



## **NORTH CAROLINA CHARTER SCHOOL APPLICATION**

# **Springs Academy**

**Public charter schools opening the fall of 2015**

**Due by 5:00 pm, December 6, 2013**

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

## **CHARTER SCHOOL 2013 Application Process**

**To open a charter school in the 2015-2016 school year**

### **APPLICATION DUE DATE/TIME**

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

### **APPLICATION SPECIFICATIONS**

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to [deanna.townsend-smith@dpi.nc.gov](mailto:deanna.townsend-smith@dpi.nc.gov) that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

**TABLE OF CONTENTS**

I.	<u>APPLICATION CONTACT INFORMATION</u>	5
	<u>Grade Levels Served and Total Student Enrollment:</u>	5
II.	<u>MISSION and PURPOSES</u>	7
	<u>Mission:</u>	7
	<u>Educational need and Targeted Student Population of the Proposed Charter School:</u>	7
	<u>Purposes of the Proposed Charter School:</u>	8
	<u>Goals for the Proposed Charter School:</u>	10
III.	<u>EDUCATION PLAN</u>	12
	<u>Instructional Program:</u>	12
	<u>C</u>	
	<u>K-5 Curriculum and Instructional Design:</u>	13
	<u>C</u>	
	<u>6-8 Curriculum and Instructional Design:</u>	15
	<u>C</u>	
	<u>9-12 Curriculum and Instructional Design:</u>	16
	<u>Special Programs and "At-Risk" Students</u>	19
	<u>Exceptional Children</u>	22
	<u>Student Performance Standards</u>	24
	<u>Student Conduct:</u>	25
IV.	<u>GOVERNANCE, OPERATIONS and CAPACITY</u>	28
	<u>Governance:</u>	28
	<u>Governance and Organizational Structure of Private Non-Profit Organization:</u>	28
	<u>Proposed Management Organization (Educational Management Organization or Charter Management Organization)</u>	34
	<u>Private School Conversions: complete</u>	34
	<u>C</u>	
	<u>Projected Staff:</u>	34
	<u>Staffing Plans, Hiring, and Management</u>	34
	<u>Staff Evaluation and Professional Development</u>	38
	<u>Enrollment and Marketing:</u>	40
	<u>Marketing Plan</u>	40
	<u>Parent and Community Involvement</u>	42
	<u>Admissions Policy</u>	42
	<u>PROJECTED ENROLLMENT 2015-16 through 2019-2020</u>	45
	<u>Transportation Plan:</u>	46
	<u>School Lunch Plan:</u>	46
	<u>Civil Liability and Insurance</u>	46
	<u>Health and Safety Requirements:</u>	47
	<u>Facility:</u>	
	<u>Facility Contingency Plan:</u>	48
V.	<u>FINANCIAL PLAN</u>	
	<u>Budget: Revenue Projections from each LEA 2015-16</u>	49
	<u>Total Budget: Revenue Projections 2015-16 through 2019-2020</u>	50
	<u>Personnel Budget: Expenditure Projections 2015-16 through 2019-2020</u>	51
	<u>Operations Budget: Expenditure Projections 2015-16 through 2019-2020</u>	53
	<u>Overall Budget:</u>	54
	<u>Budget Narrative:</u>	54
	<u>Financial Audits:</u>	57
VI.		

AGREEMENT PAGE

LEA Impact Statement: \_\_\_\_\_ 58

Applicant Signature: \_\_\_\_\_ 58

**I. APPLICATION CONTACT INFORMATION**

Name of proposed charter school: Springs Academy

Has the organization applied for 501(c)(3) non-profit status: Yes  No

Name of non-profit organization under which charter will be organized or operated: Springs Academy, Inc

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: Board Member

Mailing address: PO Box 1  
Barium Springs NC 28010

Primary telephone: 704-872-4157 Alternative telephone: 704-880-2995

E-Mail address: sbell@bariumsprings.org

Name of county and local education agency (LEA) in which charter school will reside:

County: IREDELL

LEA: 490-Iredell-Statesville Schools

Is this application a Conversion from a traditional public school or private school?

No:

Yes:

Is this application being submitted as a replication of a current charter school model?

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Springs Academy, Inc

Is this application for Virtual charter school: Yes: No:

**Grade Levels Served and Total Student Enrollment:**

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year	03,04,05,06,07,08,09,10,11,12	65
Second Year	03,04,05,06,07,08,09,10,11,12	100
Third Year	03,04,05,06,07,08,09,10,11,12	120
Fourth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	144
Fifth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150
Sixth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150
Seventh Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150
Eight Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150
Ninth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150
Tenth Year	K,01,02,03,04,05,06,07,08,09,10,11,12	150

*The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.*

*I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will 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 non-profit organization.*

bell72  
Signature

Board Co-Chair  
Title

bell72  
Printed Name

12/05/2013  
Date

## II. MISSION and PURPOSES

(No more than three total pages in this section)

### **Mission:**

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

*The mission statement of the proposed charter school is as follows:*

Springs Academy Charter School provides a safe and supportive educational environment-- challenging every child to achieve success to the best of their ability.

### **Educational need and Targeted Student Population of the Proposed Charter School:**

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Our proposed charter school will focus on serving students with a history of trauma and abuse, and those whose behavioral issues keep them from participating in traditional school settings. We expect the following demographic break down of students:

African American 39%

White 58%

Hispanic 2%

Other: 1%

Male 65%

Female 35%

The school will be located on the campus of Barium Springs Home for Children in Statesville, NC. Barium Springs provides residential and community based services including group homes, foster care, therapy, in-home services, day treatment and other services for children involved with mental health, juvenile justice and child welfare systems. Springs Academy Charter School will work with Barium Springs for many of the necessary support services and having the school on their campus makes accessing those supports easier for students, parents and staff. There will be no requirement that students are residents of Barium Springs. Barium Springs will make all support services such as therapy and supports related to the implementation of the models of care for all students and not just those already connected to Barium Springs.

Springs Academy feels strongly that children with significant mental health needs and those that have experienced complex trauma need an environment in which they can feel safe and supported. By integrating trauma sensitivity into school policies and teaching strategies, school climates and academic achievement can greatly improve. Trauma-informed organizations, programs,

and services are based on an understanding of the vulnerabilities or triggers of trauma survivors that traditional service delivery approaches may exacerbate, so that these services and programs can be more supportive and avoid re-traumatization. Schools that are trauma informed tend to be safer and more supportive schools. Expectations include teaching children how to show respect, responsibility, safety and kindness. Trauma informed schools tend to have policies that promote students remaining in school as much as possible even through times of discipline and minimize the use of suspension.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The Average Daily Membership for Iredell Statesville Schools is 21,452. The planned ADM several years out maxes out at 150 students or 0.7%.

- 3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

The Education Plan for Springs Academy will focus on the unique learning needs for students with significant behavioral issues and those that have experienced trauma. Teachers and other support staff will be trained in the Teaching Family Model and Trauma Informed Practices. The Teaching Family Model will provide the framework for how staff would respond to behaviors, set behavioral expectations and manage the day to day operations of the classroom. Staff will also be trained to be Trauma Informed in their work with students and families. Such training will focus on the identification of safety needs and behavior from the perspective of traumatized individuals in a school setting. The focus will be to help students and families feel safe, learn ways of communicating feelings, feel good about learning and making meaning of their past personal experiences.

We will develop educational policies that do not allow children to choose to fail. We will utilize the ICU- Student Accountability and Responsibility Program. Intensive Care will be given to students who do not complete their homework or other assignments. Missing assignments will be tracked and reported to students daily and students will not be able to participate in extracurricular or enrichment activities but instead will use that time to work with their teachers on completing the assignments.

- 4. In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

**Purposes of the Proposed Charter School:** *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

*The Six Legislative Purposes of a Charter School are:*

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible*

*for the learning program at the school site.*

2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

New Professional Learning Opportunities-- All staff, including teachers will be trained in the school's curriculum and other standards models and subject matter, but will also be trained in the use of the Teaching Family Model and Trauma Informed Practices.

The Teaching-Family Model is an evidence-based program used throughout the country to help children and their families deal with physically, emotionally, and sexually abused children; delinquent youths, emotionally disturbed, autistic and medically fragile children. The Teaching-Family Model teaches the skills they need to lead a productive and satisfying life. The Teaching Family Model is currently being implemented across several programming areas including schools, group homes, in home settings, etc.

Teachers and staff will also be trained in Trauma Informed Practices. Many students with behavior problems, those involved in mental health services or connected to the child welfare or juvenile justice system have experienced traumatic events. Very few schools employ trauma informed practices. When a school takes the step to become trauma-informed, every part of the school, management, and service delivery system is assessed and potentially modified to include a basic understanding of how trauma affects the life of an individual student and their family. Springs Academy will provide parents of children with behavioral and emotional issues at school with an expanded choice in the types of educational opportunities available to their child. Currently there are few options for choice in our district for children with such issues. Most children are assigned either short or long term to an alternative program with little to no additional support or training provided for staff.

Improving Student Learning: Often times students with at risk behaviors and symptoms of trauma will experience frequent suspensions. Springs Academy will develop policies and procedures that provide for school safety and promote students staying in school for disciplinary procedures. The ICU program will also promote more student learning by not simply allowing students to not do their work.

Increasing learning opportunities for all students: Our population will focus on serving at-risk students. As mentioned above we will develop policies and procedures and implement supports that are designed for this population. The training in trauma informed practices will inform policies

about discipline such as keeping students in school to deal with behavioral issues as opposed to overuse of suspension, etc.

Different and Innovative teaching Methods: We will employ practices that are innovative and support student learning for this population. When students choose not to do homework or choose not to perform up to their ability on assignments, we will utilize the ICU program to provide that additional support and intervention needed to ensure all students are learning.

### **Goals for the Proposed Charter School:**

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

During the first two years of operation, student proficiency as measured by end of grade test will meet or exceed the proficiency level of the alternative schools offered by the LEA.

In years 3 and 4, student proficiency data as measured by end of grade tests will exceed the proficiency data by 10% for the alternative schools offered by the LEA.

In year 5, the proficiency data for Springs Academy will be 20% higher than the proficiency data for the alternative schools offered by the LEA.

2. *How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

In addition to seeing the student achievement data after the end of the school year, the school board will review data throughout the year through a School Improvement Plan. Students, Parents, Staff, Board and other stakeholders will be involved in developing the measures, tracking them, and planning for improvements. The data related to the School Improvement Plan will be reviewed at Board Meetings.

Anticipated measures to be included in the School Improvement Plan:

Numbers of students utilizing ICU to complete homework, Average length of time from date assigned to completion?

The school will also use formalized assessments throughout the year as well. We anticipate using MAP testing. This data will be tracked through our school improvement plan and reported to the Board. We will look at the student progress from the fall, winter, and spring assessments to determine which students are on target for proficiency. Additional supports and interventions will be provided as needed based on the data.

Additional data that will be tracked and reported: Student Attendance, Students participation in support services offered, suspension rates, and disciplinary actions.

We feel these areas are critical to serving a population with high and at-

risk behaviors and will inform our instruction and support systems in order to help them achieve the best possible outcome in school.

### III. EDUCATION PLAN

(No more than ten total pages in this section)

**NOTE:** *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

#### **Instructional Program:**

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Springs Academy will align all instruction with the Common Core. This will provide the framework for topics covered, order in which they are covered. Teachers will then utilize various curricula, instructional methods, and assessment types to present the Common Core to students and assess their knowledge.

Personal Education Plans will be developed and maintained for each student to show progress, track interventions, successes, etc. Response to Intervention will be employed to guide the use of data and determine what interventions are needed, which are working or aren't working, what additional supports may be beneficial etc. By providing individualized responses, we can respond to the unique needs of our student population.

Springs Academy will follow the outline for NC Testing Programs beginning in grade 3.

Grade 3-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 4-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 5-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; Science EOG, NCEXTEND2/NCEXTEND 1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 6-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 7-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 8-- English Language Arts/Reading EOG/NCEXTEND2/NCECTEND1; Math EOG/NCEXTEND2/NCECTEND1; Science EOG, NCEXTEND2/NCEXTEND 1; ACT Explore; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 9-- Math 1/NC EXTEND2; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 10-- English II/NCEXTEND2/NCEXTEND1; Math NCEXTEND1; Biology- NC EXTEND2/NC EXTEND1; ACT Plan; (and required tests for Limited English

Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 11-- The ACT College and Career Readiness Alternate; NCEXTEND 1; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

Grade 12-- ACT Work Keys; (and required tests for Limited English Proficient Students: W-APT, ACCESS, Alternate ACCESS)

In addition we will administer the MAP Test, produced by the Northwest Evaluation Association. The test is aligned with the Common Core and will provide teachers, students and parents indicators throughout the year about how their student is doing with regard to learning and applying the Common Core material.

### **K-5 Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.*

K-5 Classrooms will be blended age group classrooms and students will be grouped by age, developmental level and educational needs. Teachers will be assigned to each group of students and will use a variety of educational strategies to educate them. Teachers will provide a combination of hands-on activities, computer based learning, and discussion. Activities will be both student directed and teacher directed. Teachers will teach the entire class at times and at other times will use small group or one-on-one teaching methods as well.

Provide a synopsis of the planned curriculum, including:

- 1. One sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for the elementary division the school would ultimately serve.*
- 2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Springs Academy will align all instruction with the Common Core. This will provide the framework for topics covered, order in which they are covered. Teachers will then utilize various curricula, instructional methods, and assessment types to present the Common Core to students and assess their knowledge.

Personal Education Plans will be developed and maintained for each student to show progress, track interventions, successes, etc. Response to Intervention will be employed to guide the use of data and determine what interventions are needed, which are working or aren't working, what additional supports may be beneficial etc. By providing individualized responses, we can respond to the unique needs of our student population.

Springs Academy will administer the MAP Test, produced by the Northwest Evaluation Association. The test is aligned with the Common Core and will provide teachers, students and parents indicators throughout the year about how their student is doing with regard to learning and applying the Common Core material.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Primary Instructional strategies to be used at Springs Academy include:  
Active, hands-on learning and problem-based approach to hands-on learning to promote critical thinking  
Individualized, differentiated instruction, independent stations to accommodate students learning styles, multiple intelligences and emotional intelligence.

Grouping to help address the needs of students related to personal, social emotional and behavioral.

Developmentally appropriate practices.

Multi-disciplinary, integrated curriculum that is relevant, challenging, and exploratory

Technology integration in the curriculum development process.

As discussed previously, in addition to being familiar with and implementing various instructional strategies, teachers will also be expected to understand and apply Trauma Informed Practices and approaches in their classroom and through their interactions with students each day. Teachers and staff will also use the Teaching Family Model as model for understanding and guiding students behavior.

Teachers will utilize the Response to Intervention Framework to guide use of data and to evaluate various interventions, identify when new interventions are needed, etc.

As shown in the Need Data in Appendix A, SAMSHA and other agencies have been able to show the correlation between Trauma Informed Practices and approaches to better student outcomes. The Teaching Family Model also has been used effectively in school settings to keep students in school while addressing behavioral needs with less use of suspension and expulsion.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The draft calendar included in Appendix C includes more than the required instructional days. Holidays and break schedules are planned to provide minimum disruptions during the course of a grading period. Children with the challenges we anticipate Springs Academy to serve will benefit from the cohesive instruction and minimal disruptions during each of the four grading periods.

We have also built in days during each grading period to provide opportunities for remediation, one-on-one instruction, etc. This will allow for teachers to reteach, reassess, etc based on individual students needs. Students that do not have need for additional support, will have opportunity to participate in group activities, therapeutic activities, experiential

learning, etc. This will also provide motivation to students who are able to complete their work on time and not waiting until the end of the grading period to complete.

### **6-8 Curriculum and Instructional Design:**

*Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.*

Classes and subjects will be blended age group classrooms and students will be grouped by age, developmental level and educational needs. Teachers will be assigned to each group of students and will use a variety of educational strategies to educate them. Teachers will provide a combination of hands-on activities, computer based learning, and discussion. Activities will be both student directed and teacher directed. Teachers will teach the entire class at times and at other times will use small group or one-on-one teaching methods as well.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.
2. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Springs Academy will align all instruction with the Common Core. This will provide the framework for topics covered, order in which they are covered. Teachers will then utilize various curricula, instructional methods, and assessment types to present the Common Core to students and assess their knowledge.

Personal Education Plans will be developed and maintained for each student to show progress, track interventions, successes, etc. Response to Intervention will be employed to guide the use of data and determine what interventions are needed, which are working or aren't working, what additional supports may be beneficial etc. By providing individualized responses, we can respond to the unique needs of our student population.

Springs Academy will administer the MAP Test, produced by the Northwest Evaluation Association. The test is aligned with the Common Core and will provide teachers, students and parents indicators throughout the year about how their student is doing with regard to learning and applying the Common Core material.

3. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Primary Instructional strategies to be used at Springs Academy include:  
Active, hands-on learning and problem-based approach to hands-on learning to promote critical thinking  
Individualized, differentiated instruction , independent stations to accommodate students learning styles, multiple intelligences and emotional intelligence.

Grouping to help address the needs of students related to personal, social emotional and behavioral.

Developmentally appropriate practices.

Multi-disciplinary, integrated curriculum that is relevant, challenging, and exploratory

Technology integration in the curriculum development process.

As discussed previously, in addition to being familiar with and implementing various instructional strategies, teachers will also be expected to understand and apply Trauma Informed Practices and approaches in their classroom and through their interactions with students each day. Teachers and staff will also use the Teaching Family Model as model for understanding and guiding students behavior.

Teachers will utilize the Response to Intervention Framework to guide use of data and to evaluate various interventions, identify when new interventions are needed, etc.

As shown in the Need Data in Appendix A, SAMSHA and other agencies have been able to show the correlation between Trauma Informed Practices and approaches to better student outcomes. The Teaching Family Model also has been used effectively in school settings to keep students in school while addressing behavioral needs with less use of suspension and expulsion.

4. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*
5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The draft calendar included in Appendix C includes more than the required instructional days. Holidays and break schedules are planned to provide minimum disruptions during the course of a grading period. Children with the challenges we anticipate Springs Academy to serve will benefit from the cohesive instruction and minimal disruptions during each of the four grading periods.

We have also built in days during each grading period to provide opportunities for remediation, one-on-one instruction, etc. This will also for teachers to reteach, reassess, etc based on individual students needs. Students that do not have need for additional support, will have opportunity to participate in group activities, therapeutic activities, experiential learning, etc. This will also provide motivation to students who are able to complete their work on time and not waiting until the end of the grading period to complete.

### **9-12 Curriculum and Instructional Design:**

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Classes and subjects will be blended age group classrooms and students will be grouped by age, developmental level and educational needs. Teachers will be assigned to each group of students and will use a variety of educational

strategies to educate them. Teachers will provide a combination of hands-on activities, computer based learning, and discussion. Activities will be both student directed and teacher directed. Teachers will teach the entire class at times and at other times will use small group or one-on-one teaching methods as well.

Provide a synopsis of the planned curriculum, including:

1. *One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B2).*
2. *As Appendix B3, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*

Springs Academy will align all instruction with the Common Core. This will provide the framework for topics covered, order in which they are covered. Teachers will then utilize various curricula, instructional methods, and assessment types to present the Common Core to students and assess their knowledge.

Personal Education Plans will be developed and maintained for each student to show progress, track interventions, successes, etc. Response to Intervention will be employed to guide the use of data and determine what interventions are needed, which are working or aren't working, what additional supports may be beneficial etc. By providing individualized responses, we can respond to the unique needs of our student population.

Springs Academy will administer the MAP Test, produced by the Northwest Evaluation Association. The test is aligned with the Common Core and will provide teachers, students and parents indicators throughout the year about how their student is doing with regard to learning and applying the Common Core material.

4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.*

Primary Instructional strategies to be used at Springs Academy include:  
Active, hands-on learning and problem-based approach to hands-on learning to promote critical thinking  
Individualized, differentiated instruction , independent stations to accommodate students learning styles, multiple intelligences and emotional intelligence.

Grouping to help address the needs of students related to personal, social emotional and behavioral.

Developmentally appropriate practices.

Multi-disciplinary, integrated curriculum that is relevant, challenging, and exploratory

Technology integration in the curriculum development process.

As discussed previously, in addition to being familiar with and implementing various instructional strategies, teachers will also be expected to understand and apply Trauma Informed Practices and approaches in

their classroom and through their interactions with students each day. Teachers and staff will also use the Teaching Family Model as model for understanding and guiding students behavior.

Teachers will utilize the Response to Intervention Framework to guide use of data and to evaluate various interventions, identify when new interventions are needed, etc.

As shown in the Need Data in Appendix A, SAMSHA and other agencies have been able to show the correlation between Trauma Informed Practices and approaches to better student outcomes. The Teaching Family Model also has been used effectively in school settings to keep students in school while addressing behavioral needs with less use of suspension and expulsion.

*5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).*

We will have the same requirements for High School graduation as other traditional public and public charter schools in the state. Each student will be assigned a staff member that will serve as their advisor, ensuring that each of their advisees are on track with graduation requirements based on their track-- Occupational Prep, Career Prep, College Track, etc. The Principal will be responsible for monitoring the records, grades and schedules for courses to provide each student the opportunity to complete all required courses for their track.

*6. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts?*

Future Ready Core Course and Credit Requirements for Springs Academy:

English-- 4 credits total (English I, English II, English III, English IV

Math-- 4 Credits total (Algebra I or Integrated Math I; Geometry OR Integrated Math II; Algebra II OR Integrated Math III; additional math course)

Science-- 3 Credits( Physical Science, Biology, Earth/Environmental Science)

Social Studies-- 4 Credits total Civics/Economics; US History I and II; World History; one additional Social Studies Course)

Health and Physical Education-- 1 Credit

Electives 6 Credits total--Career and Technical Education; Arts Education; and/or Second Languages; or other subject areas as approved.

Second Language-- 2 credits required for those planning to enter a college/university.

We will begin with fewer course offering with smaller population, but as the school grows we will add more options for electives, languages, etc. We will also plan to hire part time staff to fill gaps and individual students needs.

Occupational Course of Study Course Requirements (for eligible students):

English--4 credits(Occupational English I-IV)

Math-- 3 Credits (Occupational Math I-III)

Science-- 2 Credits Life Skills Science I and II

Social Studies-- 2 Credits Social Studies I and II

Health and Physical Education-- 1 Credit

Electives/Other-- 6 credits Occupational Prep I-IV (includes school based training, community based training and paid employment.)

Career Technical -- 4 credits

High School Transcripts will include the following information at a minimum: The name of the school, address and telephone number of the school; titles of subjects completed by the student by school year (for each of those four years); the numerical (or letter) grade and unit credit earned for each subject; annual nationally standardized test scores; and, the month and year of high school graduation.

A unit credit will be calculated as is calculated in traditional public schools where credit is given for successful completion of each subject which involved at least 150 clock hours of academic instruction over the period.

Grade Point Averages will be calculated by assigning the following values to each of the corresponding letter grades-- A=4.0; B=3.0; C=2.0; D=1.0, F=0.0. An additional point would be added to the earned grade for any AP or advanced courses.

7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours)*
8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The draft calendar included in Appendix C includes more than the required instructional days. Holidays and break schedules are planned to provide minimum disruptions during the course of a grading period. Children with the challenges we anticipate Springs Academy to serve will benefit from the cohesive instruction and minimal disruptions during each of the four grading periods.

We have also built in days during each grading period to provide opportunities for remediation, one-on-one instruction, etc. This will allow for teachers to reteach, reassess, etc based on individual students needs. Students that do not have need for additional support, will have opportunity to participate in group activities, therapeutic activities, experiential learning, etc. This will also provide motivation to students who are able to complete their work on time and not waiting until the end of the grading period to complete.

### **Special Programs and "At-Risk" Students**

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Springs Academy will utilize several methods to provide prevention and intervention to students that are not performing at expected level or at risk for not making continued progress or achieving growth. The first piece

will be to track relevant data on-going through out each academic year and also over the course of the student's enrollment. The School Improvement Team will track and report in aggregate data related to student growth and achievement. They will also measure the success of various interventions and supports provided.

Each student will be assigned a teacher/staff member that will serve as their advisor. As the advisor, the staff member will track all of their advisee's data and look for trends related to their individual progress. The advisor will support the student in owning and understanding their own data which may include formal and informal assessment data, Grade Point Averages, assignments completed/outstanding, attendance, disciplinary actions, etc. Advisors will lead and facilitate group and individual advisee sessions.

The school will implement the Response to Intervention model. Response to Intervention includes Multi-level Prevention System. The primary prevention level includes high quality instruction. The second level includes evidence based intervention(s) with moderate intensity. The final level includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students risk status.

Progress monitoring is used to assess students academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Data analysis and decision making occur at all levels of RTI implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
  - a) *Methods for identifying ELL students.*
  - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
  - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

Methods for identifying English Language Learners:

At registration, each family will complete a language survey. If English is the only language spoken in the home, the survey will be placed in their file. If a language other than English is spoken in the home, the staff will assess the following within the first thirty days of school: assess English proficiency, assess academic skills and collect other relevant data. If based on this process, the student is determined to be proficient in

English, the data will be placed in their file and student will continue with existing instructional program.

Students identified as having limited English proficiency, the parents will be notified of recommended placement based on the level of proficiency and any other needs identified. Students will have support from an ELL Specialist (either existing staff member or contracted, based on need). The ELL Specialist will be responsible for providing academic support, ongoing assessment of ELL progress, identification of additional ELL supports needed, and monitoring their progress. All ELL students will be re-assessed annually.

The WIDA-ACCESS Placement Test (W-APT) will be used as the initial assessment of students to determine English Proficiency. Annual reassessments will be completed using the Assessing Comprehension and Communication in English State-to-State for English Language Learners, or the ACCESS for ELLs. Results from these tests, help determine eligibility for state-approved testing accommodations for tests within the North Carolina Testing Program, such as the end-of-grade and end-of-course tests. A student will continue to be identified as limited English proficient until limited English proficient exit criteria are satisfied. Data will be tracked and reported through the School Improvement Plan and be used for individually planning by staff and families.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
  - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
  - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

1.) Springs Academy will develop policies and practices related to the identification, screening, referral of Academically and Intellectually Gifted students. We will use multiple criteria for AIG , including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based

on current theory and research. The EC Director/Vice Principal will ensure that the AIG screening, referral, and identification procedures are implemented properly and in accordance with school requirements and state standards. He/She will track and report data to be sure that there are no barriers to identification or delivery of AIG services. They will also be responsible for the adaptation of the NC Standard Course of Study to provide AIG students with a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration. They will provide professional development strategies to teachers to assist them in providing diverse and effective instructional practices according to students identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

2.) The School Improvement Plan will include data points related to AIG

services and students. This will include tracking and reporting of AIG student achievement data. Staff will monitor that students are continuing to excel and will provide additional interventions, supports and enhancements to promote their continued learning and achievement.

### **Exceptional Children**

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

### **Identification and Records**

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
  - a) *Requesting Records from previous schools*
  - b) *Record Confidentiality (on site)*
  - c) *Record Compliance (on site)*

1.)The Principal/Vice Principal/EC Director will review the records of all new students to identify the current/most recent special education services the student receives. An IEP, 504, other meeting will be scheduled to determine how the needs of the student can best be met at Springs Academy.

2.)All enrolled in Springs Academy including children who are homeless, children or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, will be identified, located, and provided necessary services. Child Find will also help to identify and serve students who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade and highly mobile/transient children, including migrant children. Within thirty days of receipt of written notification of concerns regarding a child, Springs Academy will issue a written response to the child's parent. The response will include either an explanation of why we will not pursue the concerns or a date for a meeting in which Springs Academy and parent will review existing data and determine whether a referral for consideration of eligibility for special education is necessary. Such meeting must be held within a reasonable time. Initial Evaluations will be conducted in accordance with NC 1503-2.4 through NC 1503-2.7 before the provision of special education/related services to a child. Referrals for an initial evaluation may be initiated by the parent or Springs Academy. Once a referral is received, evaluations must be conducted, eligibility determined, and for an eligible child, the IEP developed, and placement completed within 90 days of receipt of a written referral; and the IEP Team must determine--a.)If the child is a child with a disability under NC 1500-2.4; and b.)The educational needs of the child. The

school will provide notice to the parents in accordance with NC 1504-1.4, that describes all areas that will be evaluated. In the process of the evaluation, Springs Academy will use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that may assist in determining if the student has a disability. The school will use sound instruments and when possible Evidenced Based Tools/procedures that assess behavioral factors, physical, developmental factors as well as cognitive. Tools will be culturally appropriate and will be provided and administered in the child's native language or other mode of communication. Staff will be properly trained in the administration of all tests and assessments. Springs Academy will make sure each student is assessed in all areas related to the suspected disability, including but not limited to: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities. Springs Academy may refer out some testing to contractors. Springs Academy will administer required screenings and evaluation to determine eligibility in the following disability areas as required: Autism Spectrum Disorders, Deaf/Blindness, Deafness, Developmental Delay, Emotional Disability, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Specific Learning Disability, Speech/Language, and/or Traumatic Brain Injury.

3.) Record Request: Records will be requested with parent consent. Confidentiality: All student records will be secured to prohibit access by unauthorized individuals. Springs Academy will maintain a record of all individuals/agencies accessing each record including, name of person accessing, date accessed and purpose. Parents will have access to records except when notified of legal limitations to share. There will be no unnecessary delay in providing parents access. Consents will be required as needed. Record Compliance: The office manager/Principal will audit files bi-annually.

### Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. The ICU Program will help to provide students with opportunities for additional support and intervention in completing assignments and learning material. Response to Intervention strategies will also provide a framework for identifying additional needs, supports and interventions students may need and will guide staff member's interventions through data analysis.

2. An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. An appropriate education will include: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a

disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to: receive required notices; review their child's records; and challenge identification, evaluation and placement decisions. Due process procedures will also provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure. All parents will be notified of their rights and responsibilities. The Board will be informed of any requested reviews or appeals.

3. The Vice Principal/EC Director will be responsible for the implementation of all EC services including the implementation of IEPs. He/She will provide oversight of all IEPs through observations of staff, participation in IEP meetings, and review of data related to EC students. Parents, staff and student will be on the IEP Team and will be involved in establishing goals and interventions and will be informed of the progress of their goals.

4. Services will be provided by licensed EC Teachers and may be provided in the general classroom setting or in self contained settings as outlined in the student's plan. Springs Academy may contract with outside professionals to provide special services such as speech/language, occupational therapy, etc.

### **Student Performance Standards**

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1.) All students will be expected to complete all assigned work and complete work to the best of his/her ability. Springs Academy will utilize the ICU model to help realize this goal. The goal of school is to make sure students learn. Work will be accepted throughout the grading period, although full credit may not be possible. Students with 3 or more missing assignments will not be able to participate in enrichment, extracurricular or other special programming until all work assignments are completed. The teacher may determine that submitted work must be redone if it does not reflect the students potential. This applies to all classwork and homework. Opportunities will be provided to students for remediation and reteaching for all tests failed by students. This supports the goal that all students learn to his and her ability. Also not allowing students to not complete assignments, acknowledges that for some of our population, students will be

experiencing and dealing with past trauma that may make it difficult to complete work at certain times. We also recognize that for some students it is easier to take a zero and not complete an assignment because they do not understand a concept and are uncomfortable asking for help. Help will be provided and available without them having to request it.

Although assignments and assessments may be redone or additional time may be required, teacher will fairly and equitably grade all assignments.

2.) In addition to all required state testing, Springs Academy will use MAP Testing to assess student's progress. Results will help to show which students are achieving growth and are on track for successful completion of mandated testing. Results and data from MAP testing will guide teachers instruction both for individual students and entire classes/subjects. Students will be taught how to be accountable for their testing data, how to understand and how to use their data to achieve academically.

3.) Promotion decisions are based upon multiple criteria including formal and informal assessments, standardized test scores, and final progress reports/report cards. Personal Education Plans (PEPs), intervention strategies, and accelerated activities are provided for students not performing at grade level. There will be a school-wide Retention Team. The Team will be multi-disciplinary and will include EC and non-EC Teachers, non-teaching staff, and administrators, etc. All students being considered for retention will be reviewed and considered by the Retention Team.

All intervention and other opportunities, benefits and resources that are made available to students without disabilities will be made available to students with disabilities. Students with disabilities may be exempted from the promotion standards by the Individualized Education Program Team, including the principal or school district representative, if it is determined by the team that the students require specific and targeted intervention for promotion to the next grade level. Limited English Proficiency students shall meet the same standards as all students. However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards.

The Principal will be responsible for the final decisions on promotion and retention. Parents will be notified in writing and may appeal the decision through the normal school grievance process.

4.) The goal is that each student that completes 12th grade at Springs Academy will be either prepared to enter the workforce or enter a trade/technical training program or to begin college course work at a two or four year university. Because we believe our environment will include some students on each of these tracks, we will provide various tracks for graduation including the Occupational Course of Study.

### **Student Conduct:**

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

*Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).*

*Be sure to include:*

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

1.) Springs Academy will use several practices to promote positive pro-social behavior at school. Practices will include but are not limited to: The Teaching Family Model-- The model has been identified by the American Psychological Association as a "Model Program in Service Delivery in Child and Family Mental Health." This program is a positively based cognitive behavioral program not a band-aid on behavior which focuses on helping students to develop appropriate social skills to replace poor ones developed over time. The program uses scientifically proven methods of behaviorism to teach and reinforce pro-social skills and allow the individual to maintain or advance in his or her environment. We will collect data throughout the day and across settings to identify the cause of a student's ineffective behavior. Functional Behavioral Analyses of behaviors will be conducted regularly and will guide the development of Behavior Support Plans and Crisis plans.

Trauma Informed Practices-- Kids who are experiencing the toxic stress of severe and chronic trauma just can't learn. In trauma-sensitive schools, teachers don't punish a kid for "bad" behavior they don't want to traumatize an already traumatized child. They dig deeper to help a child feel safe. Once a child feels safe, she or he can move out of stress mode, and learn again. With a school-wide strategy, trauma-sensitive approaches are woven into the school's daily activities: the classroom, the lunch room, recreation time. This enables children to feel academically, socially, emotionally and physically safe wherever they go in the school.

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills. CBITS has been used with students from 5th grade through 12th grade who have witnessed or experienced traumatic life events such as community and school violence, accidents and injuries, physical abuse and domestic violence, and natural and man-made disasters. CBITS uses cognitive-behavioral techniques.

2.) Springs Academy will strive to keep children in school except when it is determined that there are no other alternatives to ensure safety of the student, other students and/or staff. Suspensions and expulsions will be used on only the most severe situations. A preliminary list of offenses which may result in suspension or expulsion are described below.

a.) Arson/Fire/Explosives-- possession of explosive materials, arson, bomb threat. b.) Attacks/Threats/Fighting-- this includes action to staff,

students or community; Extortion or taking money or possessions from another student(s) by threat or causing fear and intimidation; Physical attack(s) on a student; Threat(s) on individual(s) c.)Possession, distribution or use of Nonprescription medications, drugs, alcohol or drug paraphernalia. d.)Disrespect/Insubordination that may have impact on safety to self or others. e.)Harassment-- includes action toward staff or other students and may include but is not limited to: repeated verbal threats, sexual harassment, etc. f.)Sex Offenses--Inappropriate behavior of a sexual nature; Indecent exposure. g.)Weapons Possession and/or use of a firearm on school property--possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable).

3.)The Principal will track/report suspension and expulsion data for all students & will specifically monitor that all children identified as disabled under either the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, do not exceed max suspension/expulsion requirements.

4.)See Grievance policy in Governance, Operations sections due to space limitations in this section.

**IV. GOVERNANCE, OPERATIONS and CAPACITY**

(No more than ten total pages in this section)

**NOTE:** Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

**Governance:**

**Private Nonprofit Corporation:**

\*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, Inc

*Mailing Address:* PO Box 1

*City/State/Zip:* Barium Springs NC 28010

*Street Address:* 156 Frazier Loop

*Phone:* 704-872-4157

*Fax:* 704-832-2250

*Name of registered agent and address:* Craig Reutlinger  
737 East Boulevard  
Charlotte, NC 28203

*FEDERAL TAX ID:* 46-4128899

**Tax-Exempt Status 501 (c)(3)**

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

Yes (copy of letter from federal government attached: Appendix E)  
X No

**NOTE:** If the non-profit organization has yet to obtain the 501(c)(3) status, 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.

**Governance and Organizational Structure of Private Non-Profit Organization:**

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 complete the table provided depicting the initial members of the nonprofit organization.

<b>Board Member Name</b>	<b>Board Title</b>	<b>County/State of Residence</b>	<b>Current Occupation</b>
Sharon Bell	Co-Chair	IREDELL	Chief Program

			Officer Barium Springs
John Koppelmeyer	Co-Chair	IREDELL	President/CEO Barium Springs

**Please provide the following in this location of the APPLICATION:**

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

General Responsibilities: The business and affairs of the Corporation shall be managed and directed by the Board of Directors. The Board of Directors shall be responsible for the overall policy and operation of the Corporation and shall have to make determinations on matters pertaining to the operation of the charter school, policies, budgeting, operating procedures, curriculum, and accounting.

The Board of Directors is responsible for monitoring school and student performance and all other aspects related to compliance with the Charter. This will be done through regular reports and data presented at Board Meetings and through regular involvement in school activities. The Board will have representation on and will hear reports from the School Improvement Team. This team will set goals and benchmarks and monitor data related to student achievement.

The Board is responsible for hiring all employees of the charter school including the Principal. The goal is to fill the Principal position at least 6 months prior to the start of the school year. The Board will post the position description online on charter school and related job boards, with professional associations and in local recruitment publications. The board will identify additional stakeholders to participate in interviews. At hire, successful candidates will submit to required background checks, etc.

The Board will provide direct supervision of the Principal and will conduct evaluations of the Principal. The Principal will be evaluated after the first 6 months of employment and again at 12 months. Evaluations will continue at a minimum every 12 months. In the process of evaluating the Principal, the Board will solicit input from staff and parents and will also review school data on student/staff and other achievements. The final evaluation will consider all aspects of the evaluation process.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

Composition and Qualifications of the Board of Directors: The Board of Directors shall consist of at least five (5) and not more than nine (9) persons with meaningful business/or educational experience who represent a cross-section of backgrounds, professions, and experiences. The Board of Directors shall have the authority to adjust the size and composition of the Board from time to time in order to comply with the Corporations Charter and

applicable federal or state law.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

Through discussions with the Barium Springs Board of Regents and Senior Management Team, a decision was made to establish a separate 501c3 and apply for a charter school. John Koppelmeyer and Sharon Bell were identified to take the lead on the application and were identified as founding board members.

Additional Board Members will be recruited and selected by the August 2014. Remaining Board positions will be filled based on needs and expertise that would be beneficial in establishing the school. Such areas that will be considered are legal, academics, previous/current charter school experience and finance. The pending policy for the ongoing recruitment of Board Members is below:

#### 1.05 Recruitment and Nomination of New Board Members

##### POLICY:

The Board will strive to have a diverse compilation of members including parent and non-parent representation with varied professional expertise and knowledge. Staff of American Renaissance School may not serve on the Board of Directors.

##### PROCEDURES:

A. An information sheet for those interested in serving on the Board will be made available on the schools website. Completed forms should be submitted the Chair of the Governance Committee.

B. The Governance Committee will be responsible for identifying and nominating new Board Members to the Full Board when vacancies arise.

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

We will meet as noted in the bylaws but plan meet monthly during the planning yr

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

##### POLICY:

The Governance Committee will be responsible for providing and/or arranging for orientation of new board members and also the training of all Board Members ongoing.

##### PROCEDURES:

A. Each new Board Member will meet with the Board President, Board Committee Chairs, Board Treasurer and Principal as part of their orientation process. Topics covered will include roles and responsibility of board members, financial overview of the school, review of bylaws, overview of schools priorities and initiatives, etc.

B. The Governance Committee will arrange for on-going training and planning opportunities for the Board of Directors. Topics will vary based on board

member needs, current school needs, community priorities, etc.

### 1.03 Board Evaluation

#### POLICY:

Annually the Board of Directors will conduct a self assessment of the functioning and governance of the school.

#### PROCEDURES:

A. The Governance Committee will be responsible for identifying a tool to assess Board Functioning and Governance.

B. The Board will use this information to identify training needs, identify skills needed for future board vacancies, identify the need for new processes/policies/procedures, etc.

C. A summary of the results and any corresponding plan will be made available to the parents, staff and other stakeholder on the school website.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

No Director or committee member shall participate in or vote on any matter which would involve a conflict of interest. The question of whether an actual conflict exists needs to be determined by a majority vote of the Directors or committee members present based upon advice received from the Corporations legal counsel, and excluding from the vote a Director or member who has a possible conflict.

Employees and Board Members shall avoid both the fact and the appearance of conflict of interest, financial and otherwise. No employee or Board Member may have direct or indirect financial interest in the assets, leases, transactions or professional services of the agency.

#### PROCEDURES:

A. All conflicts or potential conflicts of interest will be disclosed to the Board of Directors.

B. If a Board Member has a conflict of interest on a specific matter, they must excuse themselves from decisions where their objectivity may be questioned.

C. Annually Board Members will sign a conflict of interest form.

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

#### POLICY:

The Board of Directors is responsible for approving all policies additions, deletions and revisions.

#### PROCEDURES:

A. Those that identify needed additions or revisions to the Policy and Procedure Manual should inform the Principal and/or the Governance Committee.

B. At least bi-annually the Governance Committee and Principal will do a full review of the Policy and Procedure Manual to identify necessary edits that be presented to the Board.

C. All additions, revisions and deletions of Policies will be voted on by the Board of Directors.

D. The Principal will be responsible for ensuring all staff have reviewed the Policy and Procedure Manual upon hire, as revisions/edits are made, and at other times deemed appropriate by the Board or Principal. Staff will document their acknowledgement of these reviews on the approved form and this will be maintained in their personnel file.

E. The most recent version of the Policy and Procedure Manual will be available on the staff section of the school website.

F. Any exceptions to the approved Policies require prior approval of the Board of Directors.

*8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

Springs Academy intends to have the following Board Committees: Finance, Governance, Executive, and Facilities. Parent and staff participation on committees will be sought as well as other community stakeholders. The Board Committees will make recommendations to the Board based on their area of focus. Such decisions will come after parent and staff input and in many cases input from students.

The School Improvement Team will be responsible for the School Improvement Plan. The Team will include staff, parent, board and student representation. The Plan will focus on goals and strategies to continue improving student performance and achievement.

Students on Student Council will take turns participating in Board activities. Student Council will make recommendations of school activities, policies and events. Classroom reps will also be responsible for leading self government functions within the classroom. Such self government activities might include class meetings to discuss behaviors/disruptions in the classroom, implementation of new curriculum, how supports and interventions are provided, etc.

*9. Discuss the school's grievance process for parents and staff members.*

Staff Grievance: Employees are encouraged to communicate directly with one another, but even then, misunderstandings may occur that cause questions or complaints about the workplace. Most problems can be resolved satisfactorily through early identification and discussion. It is extremely important that issues be resolved professionally with the involved parties without involving others and expanding the problem.

Procedures:

A. Staff should first address concerns directly with the individual(s) that are the source of the issue/problem in an attempt to resolve the issue. If this fails to resolve the issue, the staff will consult with their

supervisor on next steps. The supervisor will provide guidance on next steps based on school policy and provide needed support for resolution.

B. If the employees concern is with their supervisor, they should consult with the Principal for next steps. If the employees supervisor is the Principal, consultation should take place with the Board Chair.

C. Employees may continue to escalate unresolved issues until it reaches the Board of Directors.

D. All grievances regarding disciplinary action including, administrative leave/leaves of absence, written warnings, probation, the Board Chair within 5 days of receiving the notice of disciplinary action.

E. All grievances filed with the Board should be submitted in writing and should include the concern and the steps taken to date and any additional information helpful to understanding that the issue continues.

F. The Board will provide a written response to the employee within 30 days.

G. There is no further appeal or grievance process beyond the Board of Directors.

Parents Grievances: Parents are encouraged to communicate directly with staff members or other school representative, but even then, misunderstandings may occur that cause questions or complaints about the school decisions, processes, etc. Most problems can be resolved satisfactorily through early identification and discussion. It is extremely important that issues be resolved professionally with the involved parties without involving others and expanding the problem.

Procedures:

A. Parents should first address concerns directly with the individual(s) that are the source of the issue/problem in an attempt to resolve the issue. If this fails to resolve the issue, the Parent should schedule a meeting with the Principal. The parent and Principal will identify next steps.

B. If the parents concern is with the Principal and they have not been able to successfully resolve the concern, they may consult with the Board Chair for next steps.

E. All Grievances filed with the Board should be submitted in writing and should include the concern and the steps taken to date and any additional information helpful to understanding that the issue continues.

F. The Board will provide a written response to the employee within 30 days.

G. There is no further appeal or grievance process beyond the Board of Directors.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)
2. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).
3. 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 (Appendix H).
4. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)
5. Copy of any board policies if adopted already (Appendix J).
6. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).

**Proposed Management Organization (Educational Management Organization or Charter Management Organization)**

*If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.*

**X Not Applicable**

**Private School Conversions: complete ONLY if the proposed charter is a private school conversion.** Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

**X Not Applicable**

*Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.*

**X Not Applicable**

**Projected Staff:**

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

**Staffing Plans, Hiring, and Management**

Include the following information for the proposed charter school:

All jobs will be posted internally and externally. The school will use online job boards to post positions, will participate in job fairs, post positions with local colleges with education programs, and will post positions on the website. Barium Springs will collaborate with Springs Academy on recruiting efforts by referring qualified applicants to Springs Academy and in the participation in job fairs.

Staff will be compensated on the same level as their counterparts in the LEA. Training and certification assistance will be available to staff

furthering their education or increasing their level of licensure/certification. Staff will receive annual pay increases based on performance and adjustments to the state/local scale.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

All employees of the charter school will be employed by the Board of Directors. The Board of Directors will directly hire and supervise the principal. The principal will be responsible for managing the day to day operations and making hiring recommendations for all other positions to the board. Board, staff, and other stakeholders will have opportunities for input into hiring decisions/recommendations, but ultimately all recommendations for personnel will come from the Principal to the Board of Directors.

The Principal will manage the day to day operations including supervision of staff. However, probations and terminations will require approval by the Board in advance. Recommendations for such disciplinary action will come from the principal to the Board. The board will be responsible for all corrective actions as needed for the Principal.

- 4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The board will establish policies regarding the recruitment, screening, hiring and termination of all employees of the Charter School. The principal will carry out the implementation of these procedures for all other employees and the Board will be responsible for implementing for the Principal.

All positions will be posted internally and externally. The Board will regularly review demographic data of applicants and selected staff to ensure that practices are non-discriminatory. The Board will lead all interviews and selection processes for the Principal. With involvement from the Board, the Principal will carry out such processes for all other positions.

Recommendations for employment will be brought to the Board of Approval. Aspects of the recommendation may be discussed in closed session as allowed by law, but voting on all hiring will be conducted in open session.

All employees will be required to submit to criminal background checks including fingerprinting as required by law at the time of hiring. Additionally, all employees will also be subject to drug testing, driving record checks (if applicable to position) and sex offender registry checks before beginning work and may be subject to checks throughout employment.

- 5. Outline the school's proposed salary range and employment benefits for all levels of employment.*

All employees that work a minimum of 30 hours will be entitled to benefits. The benefit package will include medical insurance, retirement, disability, and life insurance. Springs Academy will also pay all required FICA expenses and will provide workers compensation and unemployment coverage.

Each position will be slotted into a grade based on the job responsibilities and required qualifications. Some positions may stretch across multiple

grades to allow for varying levels of qualifications.

Grade	Minimum	Midpoint	Maximum	Positions
12	\$64,926.27	\$82,185.15	\$98,622.18	Principal
11	\$57,431.42	\$72,698.00	\$87,237.60	Principal, Assistant Principal
10	\$50,808.07	\$64,314.01	\$77,176.81	Assistant Principal
9	\$44,925.49	\$56,867.71	\$68,241.25	Teacher/EC Teacher
8	\$39,740.10	\$50,303.93	\$60,364.72	Teacher/EC Teacher
7	\$35,164.76	\$44,512.36	\$53,414.83	Teacher/EC Teacher
6	\$31,112.32	\$39,382.68	\$47,259.22	Teacher/Office Manager
5	\$27,496.41	\$34,805.58	\$41,766.70	Assistant Teacher/Office Manager
4	\$24,532.54	\$31,053.85	\$37,264.62	Assistant Teacher/Office Manager
3	\$21,874.49	\$27,689.23	\$33,227.08	Assistant Teacher/Office Manager
2	\$19,521.45	\$24,710.70	\$29,652.84	Custodian/Food Services/Transportation
1	\$17,429.87	\$22,063.13	\$26,475.76	Custodian/Food Services/Transportation

*6. Provide the procedures for employee grievance and/or termination.*

Disciplinary Termination requires approval of the Board. Generally, termination will be considered if the employee has received three written warnings on different subjects or two written warnings on the same subject within a twelve period. If the infractions are serious, termination may occur with less or no prior warnings. When an employee commits a major offense justifying immediate discharge, the supervisor should remove the employee from the job and immediately consult with the Principal and Chair as needed. An employee may be placed on a Leave of Absence pending Board review and approval of termination.

**Procedures for Employee Grievance:**

Staff should first address concerns directly with the individual(s) that are the source of the issue/problem in an attempt to resolve the issue. If this fails to resolve the issue, the staff will consult with their supervisor on next steps. The supervisor will provide guidance on next steps based on school policy and provide needed support for resolution.

If the employees concern is with their supervisor, they should consult with the Principal for next steps. If the employees supervisor is the Principal, consultation should take place with the Chair.

Employees may continue to escalate unresolved issues until it reaches the Board.

All grievances regarding disciplinary action including, administrative leave/leaves of absence, written warnings, probation, the Chair within 5 days of receiving the notice of disciplinary action.

All Grievances filed with the Board should be submitted in writing to the Board and must include the concern and the steps taken to date and any additional information helpful to understanding that the issue continues.

The Board will provide a written response to the employee within 30 days. There is no further appeal or grievance process beyond the Board of Directors.

*7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*

The Vice Principal will also serve as the EC Coordinator/Director. The position will be covered in part by EC funding and a portion by state and

local dollars.

8. *Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*

Because of the population being served, we intend to prioritize the hiring of EC Certified Teachers for positions. We will provide additional training and support related to behavioral interventions, but will prioritize the hiring of qualified teachers that have experience working with similar students and behavioral models.

Our goal is to hire at least one teacher with experience with English Language Learners and one teacher with experience with Academically and Intellectually Gifted students. A stipend will be made available for those teachers to serve in these roles and to provide support in the identification of students and service delivery to students. If capacity is more than can be handled under this plan, we will plan to contract with additional qualified professionals.

9. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Principal: Qualifications: A Bachelor's Degree in Education or a related field with Strong Preference for candidates with a NC Administrators/Principals Licenses and an advanced degree in an Education related field. Experience: 3 years working in Education with at least 1 working in an administrative role. This position will manage the day to day responsibilities of the school including the supervision of all staff, carrying out of the policies and procedures, etc. The position is the key contact with the Board of Directors. The Principal is responsible the instruction, curriculum, behavioral support, models of care, scheduling and assessments of all students.

Assistant Principal/EC Coordinator: Qualifications: A Bachelor's Degree in Special Education with a strong preference for candidates with an MA in a Special Education field. Experience: A minimum of 2 years in Education working with students with special needs. Responsibilities include ensuring the schools compliance with all laws and requirements related to serving Exceptional Children, including but not limited to: Title I/FERPA/IEP/504/IDEA, etc. The position is responsible for the oversight of all services being delivered with students with exceptional learning needs. The position is also responsible for the identification and screening of students with exceptional needs. This position will support the implementation of all models and curricula.

Administrative Assist/Clerical: Qualifications: A High School Diploma with preference given to candidates with an Associates Degree. Responsibilities include: Collecting data information, maintaining student files, greet visitors, answer phones, maintain waiting list, etc. Prior to the hiring of a Business/Office Manager, provide support to the principal and assistant principal on the completion of those tasks.

Office Manager: Education Requirements: Bachelors Degree preferred. with a minimum of 1 year experience as an office manager. Responsibilities: manage data entry into school and state databases, prepare and submit reports to the state, board, LEA, finance departments, assist with new employee

signups, prepare financial records and information for contracted accounting staff, etc. Serve as back up to Administrative Assistant for phone and greeting. This position will be expected to understand the models of care and provide support related to their implementation.

Teachers (CORE/Specialty/EC Teachers): Minimum Education Requirements: BA/BS in Education for the area they will be teaching or related field. Strong preference will be to hire fully licensed teachers. and teachers with exper Some positions will require EC Licensure. Responsibilities: Creating and carrying out class and individual lesson plans and assessments. Responsible for all student achievement/growth, etc. Manage/address behaviors and provide supports as indicated by models of care.

Assistant Teachers: Minimum Qualifications include a minimum of a High School Diploma and experience working with children with behavioral needs. Preference will be given to candidates with a BS/BA. Provide support to teachers, academic/behaviors supports and interventions, carry-out all aspects of models and curricula as required for position.

Behavior Consultant: Minimum Qualifications of a Bachelors Degree in a Human/Social Service field. Positions require a minimum of 1 year working with students with behavioral and trauma needs. Responsibilities: providing support in handling behaviors and staff's development in the use of the Teaching Family Model and Trauma Informed Practices, completion of functional behavioral analysis, serve as a multidisciplinary team member on student's IEPs, RTI, school-wide Improvement teams, etc.

Food Services Specialist: Qualifications of a High School Diploma/GED and preference for least 1 year of experience. Responsibilities: meal planning and preparation, completion of documentation and reimbursement forms, maintaining a clean and sanitary food service environment. This position will be expected to understand the models of care and provide support related to their implementation.

Transportation Worker: Minimum Qualifications of a High School Diploma/GED and preference for least 1 year of experience providing transportation. Responsibilities include planning transportation routes, transporting students, safety inspections, etc. This position will be expected to understand the models of care and provide support related to their implementation.

### **Staff Evaluation and Professional Development**

1. *Identify the positions responsible for maintaining teacher licensure requirements and professional development.*

The principal and the office manager will track and monitor the status of teacher licensure and professional development requirements. The Board will receive annual report on the status of licensures and professional development.

2. *Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

Springs Academy will follow the current laws and requirements established by the state and No Child Left Behind. We will specifically use the system developed by McRel and currently being implemented across the state. We will follow the requirements identified in the NC Teacher Evaluation Process Manual including the online evaluation system and rubrics.

All staff will receive an overview of the evaluation process upon hire and again annually. The Principal or other administrators involved in the Evaluation Process will receive training and support as well. All components of the evaluation process will be implemented as required annually, including the Professional Development Plan.

In addition to the implementation of the state-wide evaluation standards, staff will also receive on-going consultation in the use of both trauma informed practices and The Teaching Family Model. Staff will undergo an annual evaluation/certification process to validate their understanding and effective use of these practices.

All staff hired after the first round of initially hiring will be assigned a mentor. The assigned mentor will assist with the orientation and training process for the new staff, will assist with observations and providing professional feedback for on-going growth and development. We will also employ the use of Professional Learning Communities. Professional Learning Communities will also provide structured time for teachers to work together in planning instruction, observing each other's classrooms, planning assessment, and sharing feedback.

The goal will be to hire staff that are highly

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

All staff will participate in a new employee orientation. This will include an overview of the schools policies and expectations, all curricula, overview of 21st Century Learning, and also training specific to working with students with behavioral needs and trauma histories. The school specific and curricular trainings will be provided by school personnel and the training on Trauma Informed Practices and behavior interventions through the Teaching Family Model will be provided through a contract with Barium Springs or other similar agencies.

At least bi-monthly the school will hold in-service professional development opportunities. These will be lead by school staff or other external trainers. Topics will be based on school/teacher needs. Staff will participate in Summer Institutes, Charter School Conferences and other state level trainings annually. Additional opportunities will be planned based on school needs, curriculum changes, and budget availability.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

In anticipation of school start date of August 2015, the school will plan to hire all staff by June 15, 2015. We will use the two months to training personnel.

June 15-June 25-- Employees will complete all hiring screenings, employment, benefit paperwork, etc.

June 25-July 10-- All employees will participate in new employee orientation. Schedules may vary dependent upon individual schedules/needs. This will be lead by the Principal initially.

July 10- July 17-- Staff will participate in Teaching Family Model and Trauma Informed Trainings.

July 17-August 5-- Teachers will participate in curriculum specific training as needed for their position and qualifications.

The most challenging and likely the most unfamiliar pieces for the teaching staff will be the training in Trauma and Teaching Family Model. To support with this, trainings will include role plays and each staff member will be provided a formative assessment at the end of the pre-service training period. This will help to structure what additional training and support will continue to be provided to individual staff. Additional support will be provided by an experienced Behavioral Consultant. They will assist teachers and other staff in the mastery of these skills.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

In addition to the professional development days that will take place before the start of the school year, there are 6 additional professional development days planned between the first day of school and the last day of school. Each professional development day will be approximately 8 hours long. In addition to these 48 hours and the days prior to the start of the school year, staff will have opportunities to attend trainings at the local, state and national level to develop skills and expertise in curriculum, instructional design, response to intervention, trauma informed practices, etc.

At least bi-monthly staff meetings will include an in service training component of 0.5-1.0 hours of continuing education and training. Staff meetings will occur after school hours.

### **Enrollment and Marketing:**

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.

### **Marketing Plan**

*Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflects the racial/ethnic and 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)).*

Preparation Phase May 2014-July 2014

1. Design logo and branding guidelines
2. Build and test website including online registration and content management system
3. Create social media presence and editorial calendar
4. Create and print tri-fold brochure and flyers (paper, e-versions)
5. Purchase brochure holders and other display supplies
6. Prepare distribution lists (mail and email)-- Public school professionals; Child welfare providers; Mental health providers; Providers in medical community; Purchase mail list to reach Iredell county families

with kids age 5 to 18; Local non-profits such as PowerCross, YMCA, Boys & Girls Club, etc.

7. Prepare news ad artwork
8. Write press release for announcement to news outlets
9. Prepare PSA verbiage for local radio
10. Prepare info session power point
11. Communication materials will be translated into Spanish when possible.

#### Announcement Phase July 2014-October 2014

1. Mail announcement to families: County-wide announcement mailing to Iredell county families (includes letter, brochure that directs people to online registration)
2. Mail announcement to providers: letter and brochure to school professionals, child welfare providers, mental health providers and the medical community
3. Drop off materials for distribution: Visit school offices, child welfare offices, mental health provider offices and medical offices to leave brochures and flyers for distribution.
4. Purchase news and yellow page ads: ads will run simultaneously with above distribution
5. Press Releases and PSAs: Email press release/PSAs to local news outlets including Statesville Record & Landmark, Mooresville Tribune, WSIC and others.

#### Recruitment Phase November 2014-January 2015

1. Info session at Mooresville Citizen Center: host 1-hour session to present power point about school, hand out brochures, applications, etc. School personnel present for Q&A.
2. Info session at Statesville Civic Center: host 1-hour session to present power point about school, Q&A, hand out brochures, applications, etc. School personnel present for Q&A.
3. Staffed office: Fully staffed telephone and drop by location for questions about registration process.
4. Provider meetings: School personnel will meet with providers one on one.
5. Public school meetings: School personnel will meet with public school professionals one on one.

#### Registration Phase January 2015-March 2015

1. Staffed office: Fully staffed telephone and drop by location for questions about registration process.
2. Online announcements: website and social media will provide a platform for various announcements/clarifications/FAQs needed throughout the registration phase
3. Lottery communication process: Communicate with accepted families and media releases regarding anticipated enrollment numbers for August 2015.

#### Launch Phase March 2015-July 2015

1. Additional Recruitment: As needed communications and media releases to focus on remaining openings for Fall2015.
2. Open House announcement: by mail, email, website, and social media
3. Open House: Families invited to open house to meet school personnel

#### Ongoing Marketing

1. Student/Parent Communication: website, social media, and email will be used on an ongoing basis to communicate with parents and students.
2. Ongoing Registration: website will continually promote the school to potential families with an online info session (powerpoint), enrollment information and downloadable brochure
3. Public Relations: PR staff will continually look for opportunities to

send out press releases to news outlets regarding student successes and school activities. This ongoing exposure is important in continually getting positive exposure for our school.

4. Provider/Public School Communication: School personnel will provide one on one meetings/phone calls with providers and public school personnel as to student successes, etc.

### **Parent and Community Involvement**

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1.) We will begin communicating with potential parents and community members from the time the school is approved through the use of news releases, community meeting throughout our target area. Meetings and marketing materials will be developed for parents as well as potential referral sources such as LEAs, Mental Health Providers, Child Welfare Agencies, local non-profits, local Juvenile Justice agencies, etc.

2.) We desire to strong parent involvement but look to provide a variety of opportunities for parents to participate. We know that parental involvement is key for student success but also know that parent's abilities to participate and volunteer at schools vary based on many factors. The focus will be for all families to be involved and to commit at least one hour per month to participating in school events. Some ways we look for parents to become involved/engaged in school include:

A. Our goal is to have a parent advisory committee that will work with staff and board in the development of new policies, practices, etc.

B. We will look to have parent representation on the School Improvement Plan workgroup. Parents would help shape outcomes and also action plans for achieving outcomes.

C. Regular Parent Education sessions will be provided at school and lead by both school and non-school professionals. Topics will include discipline, substance abuse, curriculum, student testing, student resources, etc.

D. Annually, the school will host a parent workday for parents to assist with facility improvements and assist teachers with planning and preparation.

E. The Board will establish committees including, but not limited to: Governance, Finance, Facilities, etc. Parent representation will be sought for each committee.

F. Therapy Services will be made available to all students and families including the provision of family therapy.

### **Admissions Policy**

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. \*Please be advised schools cannot accept applications until after final approval*

*from the SBE.*

2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

1.) Applications will be accepted January 2, 2015 through 5PM on February 27, 2015. A lottery will be scheduled for 6PM on March 15, 2015 if more applications are received than slots are available. Applications will be available on the website, at public meetings and at other locations in the community. Admission to Springs Academy is open to all students eligible under the guidelines established in 115C-238.29F(g). Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to this charter school, provided age and grade requirements are met. Admission will not be determined according to the school attendance area in which a student resides. Springs Academy will not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, nor shall admission of students be determined on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Every effort will be made to recruit students from all sections of the community to ensure proportionate representation of all segments of the population. 2.) Currently enrolled students will be guaranteed a slot for the following school year upon completion of the Intent to Return Form. Priority enrollment/admission will be available to students currently enrolled/accepted for enrollment. Sibling priority will be granted in accordance with NC Charter School requirements. No preference for admission will be granted to staff, board members, etc. In the event that the student applications exceed available spaces, Springs Academy will provide a fair and unbiased system for assigning student admissions to the school. The Lottery will be open to the public. Attendance is not required. Prior to the lottery, applications will be sorted by grade level and checked for accuracy. A card will be made to correspond with each application with the child's name and grade level for the upcoming school year. Each card will be placed in an unmarked envelope and labeled in the right hand corner with the child's grade level. The envelopes will be placed in containers identified for each grade level. A Board member or designee will pull an envelope and read the name inside. The name will be recorded on a ledger as number one. The number will also be recorded on the corresponding application and the card that was drawn. This process will continue until all the envelopes have been drawn. The same process will be repeated for each grade level. All applicants will be pulled and those pulled after all available slots are filled will be placed on the waiting list. The parents/guardians of those selected in the lottery for admission will be notified by mail of the results of the lottery. Failure to acknowledge acceptance and confirm enrollment will result in loss of slot, and the child's name will be placed at the end of the waiting list for the appropriate grade level. 3.) Applications will be accepted ongoing and a waiting list maintained. The waiting list will be maintained by the Board Secretary. The same priorities identified above will apply to the waiting list. Parents are required to submit written notification of intent to withdraw students. Withdrawn students may re-enroll, but will not receive any priority for re-admission. Springs Academy will accept transfers during the year and at the beginning

of the year, but all potential students are required to follow the same application process. 4.) Upon notification of admission to the school, parents must complete all demographic forms, release records from current/previous school, and complete all physical/medical forms. This will help to ensure compliance with state laws and proper planning for the student. 5.) Parents are required to submit written notification of intent to withdraw/transfer students. Records will be released with written consent and required by law

**PROJECTED ENROLLMENT 2015-16 through 2019-2020**

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

- LEA #1 Iredell-Statesville Schools
- LEA #2 Mooresville Graded School District
- LEA #3 Alexander County Schools

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.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 490	LEA 491	LEA 020	LEA 490	LEA 491	LEA 020	LEA 490	LEA 491	LEA 020	LEA 490	LEA 491	LEA 020	LEA 490	LEA 491	LEA 020
Kindergarten	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1
Grade 01	0	0	0	0	0	0	0	0	0	5	1	1	9	1	1
Grade 02	0	0	0	0	0	0	0	0	0	6	1	1	9	1	1
Grade 03	3	1	1	4	1	1	9	2	1	9	1	1	8	1	1
Grade 04	3	1	1	5	1	1	9	2	1	10	2	1	9	2	1
Grade 05	3	1	1	6	2	1	9	2	1	10	2	1	9	2	1
Grade 06	5	1	1	8	1	1	9	2	1	10	2	1	10	2	1
Grade 07	6	1	1	8	1	1	9	2	1	10	2	1	10	2	1
Grade 08	5	1	1	10	1	1	10	2	1	10	2	1	10	2	1
Grade 09	5	1	1	10	2	1	9	2	1	10	2	1	10	2	1
Grade 10	5	1	1	9	2	1	9	2	1	10	2	1	10	2	1
Grade 11	5	1	1	9	1	1	10	1	1	10	1	1	10	2	1
Grade 12	5	1	1	8	1	1	9	1	1	10	1	1	10	2	1
	45	10	10	77	13	10	92	18	10	111	20	13	115	22	13
	65			100			120			144			150		

### **Transportation Plan:**

*Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.*

We anticipate that many children will reside within walking distance or have transportation provided by parents/foster parents. However, school personnel will assist all parent transporting their children to school with support to facilitate car pools with other parents living/working near them.

Based on parent need, Springs Academy Charter School will arrange regional bus stops for students. These stops will be geographically located near where most students live requiring parents only to get the student to the stop nearest their home. Our school buses will transport students from/to these locations daily. The budget reflects the addition of this as the student population grows and expands to serve a larger geographic area.

### **School Lunch Plan:**

*Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.*

Breakfast and Lunch will be provided daily to students at Springs Academy. Meals will meet all requirements for nutritional components. The school will participate in the School Food Program. These funds and parent fees will support the hiring on one employee to oversee the meal planning, preparation and serving for students. Menus will be available at least one month in advance.

Students will also have the option to bring their breakfast/lunch from home. Students may bring bagged lunches from home. Each student will have a place to secure and warm their lunch.

The budget reflects reimbursement for paid, reduced and denied lunches and assumes that of the 65 students in year one, 55 will participate in lunch and 40 will participate breakfast. Because of our anticipated population we assumed that the vast majority would be free or reduced and a small amount would be paid. The expense budget reflects the food and food supply costs as well as a Food Services staff. The percent of FTE increases as the student body increases.

### **Civil Liability and Insurance (GS 115C-238.29F(c)):**

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and



not current, but the facility has had prior successful fire, safety and sanitation audits as recent as Spring 2013. Because the facility location has not been finalized, we have not included Appendix P. However, below we have identified some of the information requested in Appendix P as it relates to the two facilities. Each facility would have some renovations needed for the current configuration we are planning. Barium Springs will make the renovation and will retain ownership of the either facility.

Facility 1--

Square Footage:15,500

Square Footage/Student at full occupancy:103

Number of Classrooms Currently: 7

Kitchen/Cafeteria: Both a full-service kitchen and a cafeteria are currently available.

Gymnasium/Auditorium/Other: A Gymnasium is available within walking distance from this school location. A playground with swings, picnic area, therapeutic park, outdoor basketball court and soccer fields are located adjacent to this facility.

Accessibility: This Facility is not fully ADA compliant and will require some renovations to be fully accessible.

Facility 2--

Square Footage:17500

Square Footage/Student at full occupancy: Number of Classrooms Currently: 117

Kitchen/Cafeteria: A full service kitchen is available, however there is currently no Cafeteria space. Gymnasium/Auditorium/Other: A Gymnasium is available within walking distance from this school location. Multiple playgrounds with swings, picnic area, therapeutic park, outdoor basketball court and soccer fields are located at or adjacent to this facility.

Accessibility: this facility is fully ADA compliant for accessibility.

Both facilities include multiple offices, reception areas, student drop off areas, small and larger conference areas, therapy rooms, and restrooms for students, visitors and staff.

**Facility Contingency Plan:** *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

We anticipate that the spaces to be leased from Barium Springs will be available in time for planning and preparation for the opening of the school. Therefore we do not anticipate any gaps in facility needs.

## V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

### **Budget: Revenue Projections from each LEA 2015-16**

<p><b>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</b></p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p><b>State Funds:</b> Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1<sup>st</sup> month average daily membership.</p> <ul style="list-style-type: none"> <li>In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides</li> <li>In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located.</li> </ul> <p><b>Local Funds:</b> Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p><b>Federal Funds:</b> Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p><b>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</b></p>			
	<p>LEA #1 490 - Iredell-Statesville Schools</p>			
	<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>
	State Funds	\$4,551.89	47	\$213,938.83
	Local Funds	\$4,413.03	47	\$207,412.41
	Federal EC Funds	\$3,743.48	39	\$145,995.72
	<b>Totals</b>			\$567,346.96
	<p>LEA #2 491 - Mooresville Graded School District</p>			
	<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>
	State Funds	\$4,468.17	10	\$44,681.70
Local Funds	\$4,403.02	10	\$44,030.20	
Federal EC Funds	\$3,743.48	6	\$22,460.88	
<b>Totals</b>			\$111,172.78	
<p>LEA #3 020 - Alexander County Schools</p>				
<b>Revenue</b>	<b>2013-2014 Per Pupil Funding</b>	<b>Projected LEA ADM</b>	<b>Approximate funding for 2015-2016</b>	
State Funds	\$5,027.18	10	\$50,271.80	
Local Funds	\$5,027.00	10	\$50,270.00	
Federal EC Funds	\$3,340.80	1	\$3,340.80	
<b>Totals</b>			\$103,882.60	

**Total Budget: Revenue Projections 2015-16 through 2019-2020**

<b>INCOME: REVENUE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>-State ADM Funds</b>	\$305,011	\$455,189	\$546,227	\$655,472	\$682,784
<b>-Local Per Pupil Funds</b>	\$296,801	\$443,628	\$530,611	\$642,643	\$666,645
<b>-Exceptional Children Federal Funds</b>	\$171,797	\$205,891	\$205,891	\$239,582	\$239,582
<b>-Other Funds*</b>	\$81,246	\$96,065	\$48,730	\$52,125	\$60,150
<b>-Working Capital*</b>	\$0	\$0	\$0	\$0	\$0
<b>Z - TOTAL REVENUE</b>	\$854,855	\$1,200,773	\$1,331,459	\$1,589,822	\$1,649,161

**\*If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

**Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.**

**Personnel Budget: Expenditure Projections 2015-16 through 2019-2020**

*The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).*

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	1	\$64,000	\$64,000	1	\$68,000	\$68,000	1	\$72,000	\$72,000	1	\$74,000	\$74,000	1	\$74,000	\$74,000
Assistant Administrator	1	\$53,000	\$53,000	1	\$55,000	\$55,000	1	\$56,000	\$56,000	1	\$57,000	\$57,000	1	\$57,000	\$57,000
Clerical	1	\$27,000	\$27,000	1	\$27,000	\$27,000	1	\$28,500	\$28,500	1	\$29,000	\$29,000	1	\$29,000	\$29,000
Food Service Staff	.75	\$24,000	\$18,000	1	\$24,000	\$24,000	1	\$25,000	\$25,000	1	\$26,000	\$26,000	1	\$26,000	\$26,000
Therapist/Social Worker	0	\$0	\$0	0	\$0	\$0	.5	\$48,000	\$24,000	.5	\$48,000	\$24,000	1	\$49,000	\$49,000
Transportation Staff	0	\$0	\$0	0	\$0	\$0	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000	.5	\$24,000	\$12,000
A - Total Admin and Support:	3.75	\$168,000	\$162,000	4	\$174,000	\$174,000	5	\$253,500	\$217,500	5	\$258,000	\$222,000	5.5	\$259,000	\$247,000
Instructional Personnel:															
Core Content Teacher(s)	3	\$42,000	\$126,000	5	\$43,000	\$215,000	5	\$44,000	\$220,000	6	\$45,000	\$270,000	6	\$45,500	\$273,000
Electives/Specialty Teacher(s)	2	\$42,000	\$84,000	3	\$43,000	\$129,000	3.5	\$44,000	\$154,000	4	\$45,000	\$180,000	4	\$45,000	\$180,000
Exceptional Children Teacher(s)	3	\$45,000	\$135,000	4.5	\$46,000	\$207,000	4.5	\$46,500	\$209,250	5	\$47,500	\$237,500	5.5	\$47,500	\$261,250
Teacher Assistants	2	\$30,000	\$60,000	3.5	\$30,000	\$105,000	3.5	\$30,000	\$105,000	4	\$30,000	\$120,000	4	\$30,000	\$120,000
Behavioral Consultant	0	\$0	\$0	0	\$0	\$0	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000
B - Total Instructional Personnel:	10	\$159,000	\$405,000	16	\$162,000	\$656,000	17	\$204,500	\$708,250	19.5	\$207,500	\$827,500	20	\$208,000	\$854,250
A+B = C - Total Admin, Support and Instructional Personnel:	13.75	\$327,000	\$567,000	20	\$336,000	\$830,000	22	\$458,000	\$925,750	24.5	\$465,500	\$1,049,500	25.5	\$467,000	\$1,101,250
Administrative & Support															

Benefits															
Health Insurance	3.75	\$5,200	\$19,500	4	\$5,200	\$20,800	4	\$5,200	\$20,800	4	\$5,200	\$20,800	5	\$5,200	\$26,000
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	3.75	\$1,240	\$4,650	4	\$1,320	\$5,280	5	\$1,312	\$6,560	5	\$1,335	\$6,675	5.5	\$1,335	\$7,343
Life Insurance	3.75	\$19	\$71	4	\$19	\$76	5	\$19	\$95	5	\$19	\$95	5.5	\$19	\$105
Disability	3.75	\$220	\$825	4	\$220	\$880	5	\$220	\$1,100	5	\$220	\$1,100	5.5	\$220	\$1,210
Medicare	3.75	\$2,563	\$9,611	4	\$644	\$2,576	5	\$633	\$3,165	5	\$645	\$3,225	5.5	\$645	\$3,548
Social Security	3.75	\$599	\$2,246	4	\$2,752	\$11,008	5	\$2,707	\$13,535	5	\$2,759	\$13,795	5.5	\$2,759	\$15,175
<b>D - Total Admin and Support Benefits:</b>	<b>22.5</b>	<b>\$9,841</b>	<b>\$36,904</b>	<b>24</b>	<b>\$10,155</b>	<b>\$40,620</b>	<b>29</b>	<b>\$10,091</b>	<b>\$45,255</b>	<b>29</b>	<b>\$10,178</b>	<b>\$45,690</b>	<b>32.5</b>	<b>\$10,178</b>	<b>\$53,379</b>
<b>Instructional Personnel Benefits:</b>															
Health Insurance	10	\$5,200	\$52,000	15	\$5,200	\$78,000	15	\$5,200	\$78,000	19	\$5,200	\$98,800	19	\$5,200	\$98,800
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	10	\$1,183	\$11,830	16	\$1,235	\$19,760	17	\$1,258	\$21,386	19.5	\$1,280	\$24,960	20	\$1,287	\$25,740
Social Security	10	\$3,410	\$34,100	16	\$2,551	\$40,816	17	\$2,560	\$43,520	19.5	\$2,646	\$51,597	20	\$2,659	\$53,180
Disability	10	\$220	\$2,200	16	\$220	\$3,520	17	\$220	\$3,740	19.5	\$220	\$4,290	20	\$220	\$4,400
Medicare	10	\$797	\$7,970	16	\$597	\$9,552	17	\$608	\$10,336	19.5	\$619	\$12,071	20	\$622	\$12,440
Life Insurance	10	\$19	\$190	16	\$19	\$304	17	\$19	\$323	19.5	\$19	\$371	20	\$19	\$380
<b>E - Total Instructional Personnel Benefits:</b>	<b>60</b>	<b>\$10,829</b>	<b>\$108,290</b>	<b>95</b>	<b>\$9,822</b>	<b>\$151,952</b>	<b>100</b>	<b>\$9,865</b>	<b>\$157,305</b>	<b>116.5</b>	<b>\$9,984</b>	<b>\$192,088</b>	<b>119</b>	<b>\$10,007</b>	<b>\$194,940</b>
<b>D+E = F - Total Personnel Benefits</b>	<b>82.5</b>	<b>\$20,670</b>	<b>\$145,194</b>	<b>119</b>	<b>\$19,977</b>	<b>\$192,572</b>	<b>129</b>	<b>\$19,956</b>	<b>\$202,560</b>	<b>145.5</b>	<b>\$20,162</b>	<b>\$237,778</b>	<b>151.5</b>	<b>\$20,185</b>	<b>\$248,319</b>
<b>A+D = G - Total Admin and Support Personnel (Salary &amp; Benefits)</b>	<b>26.25</b>	<b>\$303,302</b>	<b>\$198,904</b>	<b>28</b>	<b>\$345,156</b>	<b>\$214,620</b>	<b>34</b>	<b>\$447,740</b>	<b>\$262,755</b>	<b>34</b>	<b>\$548,278</b>	<b>\$267,690</b>	<b>38</b>	<b>\$551,178</b>	<b>\$300,379</b>
<b>B+E = H - Total Instructional Personnel (Salary &amp; Benefits)</b>	<b>70</b>	<b>\$187,029</b>	<b>\$513,290</b>	<b>111</b>	<b>\$189,022</b>	<b>\$807,952</b>	<b>117</b>	<b>\$233,365</b>	<b>\$865,555</b>	<b>136</b>	<b>\$239,928</b>	<b>\$1,019,588</b>	<b>139</b>	<b>\$235,599</b>	<b>\$1,049,190</b>
<b>G+H = J - TOTAL PERSONNEL</b>	<b>96.25</b>	<b>\$490,331</b>	<b>\$712,194</b>	<b>139</b>	<b>\$534,178</b>	<b>\$1,022,572</b>	<b>151</b>	<b>\$681,105</b>	<b>\$1,128,310</b>	<b>170</b>	<b>\$788,206</b>	<b>\$1,287,278</b>	<b>177</b>	<b>\$786,777</b>	<b>\$1,349,569</b>

**Operations Budget: Expenditure Projections 2015-16 through 2019-2020**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>		<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
	Administrative & Support:					
Office:	Information Technology Equipment And Support	\$10,000	\$15,000	\$18,000	\$22,500	\$22,500
	Office Supplies	\$3,000	\$4,000	\$5,000	\$6,000	\$6,000
	Paper	\$2,000	\$3,000	\$4,000	\$4,000	\$4,500
Professional Contract	Legal Counsel	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000
	Financial	\$9,000	\$9,000	\$9,000	\$9,000	\$9,000
Facilities	Facility Lease And Utilities	\$1	\$1	\$1	\$66,000	\$66,000
	Custodial Contract	\$9,000	\$12,000	\$13,000	\$14,000	\$14,000
	Insurance (pg19)	\$6,460	\$7,000	\$7,000	\$7,000	\$7,000
Transportation	Gas	\$0	\$0	\$7,000	\$7,000	\$7,000
	Oil/Tires & Maintenance	\$0	\$0	\$1,000	\$1,000	\$1,000
Other	Marketing	\$7,000	\$8,000	\$2,600	\$2,500	\$1,000
	Child nutrition	\$31,000	\$47,000	\$57,000	\$68,600	\$71,500
	Travel	\$3,000	\$3,000	\$4,500	\$4,500	\$4,500
	Other	\$0	\$0	\$48	\$0	\$0
	Hr And Accounting Support	\$43,000	\$51,000	\$54,000	\$67,000	\$67,000
	K - TOTAL Administrative & Support Operations	\$125,461	\$161,001	\$184,149	\$280,100	\$282,000
	Instructional:					
Classroom Technology	Software	\$3,000	\$4,000	\$5,000	\$5,000	\$3,000
Instructional Contract	Staff Development	\$4,000	\$4,000	\$5,000	\$5,000	\$5,000
Books and Supplies	Instructional Materials	\$4,000	\$1,500	\$1,500	\$3,000	\$2,092
	Curriculum/Texts	\$1,200	\$1,200	\$1,000	\$2,900	\$1,000
	Copy Paper	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
	Testing Supplies	\$3,000	\$4,500	\$4,500	\$4,500	\$4,500
	Other	\$0	\$0	\$0	\$44	\$0
	L - TOTAL Instructional Operations	\$17,200	\$17,200	\$19,000	\$22,444	\$17,592
	K+L = M - TOTAL OPERATIONS	\$142,661	\$178,201	\$203,149	\$302,544	\$299,592

**Overall Budget:**

<b>BUDGET OPERATIONS EXPENDITURE PROJECTIONS</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
J - TOTAL PERSONNEL	\$712,194	\$1,022,572	\$1,128,310	\$1,287,278	\$1,349,569
M - TOTAL OPERATIONS	\$142,661	\$178,201	\$203,149	\$302,544	\$299,592
J+ M =N TOTAL EXPENDITURES	\$854,855	\$1,200,773	\$1,331,459	\$1,589,822	\$1,649,161
Z - TOTAL REVENUE	\$854,855	\$1,200,773	\$1,331,459	\$1,589,822	\$1,649,161
Z - N = SURPLUS / (DEFICIT)	\$0	\$0	\$0	\$0	\$0

**Budget Narrative:** (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

*Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.*

*Provide the break-even point of student enrollment.*

The starting enrollment number is based on the current population being served through Barium Springs Educational, Residential and Day Treatment Programs. While there will be no requirement that these youth attend Springs Academy, we do feel that by offering continuity in programming between education and treatment services, it will be a positive option for many. We have also projected initially a few students from the community choosing to attend school at Springs Academy. We believe that by achieving strong outcomes for these youth and through effective marketing of those results we will become an alternative for more children in the community.

While our local LEAs provide strong options for the general student body population, we feel that by providing therapeutic components to the educational setting we will be a strong option for families with children experiencing mental health issues, those that are involved with juvenile justice, those that have experienced significant trauma, etc.

We feel confident that at 150 students we can provide the needed services and interventions and break-even.

*Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

Barium Springs has committed to providing up to \$\_\_\_\_,000 per year toward the operation of the charter school. Please see attached letter in the Appendices. Barium Springs will also consider maintaining some of the support pieces they will cover early on such as lease costs, behavioral consultants and therapists.

*Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices*

*Barium Springs has committed to providing additional financial support and services at no or discounted rates to Springs Academy. The letter is attached in the appendices.*

*We have also budgeted funds that would be received through participation in the Food Reimbursement Program.*

*Provide the student to teacher ratio that the budget is built on.*

In 2019 the ratio is 1 Teacher to 7.14 students

- 2. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

Springs Academy does intend to contract for some services. Custodial support, Finance, Human Resource, Information Technology, Accounting, etc is anticipated to be contracted out. At least every two years, services will be put out for bid, through a public notice. Bids will be evaluated based on price, experience, services to be provided, past experience etc. Also before the bid is put out, bi-annually the board will evaluate the cost effectiveness of continued contracting out of the services versus employing of the necessary staff.

EC Services may be contracted out based on individual needs of students and cost effectiveness and quality needs. The Principal will be responsible for evaluating the best and most effective way of meeting the needs and making recommendations to the board.

- 3. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

The budget includes clinical staff to oversee the trauma informed practices and carrying out of CBITS and other therapeutic interventions. Barium Springs will provide this support and oversight as the school is building enrollment. A Behavioral Consultant is included in the budget to assist with the implementation of the Teaching Family Model. Barium Springs will provide this support and oversight as the school is building enrollment. The staff development budgets will assist in staff completing training in the models.

We have included additional Special Education staff and Teaching staff to meet the needs of the proposed student body population.

The budget includes dollars for certification through the Teaching Family Association.

- 4. What percentage of expenditures will be the school's goal for a general fund balance?*

*Describe how the school will develop the fund balance.*

The ultimate goal will be to build a fund balance by generating additional revenue through fundraising, grants, and other funding opportunities. The goal will be to achieve a minimum of a 2% surplus revenue over expenses each year which will allow us to set aside funds to build a fund balance.

- 5. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

The facility will be provided by Barium Springs at a lease rate of \$1.00 per year for the first 4-5 years. Utilities are included in the budgeted lease payments. No loans or other financing are anticipated at this time.

- 7. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)?*

*If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

Barium Springs will provide the facility and all current classrooms furnishings, computers and related resources. There for there will be limited expenses related to these areas in first few years of operation.

**Financial Compliance:** (No more than a half of a page)

*How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?*

Springs Academy will ensure adequate internal controls, including segregation of duties, safeguarding of assets, and accurate/adequate record keeping through the following:

By ensuring an effective control environment with board and management oversight of the implementation of policies and procedures. By performing ongoing risk assessments and redesigning or enforcing new internal controls as needs are identified. By putting a strong chain of command in place for the reporting of potential problems. By effectively monitoring the effectiveness of the controls in place. Also, an adequate staff will be maintained in order to provide segregation of duties to the greatest extent possible under a cost benefit analysis.

*Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)*

Barium Springs will provide a space for the Charter School. The initial year the space will be leased at \$1.00. The lease rate will be renegotiated each year as the school is building capacity. Barium Springs currently provides educational services and has school materials and equipment including computers (staff and students), SmartBoards, desks, other furniture, educational supplies/texts, other office equipment. These materials will be made available to Springs Academy

*Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.*

The following firms are being considered to handle the audit for Springs Academy:

Petway, Mills & Pearson  
806 N Arendell Ave Ste A, Zebulon (919) 269-7405

Combs, Tennant & Carpenter  
2348 Highway 105 Ste 5, Boone (828) 264-6700 phone (828) 264-7756 fax

**VI. AGREEMENT PAGE**

**Application Fee:**

*Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.*

*\*Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

*Payments should be made payable to North Carolina Department of Public Instruction*

*North Carolina Department of Public Instruction  
Office Of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303*

*I understand the requirements pursuant to G.S. 115C-238.29B(e).*

bell172

Date: 12/05/2013

**Applicant Signature:**

The foregoing application is submitted on behalf of Springs Academy (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents 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: bell172

Board Position: Board Co-Chair

Signature: \_\_\_\_\_

Date: 12/06/2013

Sworn to and subscribed before me this  
\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
Official Seal

My commission expires: \_\_\_\_\_, 20\_\_\_\_.

