerns.
- Document problem behaviors in order to report accurately to parents.
- Provide consequences in a prompt manner and fair manner.
- Provide positive reinforcement for good behavior.
- Conduct Functional Behavioral Analysis to understand the behaviors being exhibited by students.
- Utilize approved disciplinary consequences in a manner that promotes both school safety and not unnecessarily reducing the students' opportunity to learn.

Parents/Guardians Will

- Support school-wide discipline policies.
- Reward and praise students at home for appropriate behavior noted by teacher.
- Follow through with any problem behavior noted by teacher.
- Schedule parent teacher conferences to discuss concerns.

Students Will...

- Respect adults and fellow students.
- Be courteous, kind and respectful to all adults and your fellow students. Do not offend, embarrass, bully or belittle any individual or group. Respect each other's differences and cultures.
- Cooperate with others
- Show regard for your own safety and the safety of others
- Take pride in your work and try your best
- Share your successes with your family
- Tell someone if you have worries or concerns that are making you unhappy
- Be in the right place at the right time doing the right thing
- Follow all school policies.
- Aim to be a responsible member of the school community.
- Show respect for school property and the property of others. Be responsible for your textbooks and any other school related items.
- Strive to take care of the school and its surroundings.

Approved Disciplinary Measures:

Skill Focus: Students will be required to complete tasks designed specifically to address learning more appropriate skills to change the behavior or discipline problem.

Restitution: Students will have to make amends or serve their school community. Specifics of the restitution will be based on a joint staff and student government decision.

Detention: Detention for infractions may be assigned by a teacher or administrator, and are usually held after school. Parents will be notified of the reason and date of the detention.

Saturday School: Saturday Academy may be assigned to students who are falling behind in completion of homework assignments, students who need to make up unexcused absences, or students with several detentions.

In School Suspension: In school suspension will be assigned by the Principal or their designee. This will be reserved for more serious infractions. Students will continue to complete class assignments and receive academic instruction.

Out of School Suspension: Out of School Suspension is reserved for the most serious infractions and will be assigned by the Principal. Students will need to complete class assignments.

Expulsion: Expulsions will be utilized for repeated serious behavioral/conduct issues that jeopardize the safety of others. Parents and Students will be notified in writing if their continued behavior may warrant expulsion. Expulsions will require the approval of the school board.

Discipline Appeal Process and Reporting Requirements:

Parents may utilize the Grievance Process by notifying the Board Chair in writing with their concern regarding suspensions and/or expulsions.

If a student with special needs is suspended, Springs Academy will continue to provide to the student all continuing education services to the extent mandated by federal and state laws and regulations. In the event that a student is suspended or expelled, Springs Academy Charter School will notify local school

officials in the school district to which the student would otherwise be assigned according to all applicable federal state laws and regulations.

Use of Restrictive Interventions

Physical restraints and isolation time-outs are the only approved restrictive interventions utilized at Springs Academy Charter School. The use of these restrictive interventions is limited to emergency situations in order to terminate a behavior or an action in which a client is in imminent danger of abuse or injury to self or other persons; or when substantial property damage is occurring. Springs Academy will use the Crisis Prevention Institute (CPI) as the certifying agent and supplier of training materials for the use of restrictive interventions including physical restraint and isolation time-out.

All staff providing care to clients are trained and certified in CPI techniques annually including physical intervention techniques, verbal de-escalation techniques; safety techniques; monitoring the breathing, motor control, and responsiveness of client; escort; and the debriefing of client and staff immediately following the termination of a physical restraint.

In the event that a client becomes aggressive and a danger to himself and/or others and cannot be safely restrained using CPI techniques, law enforcement will be called for assistance in intervening with the client.

The use of Restrictive Interventions will be reported to parents on the same day as the intervention in writing. Parents will be notified of the precipitating events, response of staff, and follow up with student.

Definitions of restrictive intervention, physical restraint, and isolation time-out:

“Restrictive intervention” means an intervention procedure, which represents a significant risk of mental or physical harm to the client and, therefore, requires additional safeguards.

“Physical restraint” means the application or use of any manual method of restraint that restricts freedom of movement or placing a client in a therapeutic hold or any other manner that restricts his or her movement. Excluded from this definition are physical guidance, gentle physical prompting techniques, and escorting a client who is walking.

“Isolation time-out” means the removal of a client to a separate room from which exit is barred by staff, but not locked, and where there is continuous supervision by staff, for the purpose of modifying behavior.

Student Conduct and Discipline

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- Utilize Community Time to review policies, expectations, new rules and potential consequences.
- Communicate with parents regarding behavioral issues and concerns.
- Document problem behaviors in order to report accurately to parents.
- Provide consequences in a prompt manner and fair manner.
- Provide positive reinforcement for good behavior.
- Staff will be trained and implement appropriate behavior modification models such as the Teaching Family Model.
- Conduct Functional Behavioral Analysis to understand the behaviors being exhibited by students.
- Utilize approved disciplinary consequences in a manner that promotes both school safety and not unnecessarily reducing the students' opportunity to learn.

Parents/Guardians Will...

- Support school-wide discipline policies.
- Reward and praise students at home for appropriate behavior noted by teacher.
- Follow through with any problem behavior noted by teacher.
- Schedule parent teacher conferences to discuss concerns.

Students Will...

- Respect adults and fellow students.
- Be courteous, kind and respectful to all adults and your fellow students. Do not offend, embarrass, bully or belittle any individual or group. Respect each other's differences and cultures.
- Cooperate with others
- Show regard for your own safety and the safety of others
- Take pride in your work and try your best
- Share your successes with your family
- Tell someone if you have worries or concerns that are making you unhappy
- Be in the right place at the right time doing the right thing
- Follow all school policies.
- Aim to be a responsible member of the school community.
- Show respect for school property and the property of others. Be responsible for your textbooks and any other school related items.
- Strive to take care of the school and its surroundings.

Approved Disciplinary Measures:

Restitution: Students will make amends to their community/school for behaviors.

Skill Focus: Students will be required to complete tasks designed specifically to address learning more appropriate skills to change the behavior or discipline problem

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John Koppelmeyer

John has been the CEO of child welfare agencies for the past 24 years. He is the past President and current Board member of Benchmarks, the state association of child welfare agencies. He has led Barium Spring through four mergers/acquisitions within the past two years.

Throughout his career, John has worked to assist nonprofit health and human service organizations grow and expand their ability to serve children and families through foundation and corporate support.

John is actively involved in the community including participation on local committees and boards including the YMCA, Boys and Girls Club, and Statesville Chamber of Commerce. John Koppelmeyer brings valuable skills and leadership qualities to Barium Springs and his experience maximizes the impact of this network and will further strengthen its capacity to respond to the needs of hurting children and families. John has a MSW from the University of South Carolina.

Sharon Bell

Sharon has a BS in Child Development and Family Relations from East Carolina University and Master's of Business Administration from Queens University. Sharon has held direct care positions working with preschool and school-age children including children with special needs.

Sharon has held administrative and management positions for the past 11 years and currently serves as the Chief Program Officer with Barium Springs, supervising services across 41 North Carolina Counties.

Sharon has two children currently enrolled in a Charter School where she has served as the President for the school athletic association for the past three years. Sharon also serves on two advisory boards for Mitchell Community College and also serves on the board for the Iredell County Partnership for Young Children.

DeAnn Scheppele

DeAnn currently works as a Realtor serving Iredell, Mecklenburg and surrounding counties. DeAnn also worked for US Airways for 20 years including working as a Manager and Human Resources Representative.

DeAnn is active in the local community and serves on the Habitat for Humanity Build Team, Allen Tate Fun Day, and Pine Lake Prep Learning/Service Partnership.

DeAnn is a member of the Barium Springs Board of Regents and currently serves on the fundraising committee.

John Foster

John is the owner of Foster Frames. John has experience in Marketing, Management, Communication and Sales.

John is actively involved in the local community and serves a member of the Lake Norman Chamber of Commerce and the Mooresville/Lake Norman United Way. John is also actively involved with the Boy Scouts and a local Women's Shelter.

John has also participated in local education initiatives including a Playground Build Project with Charlotte Mecklenburg Schools.

Kevin Mahl

Kevin is the owner of Champion Tire and Wheel in Charlotte, NC. John currently serves on the Lake Norman Chamber of Commerce. He currently is chair of Chamber's Community Affairs Committee. Kevin has experience in engineering and marketing.

Kevin has recently joined the board of Barium Springs.

Springs Academy Charter School

BYLAWS

DRAFT

ARTICLE I

NAME

Section I. The name of the Corporation shall be Springs Academy Charter School. This Corporation shall operate, as a 501(c) (3) not-for-profit Corporation under charter granted by the State of North Carolina.

ARTICLE II

PURPOSE

Section I. Springs Academy will provide a trauma informed approach to educating students.

ARTICLE III

FUNDS AND FISCAL YEAR

Section I. The fiscal year for the Corporation shall be from October 1 through September 30.

Section II. All monies received by the Corporation shall be maintained in one of the following funds:

| | |
|---|---------|
| Operating | Capital |
| Other special Funds as designated by the Donor or School Board. | |

Section III. These funds shall be administered by the Principal according to Board direction and/or donor designation.

Section IV. Allocation, definition and purpose of designated funds.

1. **OPERATING:** Day to day financial responsibilities of the Corporation.
2. **CAPITAL:** Will be used for budget-approved renovations, new construction, or capital acquisitions.

ARTICLE IV

Composition of School Board

Section I. The property and business of this School shall be governed by a School Board composed of at least ten (10) and no more than twelve (12) men and women, who shall be elected by the Board at its Summer meeting. At least two and no more than four members shall be employees or Board of Regents for Barium Springs Home for Children. Remaining members will include local elected officials, community members, business partners, and current or former parents of the school.

Section II. Members of the School Board shall be elected for a term of three (3) years. In order to have staggered terms, one-third of said elective members shall be elected each year. Terms shall begin August 1 of each year.

Section III. Members of the School Board shall be eligible to serve two (2) consecutive three-year terms or until their successors are duly elected and qualified. Thereafter, they shall be ineligible for re-election for a period of one (1) year. After this year of ineligibility, persons shall again be eligible for Board membership. A member elected to fill a term of one year or less shall not be considered to have served a full term.

Section IV. In addition to the powers expressly conferred upon them by the Charter and Bylaws, the School Board may do any and all things that may now or hereafter be lawful and appropriate for a charitable corporation to do under laws of the State of North Carolina, including the adoption and implementation of the School's policies and procedures.

Section V. The School Board's primary responsibilities include developing the strategic vision; oversight of the assets and liabilities; employing School staff; and adopting the policies for the operation of the agency.

Section VI. The School Board and individual Regents shall conduct all business in such ways as to avoid both the fact and the appearance of conflicts of interest. Members shall have no direct or indirect interest in the assets or leases of the Corporation. Any member involved in business transactions or professional services of the Corporation shall disclose this relationship and abstain from voting on these matters.

Section VII. Board Members shall be reimbursed for necessary expenses and shall receive no other compensation.

Section VIII. The School Board shall employ the staff of the Charter School, define their roles and responsibilities and evaluate their effectiveness.

Section IX. Whenever a vacancy occurs on the School Board the Board may fill the vacancy at the next regularly scheduled Board meeting by a majority vote of the Board members. The individual filling the vacancy shall serve the remaining term of the former Board member who held that position, and shall thereafter be eligible for re-election.

ARTICLE V

ADVISORY COUNCILS

Section I. An Advisory Council will be formed to provide the School Board and School personnel with local community input and leadership. Advisory councils exist to encourage an open dialogue between Springs Academy Charter School and the local communities it serves regarding such items as community needs, community satisfaction of services, enrollment, educational outcomes, marketing, fundraising and volunteerism.

Section II. The Advisory Councils will have a minimum of 6 (six) members and no more than 10 (ten).

Section III. Members of the Advisory Councils will be elected for a term of three (3) years. Terms shall begin August 1 of each year. The Advisory Councils will elect their own members.

Section IV. Members of the Advisory Councils may serve reoccurring three (3) year terms as long as they are elected and so inclined to serve.

Section V There will be a Chairperson and Vice-Chairperson as officers of the Advisory Councils.

Section VI. The School Board will identify a School Board Member that will sit on the Advisory Council as a liaison.

Section VII. The Advisory Council will meet a minimum of three (3) times a year. They can meet more if wanted or needed.

ARTICLE VI

Principal

Section I. The Principal shall have supervision over all of the organized life of the School. The Principal shall operate programs within the rules and regulations established by the Board.

Section III. The Principal shall enforce the School's compliance with federal, state and local laws.

Section IV. The Principal shall supervise all operating expenses within the budget and may not incur indebtedness outside the budgetary limits without authorization from the School Board. Documentation of all receipts and disbursements shall be kept current and available to the Treasurer.

Section VI. The Principal shall represent the School before the community/civic groups, governing bodies, and other gatherings where the School needs to be represented.

Section VII. The Principal shall make written reports to the School Board at least bi-monthly. These reports shall be used to help the School Board determine the strategic direction of the organization. The reports may include but are not limited to needs assessments, consumer satisfaction, staff satisfaction, outcome information, financial statements, and demographic information.

Section VIII. The Principal shall serve as an Ex-Officio member of the School Board and all committees.

Section IX. The Principal may assign staff personnel to assist at committee meetings.

Section X The Principal may assign staff to act as secretary for taking the minutes at School Board meetings with the assistance of the Board Secretary to prepare them for distribution at the next Board meeting. The staff secretary shall preserve and file all Corporation papers in a safe place and keep them accessible the School Board at all times. The minutes of all meetings shall be kept in a book specifically for that purpose. The staff secretary shall notify all School Board Members of meetings of the Board and send notices of all appointments as directed by the Chairperson or Principal.

ARTICLE VII

MEETINGS OF THE SCHOOL BOARD

Section I. All Meetings of the School Board will be in compliance with Open Meetings Requirements in GS 143-318.9.

Section II. The School Board shall meet in regular session a minimum of six (6) times annually at a time and place selected by the School Board or its Executive Committee. Notices shall be given to each member at least two weeks prior to the time of the meeting.

Section III. There shall be an annual meeting each year for the review of the annual report and progress on the Strategic Plan at a place and date selected by the School Board or its Executive Committee. The first meeting after the end of the fiscal year shall be designated for this purpose. Notice shall be given to each member at least two weeks prior to the time of the meeting.

Section IV. Special meetings of the School Board may be called by the Chairperson or upon the written request of three members or upon the order of the Executive Committee. The time, place, and purpose of the meeting shall be stated in the call and each member of the School shall be given notice of the meeting at least five (5) days prior to the meeting.

Section V. A quorum shall be constituted by fifty (50) percent of the current School Board plus one.

Section VI. Each member of the School Board is expected to be in attendance for regular meetings and other related activities. A Member missing three consecutive meetings may be removed from the Board. The Board Chair will call for a vote on the third missed meeting; the Board Chair will notify the Member of the Board's decision.

ARTICLE VIII

OFFICERS

Section I. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer. The officers shall be elected by the Board at its regular summer meeting. The Officers shall take office on August 1st following election. The Officers may hold office for up to two (2) years.

Section II. The Chairperson shall preside at all meetings and chair the Executive Committee. The Chairperson shall sustain an executive and advisory relationship to the work and purposes of the Corporation. The Chairperson shall discharge other duties as may be required by the Board. Subject to any limitations imposed by the Board of Regents, the duties of the Chairperson may be discharged by assistants acting under his/her supervision and direction. The Chairperson will assign all committee members.

Section III The Vice-Chairperson shall, in the absence of the Chairperson, perform the duties and exercise the powers of the Chairperson.

Section IV The Secretary shall be responsible for the corporate seal. The Secretary shall assure that accurate minutes are kept of all meetings of the School Board. The Secretary shall assure that accurate minutes are kept of all meetings of the Executive Committee and that copies of the said minutes are mailed to all members within ten (10) days after the meeting. The Secretary shall perform such other duties as are usual for the secretary of a charitable corporation or as the School Board may prescribe.

Section V The Treasurer shall present a financial report at each regularly scheduled meeting, chair the Committee on Audit, and perform such other duties as the School Board shall prescribe.

ARTICLE IX

STANDING COMMITTEES

Section I. There shall be a Committee on Audit, which shall be chaired by the Treasurer of the School Board. The Treasurer shall receive an official copy of the audit from the auditor and shall review that audit with the committee. The committee shall report to the School Board on fiscal policy, cost control, and audit procedures and findings.

Section IV. Other standing and ad-hoc committees may be appointed as needed. Ad-hoc committees may be assigned by the Chair for tasks including but not limited to nomination of new School Board Members, matters of major property improvements, and acquisition or disposal of property, and identifying specific strategic thinking issues for the School Board to address.

ARTICLE X

EXECUTIVE COMMITTEE

Section I. There shall be an Executive Committee consisting of four or five (4) or (5) members composed of the Chairperson, Immediate Past Chair if still a member of the Board, the Vice Chairperson, the Treasurer, and the Secretary. This committee shall have the power of the School Board to attend to any necessary business of the Corporation during the intervals between the regular meetings of the School Board and shall report its actions to the School Board.

They will conduct a review process at least every other year to determine whether the Board's committee structure matches organizational priorities and make recommendations to change standing or ad-hoc committees.

The committee shall evaluate the performance of the Principal annually relative to responsibilities outlined in the job description.

a. The committee will be responsible for formulating the process for the evaluation, which will include.

- i. Input from staff directly supervised by the Principal.
- ii. Input from the Board of Directors.
- iii. Any other input that the committee feels would be beneficial in their evaluation process.

b. The Chairperson of the Board will write the evaluation and review it with the Principal and School Board.

Section II The Secretary of the School Board shall assure that accurate minutes are kept of all proceedings of the Executive Committee and that copies of said minutes are mailed to all members within ten (10) days after each meeting. At its next meeting, minutes shall be approved after corrections, if any are made.

ARTICLE XI

INDEMNIFICATION

Each person who is or has been a Board Member or Officer of this organization, and each employee of the organization acting in a managerial capacity, shall be indemnified by the organization against expenses, including attorney's fees necessarily incurred by such person in connection with the defense or settlement of any action, suit, or proceeding to which he/she is a party, alone or together with others, by reason of his/her being or having been a Board Member, Officer, or employee acting in a managerial capacity for this organization.

Each person shall also be reimbursed by the organization for any amounts paid by such person in satisfaction of any judgment or settlement in connection with any such action, suit, or proceeding unless the amount of such judgment or settlement is payable to the organization itself or unless such person shall be adjudged in such action, suit, or proceeding to be liable for misconduct in the performance of his/her duties to this organization.

The foregoing right of indemnification shall be in addition to any other rights to which such person may be entitled as a matter of law.

ARTICLE XII

AMENDMENTS

These Bylaws may be changed, amended or canceled in whole or in part by the School Board at any regular meeting by the vote of a majority of all Members in office provided that notice concerning the proposed changes is contained in the notice of the meeting.

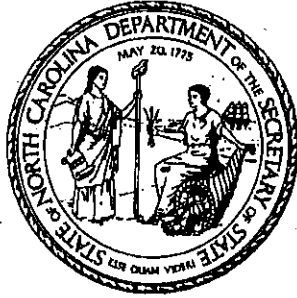
ARTICLE XIII

DISSOLUTION

In the event of the Corporation's dissolution client and personnel files shall be placed with a custodian as outlined in applicable Charter School Regulations within North Carolina.

DRAFT APRIL 1, 2012

STATE OF
NORTH
CAROLINA



Department of The
Secretary of State

To all to whom these presents shall come, Greeting:

I, Thad Eure, *Secretary of State of the State of North Carolina*, do hereby certify the following and hereto attached (10 sheets) to be a true copy of

CHARTER DOCUMENTS

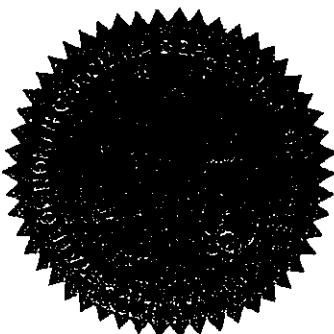
OF

BARIUM SPRINGS HOME FOR CHILDREN

the original of which is now on file and a matter of record in this office.

In Witness Whereof, I have hereunto set my hand and affixed my official seal.

Done in Office, at Raleigh, this 19th day of July in the year of our Lord 19 83.



Thad Eure
Secretary of State

By *[Signature]*
Deputy Secretary of State

CHAPTER 4.

An act to incorporate the regents of the Orphans' Home of the Presbyterian church of the state of North Carolina.

The General Assembly of North Carolina do enact :

Body politic.

SECTION 1. That J. Rumble, D. I. Craige, George Chadbourn, William E. McIlwaine, John E. Oates, A. Leazer, W. R. McLelland, G. W. Love, Samuel H. Wiley and George E. Wilson, and their successors in office, are hereby created a body politic and corporate by the name and style of "The Regents of the Orphans' Home," and by that name may have perpetual succession, may sue and be sued, plead and be impleaded, may have a common seal, and may purchase, take, receive and hold any real or personal property whatsoever, and may sell, transfer, mortgage and convey any such property. But nothing in this section shall authorize the said regents to use or dispose of any property given, bequeathed, devised or conveyed to them contrary to the conditions annexed to such gift, bequest, devise or conveyance.

Corporate name.
Corporate powers.

Establishment of home, care of children, &c.

SEC. 2. That the said regents may establish at or near Barrens Springs, in the county of Iredell, a home for the care, control, education, maintenance and support of such indigent orphan children as the regents may desire to provide for, which children shall be received only upon compliance with such rules as the regents may prescribe for their reception. That the regents may make by-laws for the government of the home and for the preservation of good morals therein, and may discharge any child so received in the home whenever, in their opinion, the good of the institution requires; that any child or children when so received shall be under the care and control of the regents, and anyone who shall take or remove from the home any such child or children without the consent of the regents, or who shall aid or abet in such removal, shall be guilty of a misdemeanor and shall be punished by fine or imprisonment or both in the discretion of the court.

Misdemeanor to remove child without consent, &c.

Regents.

SEC. 3. That the regents of the said home shall not exceed ten in number, all of whom shall be elected by the synod of the Presbyterian church of North Carolina, and the regents shall at all times be amenable to the said synod, and may be removed by such synod at any time for cause; that the regents shall be elected by the said synod under such rules and regulations as the synod may prescribe, and the term of office of each of the regents shall be fixed by the synod.

Gifts, &c., to be held in trust.

SEC. 4. That all gifts, grants, purchases, devises or bequests, or the proceeds of such, made to the said regents shall be held by them in trust for the use and benefit of the synod of the Presbyterian church of North Carolina for the purpose of maintaining the

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... Home when the conditions of the gift, grant, bequest or does not otherwise forbid.

Sec. 5. That the regents shall elect one of their number president, but of their number a secretary and treasurer, but nothing shall be so construed to prevent the regents from separating office of secretary and treasurer. They may also elect a superintendent for the home and such other teachers and servants as they may deem necessary for the successful operation of the institution; they shall also fix the salary attached to each officer, but the superintendent, by and with the consent of the regents, may fix the compensation of the servants of the home.

President, secretary and treasurer.

Superintendent and teachers.

Salaries.

Sec. 6. It shall be unlawful for any person to set up or continue any gaming or billiard table or any device whatever for playing at any game of chance or hazard by whatever name called, or to exhibit any sleight-of-hand, theatrical performance, rope or wire-dancing or other itinerant natural or artificial curiosities, or to make, sell, give or transmit to any inmates of the home, or to anyone connected therewith, or to any person within three miles of the said home, any ardent or malt liquors without the written permission of the superintendent of the home. Any person violating this section shall be guilty of a misdemeanor and shall be fined or imprisoned or both in the discretion of the court.

Unlawful to set up gaming table, &c., exhibit any theatricals, &c., or sell, &c., liquor within three miles.

Misdemeanor.

Sec. 7. That the real estate of the said corporation hereby created shall not exceed in value the sum of three hundred thousand dollars, and the personal property thereof shall not exceed in value the sum of five hundred thousand dollars.

Limit of property to be owned.

Sec. 8. That the real estate owned by the said corporation, or that may be hereafter acquired by it, not exceeding three hundred thousand dollars in value, including the land upon which the home is erected and that adjacent thereto, shall be exempt from taxation, and that the personal property thereof, including money, not exceeding five hundred thousand dollars in value, shall be exempt from taxation.

Exemption from taxation.

Sec. 9. That the regents are authorized, by and with the consent of the Synod of the Presbyterian Church of North Carolina, to change the location of the home at any time.

Change of location.

Sec. 10. That this act shall be in force from and after its ratification, ratified the 21st day of January, A. D. 1891.

CHAPTER 67.

AN ACT TO AMEND CHAPTER FOUR OF THE PRIVATE LAWS OF ONE THOUSAND EIGHT HUNDRED AND NINETY-ONE, WHICH IS AN ACT TO INCORPORATE THE REGENTS OF THE ORPHAN'S HOME OF THE PRESBYTERIAN CHURCH OF THE STATE OF NORTH CAROLINA.

The General Assembly of North Carolina do enact:

SECTION 1. That chapter four of the Private Laws of one thousand eight hundred and ninety-one, entitled "An act to incorporate the regents of the Orphan's Home of the Presbyterian Church of the State of North Carolina," be amended by striking out section three thereof and inserting in lieu thereof the following: "That the regents of the said home shall not exceed sixteen (16) in number, all of whom shall be elected by the Synod of the Presbyterian Church of North Carolina and shall at all times be amenable to the said synod and may be removed by said synod at any time for cause; that the regents shall be elected by the said synod under such rules and regulations as synod may prescribe, and the term of office of each of the regents shall be fixed by the synod: *Provided*, that at least one of the regents shall be elected from each of the presbyteries of said church within said State."

Number and selection of regents.

Term of office.

Proviso: one regent to be selected from each presbytery.

SEC. 2. By striking out section five and inserting in lieu thereof the following:

"Sec. 5. That the regents shall elect from their own number a president and a vice-president and shall also elect a secretary and treasurer, and any two or more offices may be filled by one and the same person. They may also elect a superintendent for the home and such other officers, teachers and servants as they may deem necessary for the successful operation of the institution and make such provisions as they may see fit in regard to their salaries."

Organization.

Superintendent.

SEC. 3. That section seven of said act be stricken out and the following inserted in lieu thereof:

"Sec. 7. That the real and personal property of the said corporation hereby created shall not exceed in value the sum of one million (\$1,000,000) dollars."

Power to hold property.

SEC. 4. That section eight of said act be stricken out and the following inserted in lieu thereof:

"Sec. 8. That the real and personal property owned by the said corporation, or that may be hereafter acquired by it, not exceeding one million dollars in value, shall be exempt from taxation."

Exemption from taxation.

SEC. 5. That this act shall be in force from and after its ratification.

Ratified this the 14th day of February, 1911.

CERTIFICATE OF AMENDMENT TO THE CHARTER OF "THE REGENTS OF THE ORPHANS HOME"

The location of the principal office in this state is at Barium Springs in the County of Iredell.

The name of the agent therein and in charge thereof, upon whom process against this corporation may be served, is Joseph B. Johnston.

RESOLUTION OF REGENTS

The Board of Regents of "The Regents of the Orphans Home", a corporation of North Carolina, on this 21st day of October, 1941, do hereby resolve and declare that it is advisable that the charter of "The Regents of the Orphans Home" be amended in the following respects:

1. Strike out \$1,000,000.00 limitation in the total amount of property that may be held, and in lieu thereof insert \$2,000,000.00.
2. That a meeting of the Regents be called after ten days notice to take action on this recommendation.

CERTIFICATE OF CHANGE

"The Regents of the Orphans Home", a corporation of North Carolina, doth hereby certify that pursuant to said resolution, and upon notice duly given to all regents as provided by law and the by-laws of the corporation, a meeting of the Regents was held at the time and place specified in the call, and at least a majority of the Regents of the said corporation being represented in person, a resolution was unanimously adopted, approving the amendment proposed by the Board of Regents, as follows:

That \$1,000,000.00 limitation in the total amount of property that may be held be stricken out and in lieu thereof insert \$2,000,000.00.

That the written assent of at least a majority of the Regents is hereto appended.

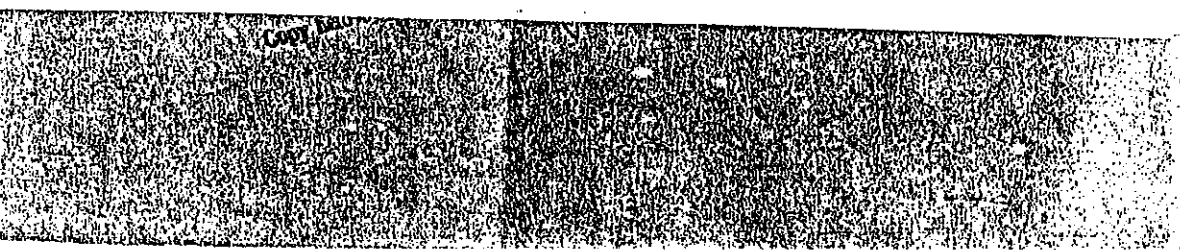
In witness, whereof, said corporation has caused this certificate to be signed by its President and Secretary, and its corporate seal to be hereto affixed, this the 12th day of May, 1942.

THE REGENTS OF THE ORPHANS HOME

BY: J. B. Johnston
PRESIDENT

ATTEST:

P. Lewis Johnston
SECRETARY



State of North Carolina, County of Iredell.

Be it remembered, that on this the 18 day of May, 1942, before me, the subscriber, a Notary Public, personally appeared P. Lucia Johnston, Secretary of "The Regents of the Orphans Home", a corporation mentioned in and which executed the foregoing certificate, who, being by me duly sworn, on her oath says that she is such Secretary and that the seal affixed to said certificate is the corporate seal of said corporation, the same being well known to her; that J. R. McGregor is President of said corporation, and signed said certificate and affixed said seal thereto, and delivered said certificate by authority of the Board of Regents and with the assent of at least a majority of the Regents of said corporation, having voting powers as and for his voluntary act and deed, and the voluntary act and deed of said corporation, in presence of deponent, who thereupon subscribed her name thereto as witness.

And she further says that the assent hereto appended is signed by at least two-thirds of the Regents of the said corporation having voting powers in person.

My Commission Expires May 4, 1943

[Signature]
Notary Public.

REGENTS' ASSENT TO CHANGE

We, the subscribers, being at least a majority of "The Regents of the Orphans Home", having at a meeting regularly called for the purpose, voted in favor of amending the certificate of incorporation as above set out, do now, pursuant to the statute, hereby give our written assent to said change.

Witness our hands, this 12th day of May, 1942.

[Signature]
(Mrs. Geo.) Anne Patterson
(Mrs. S. P.) Ethel B. Stowe
[Signature]
(Mrs. A. J.) Martha B. York
S. H. Fulton
(Mrs.) Ada McGeech
[Signature]
(Mrs. Fred) Elizabeth A. Little

~~A. R. ...~~
~~E. P. ...~~
(Mrs. George D. Hazel D. Norfleet

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JUN 28 1942
THAD EURE
SECRETARY OF STATE

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THAD BURE
SECRETARY OF STATE
NORTH CAROLINA

ARTICLES OF AMENDMENT
TO THE CHARTER OF
"THE REGENTS OF THE ORPHANS HOME"

The undersigned nonprofit corporation, for the purpose of amending its Articles of Incorporation, pursuant to the provisions of Section 55A-35 and Section 55A-36 of the General Statutes of North Carolina, hereby executes the following Articles of Amendment:

1. Name of the corporation is "The Regents of the Orphans Home."

2. At a regularly convened meeting of the Board of Directors of the corporation held on the 12th day of May, 1961, at which a quorum was present, the following amendments to the charter of the corporation were unanimously adopted by a vote of those present and represented in person:

"RESOLVED, that it is advisable that the charter of 'The Regents of the Orphans Home' as amended, be further amended by striking out the portion of Section 1 thereof setting out the name of the corporation as 'The Regents of the Orphans Home', and by striking out Section 7 and Section 8 thereof and amending the same to read as follows:

"Section 1. . . 'The name of the corporation is Barium Springs Home for Children' . . ."

"Section 7. That the value of the real and personal property which may be owned or held by said corporation shall be unlimited."

"Section 8. That the real and personal property owned by said corporation, or that may be hereafter acquired by it, shall be exempt from taxation."

"RESOLVED FURTHER, that said resolutions shall be submitted to a vote at a meeting of the Synod of North Carolina for action by the Synod hereon."

3. At a regularly convened meeting of the Synod of North Carolina held on the 15th day of June, 1961, the foregoing amendments to the charter of said corporation were adopted; that a quorum was present at said meeting and that said amendments received at least two-thirds of the votes entitled to be cast by the members of the Synod present or represented by proxy at such meeting.

IN TESTIMONY WHEREOF, the foregoing instrument has been executed by the president and secretary, respectively, of this corporation pursuant to authority duly given, this the 1st day of August, 1961.

M. C. Benton, Jr.
M. C. Benton, Jr., President

Charles H. Boney
Charles H. Boney, Secretary

NORTH CAROLINA)
)
FORSYTH COUNTY)

M. C. BENTON, JR., being first duly sworn, deposes and says:

That he is an officer, to wit, the president of The Regents of the Orphans Home, a nonprofit corporation, and that he has been authorized to sign the foregoing document and to make this verification; that he signed the same as president of said corporation and that the statements contained therein are true.

M. C. Benton, Jr.
M. C. Benton, Jr.

Sworn to and subscribed before me this 1st day of August, 1961.

Mildred Maye Wool
Notary Public

My commission expires: April 13, 1962

NORTH CAROLINA)
)
NEW HANOVER COUNTY)

CHARLES H. BONEY, being first duly sworn, deposes and says:

That he is an officer, to wit, the secretary of The Regents of the Orphans Home, a nonprofit corporation, and that he has been authorized to sign the foregoing document and to make this verification; that he signed the same as secretary of said corporation and that the statements contained therein are true.

Charles H. Boney
Charles H. Boney

Sworn to and subscribed before me this 3rd day of August, 1961.

Linda K. Henry
Notary Public

My commission expires: December 5, 1962



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THAD EURE
SECRETARY OF STATE
NORTH CAROLINA

ARTICLES OF AMENDMENT

TO THE CHARTER OF

BARIUM SPRINGS HOME FOR CHILDREN

The undersigned non-profit corporation, for the purpose of amending its Articles of Incorporation, and in accordance with the provision of Section 55A-36 of the North Carolina Non-Profit Corporation Act, hereby sets forth:

I

Name of the corporation is Barium Springs Home for Children.

II

At a regularly convened meeting of the Board of Regents of the corporation held on the 18th day of April, 1974, the following amendments to the Articles of Incorporation were adopted:

(1) That Sections 2, 3, 4 and 6 of the charter be deleted and that the following Sections 2, 3, 4 and 6 be substituted in lieu thereof:

"Section 2. . . That the purpose of Barium Springs Home for Children is a multi-function family service agency of the Presbyterian Church, U. S., Synod of North Carolina.

In fulfilling this religious and charitable purpose it provides, through a Christian ministry of love and compassion, a comprehensive program of services to children and families who have special needs and to families seeking enrichment of family life.

"Section 3 . . . That the operation of the corporation shall be vested in a Board of Regents, which shall be elected by the Synod of North Carolina, Presbyterian Church, U. S., under such rules and regulations as the Synod may prescribe, and that the Board of Regents shall have the authority to make, alter and amend the Charter and By-Laws of the corporation with the consent of Synod.

"Section 4 . . . That all gifts, grants, purchases, devices or bequests or the proceeds of such, made to the said regents, shall be held by them in trust for the use and benefit of Barium Springs Home for Children -- a family service program of the Synod of North Carolina, Presbyterian Church, U. S.

(2) That Section 5 of the charter be deleted.

(3) That Sections 6, 7, 8, 9 and 10 be respectively renumbered as Sections 5, 6, 7, 8 and 9.

III

There are no members of the corporation having voting rights. The above amendments received the affirmative vote of a majority of the directors in office.

IV

At a regularly convened meeting of the Synod of North Carolina of the Presbyterian Church, U. S., held on the 4th day of June, 1975, the foregoing amendments to the charter of said corporation were adopted; that a quorum was present at said meeting and that said amendments received at least two-thirds of the votes entitled to be cast by the members of the Synod present or represented by proxy at such meeting.

IN TESTIMONY WHEREOF, the corporation has caused this document to be executed in its name by its President and Secretary this 13 day of

June, 1975.

BARIUM SPRINGS HOME FOR CHILDREN

BY

Robert N. Wesley
Robert N. Wesley, President

Harriet S. Gilbert
Harriet S. Gilbert, Secretary

STATE OF NORTH CAROLINA
COUNTY OF Madison

This is to certify that on this the 13th day of June, 1975, personally appeared before me Robert N. Wesley and Harriet S. Gilbert, each of whom, being by me first duly sworn, deposes and says that he signed the foregoing "Articles of Amendment" in the capacity indicated, and that the statements therein contained are true and correct.

Shepherd J. [Signature]
Notary Public

My Commission expires: May 14, 1976

SPRINGS ACADEMY PROPOSED TIMELINE

- Approval of founding board for submission of application.
- Submit application to NC DPI.
- Submit copy of application to LEA.
- Determine if a new 501c3 and new non profit will be established.

April 2012
Board Members

- Continue policy development.
- Proceed with 501c3 and non profit development.
- Prepare for interview with state.

May 2012
Board Member

- Begin discussions regarding lease and other arrangements with Barium Springs regarding use of space and other collaborations.
- Prepare for interview with state.

June 2012
Board Members and
Barium Springs Board of
Regents

SPRINGS ACADEMY PROPOSED TIMELINE

- Identify remaining board members.

July 2012
Board Members

- Continue policy development

August 2012
Board Members

- Attend monthly planning meetings with OCS in Raleigh.

September 2012
Board Members
Staff

SPRINGS ACADEMY PROPOSED TIMELINE

October 2012
Board Members Staff

- Begin recruitment of Springs Academy Charter School Principal.
- Attend monthly planning meetings with OCS in Raleigh.

November 2012
Board Members
Staff

- Begin interviews for Springs Academy Charter School Principal.
- Attend monthly planning meetings with OCS in Raleigh.

December 2012
Board Members

- Hire Springs Academy Charter School Principal.
- Attend monthly planning meetings with OCS in Raleigh.

SPRINGS ACADEMY PROPOSED TIMELINE

- Principal to begin at Springs Academy.
- Press Release about hiring of principal, application process for 2013-2014.
- Application for 2013-2014 school year will be approved by the board.
- Attend monthly planning meetings with OCS in Raleigh.
- Begin recruitment of advisory council members.

January 2013
Board Members
Staff

- Handbooks for parents, students, and staff will be approved by the Board.
- Applications for prospective students will be available by February 15.
- Attend monthly planning meetings with OCS in Raleigh.
- Finalize lease and support function details with Barium Springs.

February 2013
Board Members
Barium Springs
Staff and Board of Regents

- Applications for prospective students due by March 14.
- Lottery if needed will be completed by March 29.
- Begin recruitment of EC Coordinator and Administrative Specialist.
- Attend monthly planning meetings with OCS in Raleigh.

March 2013
Board Members
Staff

SPRINGS ACADEMY PROPOSED TIMELINE

- Notify parents of slot or placement of waiting list.
- All intent to enroll forms will be distributed to parents and will be due by April 15.
- Select EC Coordinator and Administrative Specialist
- Attend monthly planning meetings with OCS in Raleigh.

April 2013
Board Members, Staff

- EC Coordinator and Principal attend MAP training.
- Begin recruitment of remaining staff positions.
- Continue to manage enrollment and/or waiting list.
- Attend monthly planning meetings with OCS in Raleigh.

May 2013
Board Members
Staff

- Fill all remaining positions.
- Continue to manage enrollment and/or waiting list.
- Receive 501(c)3.
- Attend monthly planning meetings with OCS in Raleigh.

June 2013
Board Members
Staff

SPRINGS ACADEMY PROPOSED TIMELINE

- Teachers and Teacher Assistants begin at Springs Academy.
- Continue to manage enrollment and/or waiting list.
- First Advisory Council Meeting

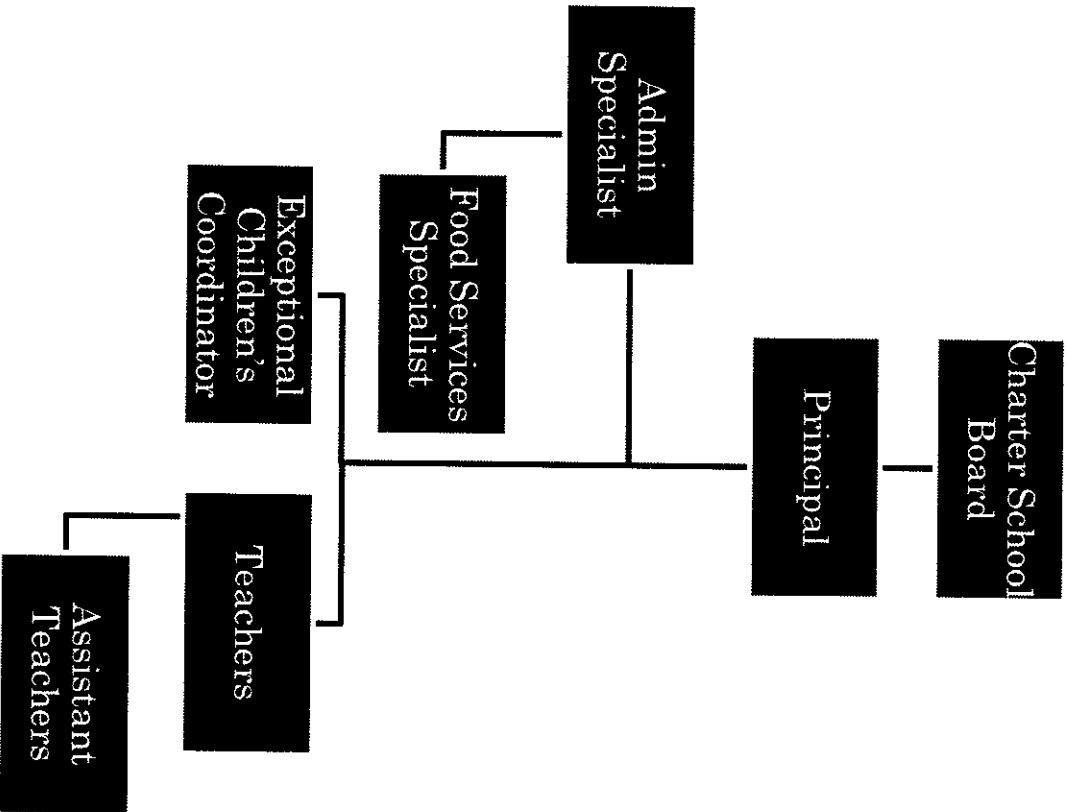
July 2013
Board Members
Staff
Barium Springs Staff

- All staff participate in two week pre-service training from August 5-August 16.
- Teacher Workdays August 19-23.
- Open House August 22, 2013.
- First Day of School August 26, 2013

August 2013
Board Members
Staff
Barium Springs Staff
Parents
Students



SPRINGS ACADEMY ORGANIZATIONAL CHART



ROLES AND RELATIONSHIPS OF COUNCIL, BOARD AND SCHOOL PERSONNEL

Advisory Council

- Comprised of parents, volunteers, community members, staff, students and other stakeholders
- Recommend policies and procedures.
- Identify priorities and new initiatives for consideration by the School Board.
- Participate in committees and work groups.

School Board

- Responsible to SBE for the Charter.
- 6-10 Member Board from various backgrounds.
- Responsible for employing school personnel and all Charter School operations.
- Approves policies, budgets, operational /financial management, etc.
- All duties as outlined in the bylaws and charter.
- Monitor school's compliance with charter, outcomes/goals, etc.

School Personnel

- Responsible for meeting educational needs of students, implementing all curricula, required testing, assessments, etc.
- Ongoing communication with families, marketing and recruitment of new students, etc
- Principal provides day to day supervision of all school operations and personnel.
- Implements Board policies, budgets, and other Board decisions.

Barium Springs (if separate)

- Lease space to the school and be responsible for maintaining space.
- Employ therapists to work in the school as requested by School Charter Board.
- Provide financial support for Charter School operations as approved by both the Springs Academy Board and the Barium Springs Board of Regents.
- Provide administrative support for areas such as finance/accounting, human resource support, grant writing, etc. as requested and approved by Springs Academy School Board.